



Child Protection and Safeguarding Policy and Procedures

**(including safer recruitment, allegations
against staff and low-level concerns)**

Prepared by	Gloria Gold, Deputy Headteacher – Pastoral
Acknowledgements	
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Version Control Table

Version	Date	Amended by	Rationale
2.1	01/04/2020	Gloria Gold	Amendments made to reflect COVID-19.
2.2	12/06/2020	Gloria Gold	Amended to be in line with the new KCSIE guidance.
3.0	24/09/2020		Version approved by the LDE UTC Board
3.1	19/03/2021	Gloria Gold	Section 16 has been amended so that this policy is reviewed after every major incident.
3.2	16/08/2021	Gloria Gold	Amended to be in line with the new KCSIE 2021 guidance.
4.0	23/08/2021		Version approved by the Board
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8.0	18/09/2025		The version approved by the Board
8.1	30/03/2026	Gloria Gold	Amended with links to the new Working Together to Safeguard Children 2026
8.2	07/09/2026	Gloria Gold	Updated to align with Keeping Children Safe in Education 2026, including Family Help reforms, revised safeguarding definitions, enhanced online safety requirements, child-on-child abuse updates, mental health safeguarding, exploitation and serious violence provisions and safer recruitment updates.
8.3	14/09/2026	Gloria Gold	Updated to reflect the statutory Information Sharing Duty under Section 16LA of the Children Act 2004 (Children's Wellbeing and Schools Act 2026), including mandatory information sharing requirements, consent clarification, detriment test and information-sharing record keeping.
9.0	17/09/2026		The version approved by the Board

Guidance on Version Control:

The above is an example of how to complete the Version control table.

Versions are 0.1, 0.2, etc., until the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or, if it's a major update, 2.0. Do not worry about the numbers going up and up; it's about getting the policy right – it's all fine.

CHILD PROTECTION AND SAFEGUARDING POLICY AND PROCEDURES

Policy Coverage

THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS			
Type of Learner	Tick (✓)	Type of Stakeholder	Tick (✓)
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	✓
Key Stage 5 (KS5) Level 3	✓	Directors	✓
Key Stage 5 (KS5) A Levels	✓	Employers	✓
Apprentices	✓	Visitors / Contractors	✓

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Important Contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
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Chair of Directors	Anne Heal	Email: anneheal01@gmail.com
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1. Policy Aims

The London Design and Engineering UTC aims to ensure that:

- The college creates a culture of safeguarding for both learners and staff
- Safeguarding is everyone's responsibility and is delivered through a whole-college culture of vigilance, professional curiosity, learner voice, early intervention, effective multi-agency working and evidence-based decision-making.
- Appropriate action is taken in a timely manner to safeguard and promote learners' welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and Statutory Guidance

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping children safe in education 2026](#) and [Working together to safeguard children 2026: a guide to multi-agency](#)

[working to help, protect and promote the welfare of children](#), the [Maintained Schools Governance Guide](#) and [Academy Trust Governance Guide](#).

We comply with this guidance and the arrangements agreed and published by our three local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of learners at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the Police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities concerning safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools' and colleges' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our Directors and Principal should carefully consider how they are supporting their learners with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence, homophobic, biphobic or transphobic bullying, or racial discrimination.
- This policy should also be read in conjunction with the [Education Inspection Framework \(EIF\) - GOV.UK Ofsted 2026](#). This policy also complies with our funding agreement and articles of association.

3. Definitions

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

➤ Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is when children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

➤ **Children**, includes everyone under the age of 18.

The following three **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs. In Newham, the safeguarding partners are:

The local authority (LA) (Newham)

NHS Integrated Care Board (formerly Newham Clinical Commissioning Group)

Metropolitan Police Service

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the learner involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of young people) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. Equality Statement

Some learners have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise our learners' diverse circumstances. We ensure that all our learners have the same protection, regardless of any barriers they may face.

We give special consideration to learners who:

- Have special educational needs and or disabilities (SEND) or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identity or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs

- Are looked after or previously looked after (see section 12)
- Are missing or absent from education for prolonged periods and on repeat occasions
- Whose parent / carer has expressed an intention to remove them from school / college to be home educated
- Are pregnant learners or young parents
- Display harmful, abusive or exploitative behaviour towards others
- May be experiencing or involved in child-to-parent or caregiver abuse

5. Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and Directors (governors) in the College and is consistent with the procedures of the three safeguarding partners. Our policy and procedures also apply to extended college and off-site activities.

The college plays a crucial role in preventative education. This is in the context of a whole-college approach to preparing learners for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
 - What constitutes sexual harassment and sexual violence, and why they're always unacceptable

5.1 All staff

All staff will:

- Read Part 1 of [Keeping children safe in education 2026 \(comes into force from 1 September 2026\)](#), and review this guidance at least annually.
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance. They will be given time to do so as part of their annual safeguarding training.
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask learners to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for learners who are LGBTQ+ to speak out and share their concerns.

All staff will be aware of:

- Our systems, which support safeguarding, including this child protection and safeguarding policy, the Staff Code of Conduct, the role of the designated safeguarding lead (DSL), the behaviour policy, online safety (which includes the expectations, applicable role and responsibilities in relation to filtering and monitoring, and the safeguarding response to children who go missing from education)
- The Universal Services, community-based early help and targeted Family Help interventions, including identifying emerging problems, liaising with the DSL and sharing information with other professionals to support early identification and intervention.
- The DSL will ensure staff understand the difference between Universal Services, Family Help and statutory safeguarding interventions as part of staff annual training.
- The process for making referrals to Newham Children's Social Care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a learner tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- The fact that children can be at risk of harm inside and outside of their home, at college and online
- The fact that learners who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other young people.
- That a child and their family may be experiencing multiple needs at the same time
- What to look for to identify young people who need help or protection

Section 16 and Appendix 4 of this policy outline in more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Gloria Gold, Vice Principal – Personal Development. The DSL takes lead responsibility for child protection and wider safeguarding. This includes online safety and understanding our filtering and monitoring processes on college devices and college networks to keep learners safe online.

During term time, the DSL will be available during College hours for staff to discuss any safeguarding concerns. The DSL can also be contacted out of College hours if necessary, either by email gloria.gold@ldeutc.co.uk / safeguarding@ldeutc.co.uk or by phone on 07808 525876

In the absence of the DSL, any trained Deputy DSL may act as cover. If both the DSL and Deputy DSLs are unavailable, a member of the Senior Leadership Team will assume responsibility for coordinating safeguarding referrals whilst seeking safeguarding advice from external agencies where required.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or Police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our college
- The DSL is also the Prevent lead and will ensure that staff have appropriate Prevent training.
- The DSL will act as the Lead Practitioner for the Local Authority.

The DSL will also:

- Keep the Principal informed of any issues and ensure that the senior team is updated on a regular basis
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the college's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The full responsibilities of the DSL and deputy DSLs are set out in their job description.

5.3 The Directors

The Directors of the College will:

- Facilitate a whole-college approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Principal to account for its implementation
- Be aware of the obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and the college's local multi-agency safeguarding arrangements
- Appoint a senior board-level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the college has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the college in meeting these standards

➤ Make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- The college has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
- That this policy reflects that learners with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

➤ Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are learners on the college roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the college premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The Chair of the Board of Directors will act as the 'case manager' in the event that an allegation of abuse is made against the Principal, where appropriate (see Appendix 3).

All Directors will read Keeping Children Safe in Education in its entirety.

Section 15 of this policy has information on how Directors of the College are supported to fulfil their role.

5.4 The Principal

The Principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents when their child joins the college and via the college website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see Appendix 3)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

5.5 Virtual school heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

- They should also identify and engage with key professionals, e.g. DSLs, SENCOs, social workers, mental health leads and others.

6. Confidentiality

The College's approach to confidentiality and data protection can be found in this document:

[LDE UTC GDPR Policy - June 2024.docx](#)

It should be noted that:

The College recognises the statutory Information Sharing Duty under Section 16LA of the Children Act 2004, introduced by the Children's Wellbeing and Schools Act 2026. Where staff hold information relevant to safeguarding or promoting the welfare of a child, and sharing that information may assist another safeguarding partner or relevant agency to assess risk, identify need, make decisions, provide support or take action, that information **must** be shared unless it is determined that sharing would be more detrimental to the child than not sharing. ([Information Sharing Duty 2026](#))

- Timely information sharing is essential to effective safeguarding
- 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 children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the college not to tell anyone about the sexual violence or sexual harassment:
 - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children/young people
 - The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to the local authority children's social care
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

- Regarding anonymity, all staff will:
 - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
 - Do all they reasonably can to protect the anonymity of any young person involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for the young people involved
 - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's [information sharing advice for safeguarding practitioners](#) includes information for sharing information, and will support staff who have to make decisions about sharing information.
- Staff should understand that consent is not required to share information where the information sharing duty applies. Information may be shared lawfully to safeguard and promote the welfare of children even where consent has not been sought or has been refused. Wherever appropriate and safe to do so, staff will remain transparent with children and families about information sharing decisions
- Information should only be withheld in exceptional circumstances where professional judgement determines that sharing would be more detrimental to the child than not sharing. Such decisions must be carefully considered, recorded and reviewed.
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 15, and allegations of abuse against staff in **Appendix 3**

Please note that a child does not need to meet a specific statutory threshold before information can be shared for safeguarding and welfare purposes, including where concerns relate to early intervention, Family Help, prevention or emerging need.

7. Recognising Abuse and Taking Action

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- › Is disabled
- › Has special educational needs (whether or not they have a statutory education, health and care (EHC) plan)
- › Is a young carer
- › Is bereaved
- › Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- › Is frequently missing/goes missing from education, care or home
- › Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- › Is at risk of being radicalised or exploited
- › Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- › Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

- › Is misusing drugs or alcohol
- › Is suffering from mental illness
- › Has returned home to their family from care
- › Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- › Is a privately fostered child
- › Has a parent or carer in custody or is affected by parental offending
- › Is missing education, or persistently absent from school, or not in receipt of full-time education. Persistent absence and severe absence may be indicators of safeguarding concerns and will be considered within safeguarding risk assessments.
- › Has experienced multiple suspensions and is at risk of, or has been permanently excluded
- › Is pregnant or is a young parent
- › Is displaying harmful, abusive or exploitative behaviour towards others
- › May be experiencing child-to-parent or caregiver abuse
- › May be involved in abusive behaviour towards family members or peers

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

7.1 If a child is suffering or likely to suffer harm, or is in immediate danger

Make a referral to children’s social care and/or the Police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly. Referrals can be made directly to Newham via

<https://families.newham.gov.uk/kb5/newham/directory/family.page?familychannel=7> or
<https://www.gov.uk/report-child-abuse-to-local-council>

7.2 If a child makes a disclosure to you

If a learner discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely, and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the learner they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the learner’s own words. Stick to the facts, and do not put your own judgment on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children’s social care and/or the Police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

- Bear in mind that some children may:
 - Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
 - Not recognise their experiences as harmful
 - Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers
- None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a learner.

7.3 If you discover that FGM has taken place or a learner is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a learner has already been subjected to FGM, and factors that suggest a learner may be at risk, are set out in Appendix 4.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18, and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the Police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **learner under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a learner is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine learners.

Any member of staff who suspects a learner is *at risk* of FGM or suspects that FGM has been carried out or discovers that a learner **aged 18 or over** appears to have been a victim of FGM must speak to the DSL and follow our local safeguarding procedures.

Further information and where to report incidents can be found here:

<http://search3.openobjects.com/kb5/newham/directory/advice.page?familychannel=7&id=TBdRfQfziBg>

7.4 If you have concerns about a learner (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1, before section 7.7, illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree on a course of action.

If, in exceptional circumstances, the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from the local authority's children's social care. You can also seek advice at any time from the NSPCC helpline on 0800 800 5000.

Make a referral to the local authority's children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Family Help and Early Intervention

Where Family Help or Early Intervention support is appropriate, the DSL will lead on liaison with relevant services and coordinate support arrangements.

The college recognises the Families First reforms and Family Help arrangements introduced nationally.

If Early Help Assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree with statutory safeguarding partners, levels for the different types of assessment as part of local arrangements.

The DSL will keep the case under constant review, and the college will consider a referral to the local authority's children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Details of local procedures can be found here

<https://families.newham.gov.uk/kb5/newham/directory/family.page?familychannel=1>

Referral

If it is appropriate to refer the case to local authority children's social care or the Police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the learner's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the learner's situation improves.

Details of local procedures can be found here:

<https://families.newham.gov.uk/kb5/newham/directory/family.page?familychannel=7>

7.5 If you have concerns about extremism

If a learner is not suffering or likely to suffer from harm, or is in immediate danger, where possible, speak to the DSL first to agree a course of action.

If, in exceptional circumstances, the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from the local authority's children's social care. Make a referral to the local authority's children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which college staff and directors can call to raise concerns about extremism with respect to a learner. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergencies.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

7.6 If you have a mental health concern

Mental health difficulties may themselves become safeguarding concerns where there is evidence of self-harm, suicidal ideation, significant emotional distress, neglect, abuse, criminal exploitation or vulnerability to harm.

Staff must not assume concerns are solely mental health related and should always consider whether safeguarding intervention is required.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

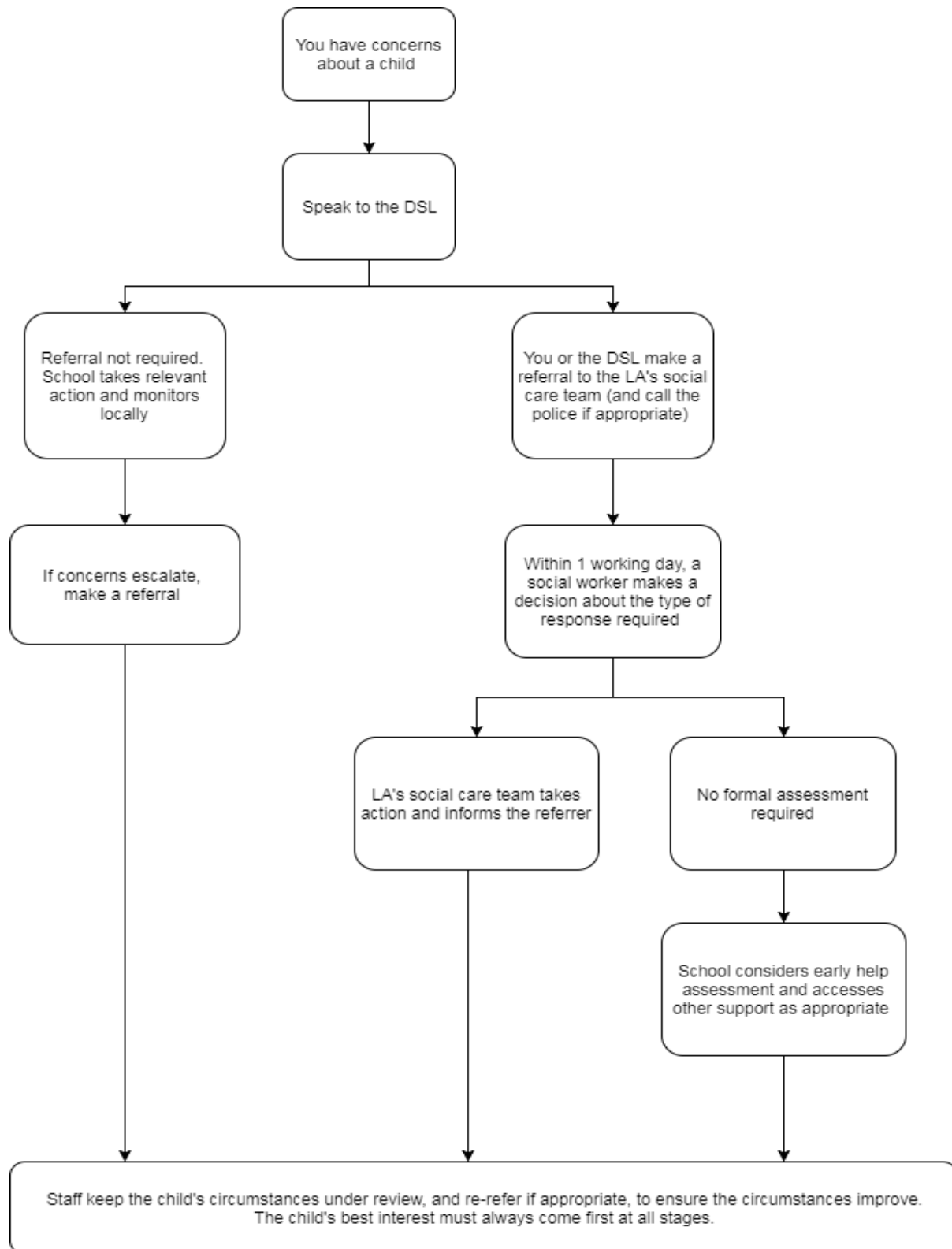
If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

The College has trained Mental Health First Aiders who can be called upon in the first instance. We also have a referral process to our Educational Mental Health Practitioner and the College Counsellor. Referrals must be made to the DSL / Deputy DSL in the first instance. Refer to the Department for Education guidance on [mental health and behaviour in schools](#) for more information.

Figure 1: procedure if you have concerns about a learner's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

(Note –if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



7.7 Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the Principal as soon as possible. If the concerns/allegations are about the Principal, speak to the Chair of Directors.

The Principal /Chair of Directors will then follow the procedures set out in Appendix 3, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Principal, report it directly to the local authority designated officer (LADO).

If you receive an allegation relating to an incident where an individual or organisation was using the college premises for running an activity for children, follow our college's safeguarding policies and procedures, informing the LADO, as you would any safeguarding allegation.

7.8 Allegations of abuse made against other learners

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for learners.

Child-on-child abuse is a safeguarding concern for both the victim and the alleged perpetrator.

The college recognises that learners who display harmful behaviours may themselves be vulnerable, have experienced trauma or abuse, and require appropriate safeguarding assessment and support.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of learners hurting other learners will be dealt with under our college's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put learners in the college at risk
- Is violent
- Involves learners being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up-skirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See Appendix 4 for more information about child-on-child abuse.

If a learner makes an allegation of abuse against another learner:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the Police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any

disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation

Creating a supportive environment at LDE UTC and minimising the risk of child-on-child peer abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female learners, and initiation or hazing-type violence with respect to boys
- Ensure our curriculum helps to educate learners about appropriate behaviour and consent
- Ensure learners are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support young people who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensuring staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in college, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a learner’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a learner harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The important role they have to play in preventing child-on-child abuse and responding where they believe a learner may be at risk from it
 - That they should speak to the DSL if they have any concerns
 - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

7.9 Sharing of nudes and semi-nudes (“Sexting”)

This is a suggested approach based on guidance from the [UK Council for Child Internet Safety](#) for [all staff](#) and for [DSLs and senior leaders](#).

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as ‘sexting’ or ‘youth-produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share or save the imagery yourself, or ask a learner to share or download it. (If you have already viewed the imagery by accident, you must report this to the DSL).
- Delete the imagery or ask the learner to delete it
- Ask the learner(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the learner(s) it involves, their, or other parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the learner(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate College staff - this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to the learner(s)
- If a referral needs to be made to the Police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the learners involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the learners involved (in most cases, parents/carers should be involved)

The DSL will make an immediate referral to the Police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts, and any learner in the imagery or videos is under 13
- The DSL has reason to believe a learner is at immediate risk of harm owing to the sharing of the nude or semi-nude imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above applies, then the DSL, in consultation with the Principal and other members of staff as appropriate, may decide to respond to the incident without involving the Police or Children's Social Care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to Police and/or Children's Social Care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the learners involved (if appropriate).

If at any point in the process there is a concern that a learner has been harmed or is at risk of harm, a referral will be made to children's social care and/or the Police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the learner at risk of harm.

Referring to the Police

If it is necessary to refer an incident to the Police, this will be done through the DSL contacting the College's Safer Schools Officer or dialling 101 for the local neighbourhood Police.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage

Learners are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our Learning for Life Programme. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Learners also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with learners so they are aware of the processes the College will follow in the event of an incident.

Teaching follows best practice in delivering safe and effective education, including:

- Putting safeguarding first
- Approaching from the perspective of the child
- Promoting dialogue and understanding
- Empowering and enabling children and young people
- Never frightening or scare-mongering
- Challenging victim-blaming attitudes

7.10 Reporting systems for our learners

Where there is a safeguarding concern, we will take the learner's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring learners feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for learners to confidently report abuse – a dedicated email address has been set up for this purpose that will go directly to the Safeguarding team.
(speakout@ldeutc.co.uk)
- Ensure our reporting systems are well promoted, easily understood and easily accessible for learners. This will be promoted through our weekly Learning for Life sessions.
- Make it clear to learners that their concerns will be taken seriously, and that they can safely express their views and give feedback

8. Online Safety and the Use of Mobile Technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and well-being issues.

To address this, our college aims to:

- Have robust processes in place to ensure the online safety of all stakeholders
- Protect and educate the whole college community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole college community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation and conspiracy theories.
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of

nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying;
and

- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above, we will:

- Educate learners about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring learners are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues, including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example, that:
 - Staff are allowed to bring their personal phones to college for their own use, but will limit such use to non-contact time when learners are not present
 - Staff will not take pictures or recordings of learners on their personal phones or cameras
- Make all learners, parents/carers, staff, volunteers and directors aware that they are expected to sign an agreement regarding the acceptable use of the internet in college, use of the college's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a learner is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, learners and parents/carers are aware that staff have the power to search learners' phones, as set out in the [DfE's guidance on searching, screening and confiscation \(2022\)](#)
- Put in place robust filtering and monitoring systems to limit learners' exposure to the 4 key categories of risk (described above) from the college's IT systems
- The college will review the effectiveness of filtering and monitoring systems at least annually and maintain records of these reviews
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our college community
- Provide regular safeguarding and child protection updates, including online safety, to all staff, at least annually, to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our college's policy on online safety and the use of mobile phones, please refer to our BYOD Policy [LDE UTC IT BYOD Internet Acceptable Use Policy - July 2025.docx](#) and [LDE UTC Sixth Form BOYD Policy June 2026.docx](#)

8.1 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, learners and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

LDE UTC recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard learners. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose learners to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

LDE UTC will treat any use of AI to access harmful content or bully learners in line with this policy, our Behaviour Policy and our AI policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the college.

Our college's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

Filtering, monitoring and cyber security arrangements will be formally reviewed at least annually and following any significant safeguarding incident involving technology.

The college recognises the safeguarding risks associated with:

- AI-generated imagery
- Deepfake technology
- Synthetic media
- Technology-facilitated abuse
- Online misogyny
- Manipulated sexual imagery
- Digitally created child abuse content

The DSL will ensure that these emerging risks are reflected in staff training, learner education and safeguarding reviews. Staff will remain vigilant to safeguarding concerns arising from AI technologies and respond in accordance with safeguarding procedures.

The College recognises that cyber security forms part of safeguarding arrangements and will ensure proportionate measures are in place to protect learner data, systems and access to online services.

9. Notifying Parents or Carers

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the learners involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

10. Learners with Special Educational Needs, Disabilities or Health Issues

The College recognises that mental health concerns can, in some circumstances, be an indicator that a learner has suffered or is at risk of suffering abuse, neglect or exploitation. Mental health concerns will therefore be considered within safeguarding processes and multi-agency support arrangements.

We recognise that learners with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse, such as behaviour, mood and injury, relate to the child's condition without further exploration
- Learners being more prone to peer group isolation or bullying (including prejudice-based bullying) than other learners
- The potential for learners with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges, or the consequences of doing so

We offer extra pastoral support for learners with SEN, disabilities or certain health conditions. This includes: time with their Head of Years, the SENCO and time in the LSU (if needed)

Any abuse involving learners with SEND will require close liaison with the DSL (or deputy) and the SENCO.

11. Learners with a Social Worker

Learners may need a social worker due to safeguarding or welfare needs. We recognise that a young person's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable young people.

Where we are aware that a learner has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the learner's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

12. Young Carers

The college recognises that young carers may face additional safeguarding, welfare, attendance, wellbeing and educational challenges due to caring responsibilities within the home.

A young carer is a child under 18 who helps to care for a family member who may have a disability, long-term illness, mental health condition or substance misuse issue.

The college will:

- Identify and support young carers through pastoral systems, safeguarding processes and learner self-disclosure.
- Ensure young carers receive appropriate support, advice and reasonable adjustments where required.

- Consider caring responsibilities when monitoring attendance, punctuality, behaviour, wellbeing and academic progress.
- Work with parents, carers and external agencies where appropriate to ensure support needs are identified and met.
- Ensure young carers can access emotional wellbeing support and opportunities to speak with a trusted adult.
- Consider whether a young carer may benefit from Family Help or other early intervention services.

13. Looked-After and Previously Looked-After Children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about learners' looked-after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of the learner's social workers and relevant Virtual School Heads

We have appointed a Designated Teacher, Ana Grigore, Assistant Headteacher - SENCo, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The Designated Teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the Designated Teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with Virtual School Heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how Pupil Premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

14. Learners who are lesbian, gay, bisexual or gender questioning.

The section of KCSIE 2025 on gender questioning children remains under review, pending the publication of revised guidance.

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. See our behaviour policy for more details on how we prevent bullying based on gender or sexuality.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL. Learners are able to access extra support from the relevant Head of Year.

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of

harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities, such as the risk of bullying.

Risks can be compounded when children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

15. Complaints and Concerns about College Safeguarding Policies

15.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see Appendix 3).

15.2 Other complaints

Safeguarding-related complaints of other types – for example, those related to learners or premises will be handled in accordance with our procedures set out in this document.

15.3 Whistle-blowing

Whistleblowing is ‘making a disclosure in the public interest’ and occurs when a worker (or member of the wider college community) raises a concern about danger or illegality that affects others, for example, learners in the College or members of the public.

All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the College’s Code of Conduct / Whistleblowing policy.

We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk. Alternatively, the Chaplaincy Team in the College can offer advice and guidance.

Parents or others in the wider College community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24-hour helpline) or email: help@nspcc.org.uk

16. Record-Keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up on and resolved
- A note of any action taken, decisions reached and the outcome
- In addition, records will include
 - decisions to share;
 - decisions not to share;
 - rationale;
 - relevance;
 - detriment considerations

Concerns and referrals will be kept in a separate child protection file for each learner.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual learners will be retained for a reasonable period of time after they have left the LDE UTC.

Safeguarding records will be retained in accordance with statutory guidance, legal requirements and the College Records Retention Schedule.

If a learner for whom the College has, or has had, safeguarding concerns moves to another school / college, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main learner file, where possible, **within 5 days for an in-year transfer or within the first 5 days of the start of a new term.** In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

The College has subscribed to CPOMS so that information can be shared electronically with schools / colleges in Newham using the same package.

In addition:

- **Appendix 2** sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- **Appendix 3** sets out our policy on record-keeping with respect to allegations of abuse made against staff

17. Training

17.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the college's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-college safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the three safeguarding partners
- Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all learners

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

17.2 The DSL and deputies.

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

17.3 Directors

All Directors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenges
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of directors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Principal, they receive training in managing allegations for this purpose.

17.4 Recruitment – interview panels

At least one person conducting any interview for a post at the college will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

17.5 Staff who have contact with learners and families

All staff who have contact with children and families will have supervision, which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

17.6 Apprentices

All apprentices on joining the College receive training about safeguarding from the DSL or Deputy DSL as part of their induction. This is to make sure they have the knowledge and information about the processes and procedures around safeguarding and who to contact or approach in case they have any concerns.

17.7 Apprentice Employers

Appendix 5 sets out the guidance and information that is shared with employers of apprentices. The College Safeguarding Team is available and easily contactable on 0203 019 7333, email: safeguarding@ldeutc.co.uk

18. Monitoring Arrangements

This policy will be reviewed **annually** by Gloria Gold, DSL and Vice Principal – Personal Development and at such times when the College carries out its own serious case review.

At every review, it will be approved by the full Board of Directors.

19. Links with Other Policies

This policy links to the following policies and procedures:

Behaviour

Staff Code of Conduct

Complaints

Health and safety

Well-being

Attendance

Online safety

Equality

Relationship and Sex Education

First aid

Curriculum

Privacy notices

Designated teacher for looked-after and previously looked-after children

These Appendices are based on the Department for Education's statutory guidance, **Keeping Children Safe in Education**.

Appendix 1: Types of Abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
- Persistent criticism
- Belittling and humiliation
- Scapegoating
- Persistent rejection
- Name-calling and verbal abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example, rape or penetration with an object), and non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: Safer Recruitment and DBS Checks – Policy and Procedures

The recruitment steps outlined below are based on Part 3 of Keeping Children Safe in Education 2026.

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our college's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at the interview stage. The information we will ask for includes:
 - If they have a criminal history
 - Whether they are included on the barred list
 - Whether they are prohibited from teaching
 - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
 - Any relevant overseas information
- Sign a declaration confirming the information they have provided is true

- We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

Seeking references and checking employment history

We will, where given permission, aim to obtain references before the interview. All references will be obtained before an employee starts employment. Any concerns raised will be explored further with referees and taken up with the candidate at the interview.

When seeking references, we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school-based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children, if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the college's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

The Single Central Record will be reviewed at least annually to ensure compliance with current statutory guidance and safer recruitment requirements.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, the appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months. But when the copy is destroyed, we may still keep a

record of the fact that vetting took place, the result of the check and the recruitment decision taken.

- Obtain a separate barred list to check if they will start work in a regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
 - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
 - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach
- Check that candidates taking up a management position* are not subject to a prohibition from management (section 128) direction made by the Secretary of State

* Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

Where we take a decision that an individual falls outside of the scope of these regulations, and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances, we will carry out all the relevant checks on existing staff as if the individual were a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult, where:

- We believe the individual has engaged in [relevant conduct](#); or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and

- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the LDE UTC has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the College.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Directors

All Directors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

The Chair of the Board will have their DBS check countersigned by the Secretary of State.

All proprietors, trustees, local Directors (governors) and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)). [Note that Section 128 checks are only required for local Directors (governors) if they have retained or been delegated any management responsibilities.]

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Apprentices

As the LDE UTC is a 13-19 College with children of compulsory school age, all apprentices are DBS checked to enable them to move unaccompanied within the College and make use of its first-class facilities.

Staff working in alternative provision settings

Where we place a learner with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

The College retains safeguarding responsibility for learners placed in alternative provision and will maintain oversight of their welfare, attendance, safeguarding and educational progress.

Adults who supervise learners on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a learner under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Learners staying with host families

Where the College makes arrangements for learners to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the College is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 3: Allegations of Abuse Made Against Staff

Allegations against staff (including low-level concerns) policy

Section 1: Allegations that may meet the harm threshold, as per part 4 of Keeping Children Safe in Education. This applies to all cases in which it is alleged that a current member of staff, volunteer or contractor has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of college.

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the Principal, or the Chair of Directors, where the Principal is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgment.

If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

Suspension of the accused until the case is resolved

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the College so that the individual does not have direct contact with the young person or young people
- Providing an assistant to be present when the individual has contact with young people
- Redeploying the individual to alternative work in the College so that they do not have unsupervised access to children and young people
- Moving the young person to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example, to an alternative school or college.

If in doubt, the case manager will seek views from the College's Personnel Adviser and the Designated Officer at the Local Authority, as well as the Police and Children's Social Care, where they have been involved.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation, and there has been a deliberate act to deceive

- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Principal (or Chair of Directors where the Principal is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below.
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the Police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the Police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the Police.)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the Police or children’s social care services, where necessary). Where the Police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with the young people at the College is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, Police and/or children’s social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual’s family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children’s social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the College and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in College and/or liaise with the Police and/or children’s social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Furthermore, the individual may use the services of their union representative or members of the Chaplaincy for personal support if required. The College has a counselling service as well, which can be accessed free of charge.

- Inform the parents or carers of the learner/s involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the Police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the learner/s involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the College is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the Police are involved, wherever possible, the directors will ask the Police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the college's disciplinary process, should this be required at a later point.

Additional considerations for supply staff and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the College, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome.
- The board of directors will discuss with the agency whether it is appropriate to suspend the supply teacher or redeploy them to another part of the college, while the college carries out the investigation.
- We will involve the agency fully, but LDE UTC will take the lead in collecting the necessary information and providing it to the local authority designated officer as required.
- We will address issues such as information sharing to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary).

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the Police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the College ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the College will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the College will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the College.

Unsubstantiated or malicious allegations

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the learner and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the College will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The College will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, Police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child or children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved

- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the College will provide a copy to the individual, in agreement with Children's Social Care or the Police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious.
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the College's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a learner to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the college that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concerns or allegations from another member of staff

- Disclosure made by a child, parent or other adult within or outside the college
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the college may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with young people
- Having favourites
- Taking photographs of learners on their mobile phone
- Engaging with a learner on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate, sexualised, intimidating or offensive language
- Humiliating learners

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the college's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the Principal will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The Principal will use the information collected to categorise the type of behaviour and determine any further action, in line with the College's Staff Code of Conduct.

More information can be found here: [Developing and implementing a low-level concerns policy: A guide for organisations which work with children](#)

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the college

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Appendix 4: Specific Safeguarding Issues

Assessing adult-involved nude and semi-nude sharing incidents

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care. However, as adult-involved incidents can present as child-on-child nude/semi-nude sharing, it may be difficult to initially assess adult involvement.

There are two types of common adult-involved incidents: sexually motivated incidents and financially motivated incidents.

Sexually motivated incidents

In this type of incident, an adult offender obtains nude and semi-nude images directly from a child or young person using online platforms.

To make initial contact, the offender may present as themselves or use a false identity on the platform, sometimes posing as a child or young person to encourage a response and build trust. The offender often grooms the child or young person on social media, in chatrooms or on gaming platforms, and may then move the conversation to a private messaging app or an end-to-end encrypted (E2EE) environment where a request for a nude or semi-nude is made. To encourage the child or young person to create and share nude or semi-nude images, the offender may share pornography or child sexual abuse material (images of other young people), including AI-generated material.

Once a child or young person shares a nude or semi-nude image, an offender may blackmail the child or young person into sending more images by threatening to release them online and/or send them to friends and family.

Potential signs of adult-involved grooming and coercion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person
- Quickly engaged in sexually explicit communications, which may include the offender sharing unsolicited images
- Moved from a public to a private/E2EE platform
- Coerced/pressured into doing sexual things, including creating nudes and semi-nudes
- Offered something of value, such as money or gaming credits
- Threatened or blackmailed into carrying out further sexual activity. This may follow the child or young person initially sharing the image, or the offender sharing a digitally manipulated image of the child or young person to extort 'real' images

Financially motivated incidents

Financially motivated sexual extortion (often known as 'sextortion') is an adult-involved incident in which an adult offender (or offenders) threatens to release nudes or semi-nudes of a child or young person unless they pay money or do something else to benefit them.

Unlike other adult-involved incidents, financially motivated sexual extortion is usually carried out by offenders working in sophisticated organised crime groups (OCGs) overseas and are only motivated by profit. Adults are usually targeted by these groups, too.

Offenders will often use a false identity, sometimes posing as a child or young person, or hack another young person's account to make initial contact. To financially blackmail the child or young person, they may:

- Groom or coerce the child or young person into sending nudes or semi-nudes and financially blackmail them
- Use images that have been stolen from the child or young person, taken through hacking their account
- Use digitally manipulated images, including AI-generated images, of the child or young person

The offender may demand payment or the use of the victim's bank account for the purposes of money laundering.

Potential signs of adult-involved financially motivated sexual extortion can include the child or young person being:

- Contacted by an online account that they do not know, but appears to be another child or young person. They may be contacted by a hacked account of a child or young person
- Quickly engaged in sexually explicit communications, which may include the offender sharing an image first
- Moved from a public to a private/E2EE platform
- Pressured into taking nudes or semi-nudes
- Told they have been hacked and they have access to their images, personal information and contacts
- Blackmailed into sending money or sharing bank account details after sharing an image or the offender sharing hacked or digitally manipulated images of the child or young person

Children who are absent from education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a young person may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a learner leaves the college without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points. Where a learner is assigned to us by the Local Authority and chooses not to attend, a referral will be made following Newham procedures to report the learner as missing in education. This will include visits to the family home to find out whether or not the learner still lives there.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a learner is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team and the Police, if the child is suffering or likely to suffer from harm, or is in immediate danger.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional well-being
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the Police, if appropriate.

Please note that:-

- CCE may constitute a form of modern slavery.
- Victims often do not identify themselves as victims and may appear to be offending when they are being exploited.
- Organised criminal networks frequently use coercion, debt bondage, intimidation and manipulation to exploit children.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example, through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the Police, if appropriate.

CSE may also constitute a form of modern slavery.

Learners may be exploited by individuals, peer groups or organised criminal networks and may not recognise the exploitative nature of relationships.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of college. It can also take place both face-to-face and online, and can occur simultaneously between the 2.

Our college has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is 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)
- Sexual violence, such as rape, assault by penetration 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 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 engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery)
- Upskirting, 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
- Initiation/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)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a learner makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, sections 7.8 and 7.9 set out more detail about our college's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that young people displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

The College recognises that learners who display harmful behaviour may themselves require safeguarding support and intervention. Appropriate support will be provided to both victims and alleged perpetrators in line with risk assessments and safeguarding procedures. Responses will focus on safety, support, education and prevention to reduce the likelihood of recurrence.

Domestic abuse

Children and young people can witness and be adversely affected by domestic abuse and/or violence at home, where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Older children may also experience and / or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If the Police are called to an incident of domestic abuse and any children in the household have experienced the incident, the Police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at LDE UTC the following day. Newham Police are part of Operation Encompass. The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Female Genital Mutilation (FGM)

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a learner is at risk of FGM.

Indicators that FGM has already occurred include:

- A learner confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/learner already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)

- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from College, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a learner may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM is known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having a limited level of integration within UK society
 - Confiding in a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from College
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical, emotional or psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a learner is being forced into marriage, they will speak to the learner about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the learner about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer

- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmf@fco.gov.uk
- Refer the learner to the Chaplaincy Team for pastoral support.

Preventing radicalisation

➤ **Radicalisation** refers to the process of a person legitimising support for, or use of, terrorist violence

➤ **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- Negate or destroy the fundamental rights and freedoms of others; or
- Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- Intentionally create a permissive environment for others to achieve the results outlined in either of the above points

➤ **Terrorism** is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes with or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools and colleges have a duty to prevent children and young people from becoming involved with or supporting terrorism. The DSL, or designated Prevent lead, will undertake in-depth Prevent awareness training, including on extremist and terrorist ideologies. They'll make sure that staff have access to appropriate training to equip them to identify learners at risk.

We will assess the risk of learners in our college from becoming involved with or supporting terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and the local police force.

We will ensure that suitable internet filtering is in place, and equip our learners to stay safe online both at college and at home.

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in learners' behaviour.

The government website [Educate Against Hate](https://www.educate-against-hate.org/) and charity [NSPCC](https://www.nspcc.org.uk/) say that signs that a learner is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions

- Accessing extremist material online, including on Facebook or “X” (formerly known as Twitter)
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a learner, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Sexual violence and sexual harassment between children in schools/colleges

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or a group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attend the same educational establishment.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, sections 7.8 and 7.9 set out more detail about our college’s approach to this type of abuse.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school/college
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries

- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Any concern relating to possession of a weapon, carrying a weapon, threats involving a weapon, use of a weapon or expressed intention to use a weapon must be immediately reported to the DSL.

The DSL will undertake a safeguarding risk assessment and determine any required referral to children's social care, police or other partner agencies.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge. Visitors will wear different coloured lanyards according to whether or not they have a DBS certificate.

Visitors to the college who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the college any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using the college facilities is not seeking to disseminate extremist views or radicalise learners or staff.

Missing learners

Our procedures are designed to ensure that a missing learner is found and returned to effective supervision as soon as possible. If a learner goes missing, senior staff will be notified via the missing@ldeutc.co.uk email.

Pastoral staff will carry out a search of the building and then inform parents / carers. All contact methods will be used before informing the police. The incident will be recorded on SIMS in the Behaviour Management section.

Appendix 5: Apprenticeships – Safeguarding for Employer

Keeping Work Safe and Secure

Context and Scope

London Design and Engineering UTC (LDE UTC) has a legal responsibility to safeguard and promote the welfare of children and vulnerable adults. Part of this responsibility will be to report and work with others to safeguard children and vulnerable adults from all types of harm, abuse or neglect.

Definitions

Legislation defines children as those under 18 years old and those up to 25 with learning difficulties or disabilities. Vulnerable adults are defined as over 18, but for various reasons may not be able to care for themselves or protect themselves from being harmed or exploited.

Safeguarding Concerns

Concerns may include:

- Abuse – Physical/Sexual/Psychological/Financial/by Neglect or omission
- Discrimination
- Radicalisation

Employers

Employers providing any form of work-related learning have the primary duty of care for learners on placements or apprenticeships. Responsibilities include:

- Assessing any risks to learners before placement begins, including welfare and safeguarding. This will include protecting them from harm in any setting where they may be at most at risk, for example in 1 :1 situations with an adult for long periods.
- Providing appropriate induction, training and supervision for learners.
- Looking after the welfare of learners on placement, including having suitable supporting procedures, including named contacts in case of emergencies.
- Ensuring systems are in place to prevent unsuitable people working with young people.

Learners are designated as employees for the purpose of health and safety. Any concerns are regularly noted on the Progress Review.

Reporting Safeguarding Concerns

If a learner discloses anything that gives you reason to suspect that they may be at risk of harm, you should:

1. Listen carefully and take what is being said seriously.
2. Tell the learner you have a duty to report concerns.
3. Tell the learner you cannot promise confidentiality.
4. Write down what the learner says in their own words.
5. Email the College on: safeguarding@ldeutc.co.uk as soon as possible.

You will be asked to follow this up with a written report including the time, date and what happened.

This information is sent to the Designated Safeguarding Lead at the College, Gloria Gold, who will decide how to follow up the report. The College will notify you of the outcome.

Immediately report any suspicions or allegations of abuse by a learner to your College contact.

Further information on safeguarding can be found at on the Disclosure and Barring Service (DBS) website.

If you are worried or concerned about anything, please contact our Safeguarding team on: 0203 019 7333 or safeguarding@ldeutc.co.uk

Prevent Duty & British Values

Context and Scope

London Design and Engineering UTC has a legal responsibility to safeguard and promote the welfare of all their learners and to ensure that they operate within the law. The Prevent Duty is a Government strategy that was introduced to safeguard communities against the threat of extremism, radicalisation and terrorism, and for the promotion of British Values.

Duty of Care

Section 26 of the Counter Terrorism and Security Act 2015 places a duty on educational establishments to have “due regard to the needs to prevent people from being drawn into terrorism”. This is not about preventing apprentices from having political and religious views or concerns but supporting them to use or act on their views and concerns in a non-extremist way.

Definitions within the Prevent Duty and British Values:

Ideology: A set of beliefs.

Extremism: Defined by the Governments as “vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.”

Radicalisation: The process by which a person comes to support terrorism and extremist ideologies.

Terrorism: A violent act against people or property, designed create fear and advance a political, religious or ideological cause.

British Values are defined as democracy, rule of law, individual liberty and mutual respect and tolerance of different religions.

Concerns and identifying possible warning signs:

Signs of vulnerability may include:

- Loneliness or isolation
- Changes to a family situation/family tensions
- Poverty
- Political grievances
- Crime/anti-social behaviour
- Progressive changes in behaviour – such as significantly changing their appearance, changing peer/friendship groups
- Argumentative and unwilling to listen
- Unwilling to engage with those of different race, religion, gender, etc.
- Accessing extremist material, showing sympathy to extremist groups

Employer Responsibility:

- Be alert to any changes in behaviour that may give you cause for concern.
- Advise LDE UTC of any concerns regarding your apprentice to allow us to investigate any issues further
- Provide opportunities for employees to discuss their own concerns about extremism, events in the news and about British values.

College Responsibility:

- All staff have completed training on Prevent Duty
- Be aware when it is appropriate to refer concerns to the safeguarding team.
- All staff to undergo DBS (Disclosure and Barring Service) checks
- Provide learners with information so they know how to protect themselves from extremist views contrary to British values

Reporting Concerns

If you are worried or concerned about your apprentice, please contact our Safeguarding Team immediately on 0203 019 7333 or email: safeguarding@ldeutc.co.uk

Once we have investigated concerns, the Safeguarding Lead will determine the most appropriate course of action and may refer to the Channel programme.

What is Channel?

Channel is a programme that provides support to people who are identified as being vulnerable to being drawn into terrorism or extremism. It is a supportive approach and operates in the pre-criminal space. The programme uses a multi-agency approach to protect vulnerable people by:

- Identifying individuals at risk
- Assessing the nature and extent of the risk
- Developing the most appropriate support plan for the individuals concerned

References

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Appendix 6: Filtering and Monitoring Strategy 2026 – 2027

1. Strategic Context

The London Design & Engineering UTC recognises that online safety is safeguarding. Filtering and monitoring are integral to the college's safeguarding framework and wider culture. These systems support early identification of risk and timely intervention in line with statutory guidance.

2. Strategic Vision

To provide a safe, intelligent and responsive digital environment that protects learners, supports learning and enables early safeguarding intervention.

3. Strategic Objectives

- Embed filtering and monitoring within safeguarding systems
- Ensure proportionate filtering that supports curriculum delivery
- Strengthen early identification of safeguarding risks
- Establish robust leadership and governance oversight
- Respond effectively to emerging risks, including AI and misinformation

4. Strategic Approach

The college adopts a combined approach: filtering (preventative) and monitoring (reactive). Automated systems generate alerts, which are interpreted by trained staff using professional judgement to determine appropriate safeguarding actions.

5. Early Help and Safeguarding Integration

Monitoring alerts form part of the college's early help processes. Concerns are triaged by safeguarding staff against thresholds and lead to proportionate interventions. This includes internal support or escalation to external safeguarding partners where required.

6. Multi-Agency Working

Where concerns meet the threshold, the college shares information with relevant external agencies in line with statutory safeguarding requirements. Filtering and monitoring systems do not operate in isolation but inform wider multi-agency safeguarding work.

7. Professional Judgement and Staff Expertise

All staff are trained to understand monitoring systems and respond appropriately to alerts. Technology supports safeguarding decision-making but does not replace professional judgement or contextual understanding of individual learners.

8. Child-Centred Approach

All filtering and monitoring decisions are made in the best interests of the child. The college ensures a child-centred approach, recognising that each safeguarding concern must be considered within the context of the individual learner.

9. Evidence, Impact and Accountability

The effectiveness of filtering and monitoring is evidenced through:

- Analysis of alerts and response times
- Identification of trends and emerging risks
- Safeguarding outcomes and interventions
- SLT and governor oversight and challenge
- Regular audits ensure that systems are actively used and contribute to safeguarding practice.

10. Implementation Priorities (2026–2027)

- Confirm SLT leadership responsibility (Gloria Gold – DSL and Deputy Headteacher – Pastoral)
- Review filtering and monitoring systems
- Strengthen staff training and awareness
- Establish clear reporting cycles to governors
- Embed monitoring within safeguarding workflows

11. Roles and responsibilities for Filtering and Monitoring

The College recognises that effective filtering and monitoring is a shared responsibility. Strategic oversight is provided by the Principal, Designated Safeguarding Lead (DSL), Governing Body and senior leaders, who ensure that appropriate safeguarding arrangements are in place, reviewed regularly and remain compliant with statutory guidance.

The DSL has responsibility for overseeing safeguarding concerns identified through monitoring systems, ensuring that alerts are reviewed appropriately, risks are assessed, and any necessary safeguarding actions are recorded and followed up.

The IT Manager and technical support team are responsible for the day-to-day management of filtering and monitoring systems, maintaining technical controls, responding to system issues and ensuring that filtering and monitoring arrangements remain effective and proportionate.

Governors receive regular assurance regarding the effectiveness of the College's filtering and monitoring arrangements, including information on emerging risks, significant incidents, system performance and actions taken. Governors receive an annual effectiveness report regarding filtering and monitoring systems and challenge leaders regarding implementation and safeguarding impact.

All staff are responsible for understanding the College's filtering and monitoring procedures, reporting concerns promptly and supporting learners to use technology safely and responsibly. The College will ensure that filtering and monitoring arrangements are reviewed at least annually and whenever there are significant changes to technology, safeguarding risks or statutory guidance. This includes the use of monitoring software and filtering solutions currently in place across the College network, which support the identification and management of safeguarding concerns in line with Keeping Children Safe in Education requirements.

Role	Responsibility
Governing Body	Receives assurance that filtering and monitoring systems are effective and compliant
Principal	Ensures adequate resources and strategic oversight
DSL / Deputy DSLs	Reviews alerts, assesses risk, records and follows up safeguarding concerns
IT Manager	Manages technical filtering and monitoring systems and reports concerns
All Staff	Report concerns, understand procedures and promote safe technology use
Learners	Use technology responsibly in accordance with the Acceptable Use Policy

The strategy will be evaluated through annual review, safeguarding audits, system checks and reporting to senior leadership and governors.

12. Review Cycle

This strategy will be reviewed annually or sooner in response to changes in statutory guidance, emerging safeguarding risks or system developments.