

SAFEGUARDING & CHILD PROTECTION POLICY

*Safeguarding the lives of children through the lens of
The Silverstone Way*

Member of Staff Responsible	
Board of Directors' Committee Responsible	
Related policies	
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Aims of the Safeguarding Policy

At Silverstone UTC, we recognise our statutory responsibility to safeguard and promote the welfare of all students. As a University Technical College for learners in Years 10 to 13, we are committed to creating a safe, inclusive, and respectful environment where every young person is valued, heard, and protected.

In all our interactions, we uphold the Silverstone Way:

We act with Kindness, behave with Integrity even when no one is watching, take Pride in all that we do, and are Determined to be the best version of ourselves.

We understand that safeguarding is everyone's responsibility. All staff, volunteers, and visitors are expected to maintain a vigilant and proactive approach, guided by the principle that "it could happen here." We work collaboratively with the Northamptonshire Safeguarding Children Partnership and other statutory agencies to ensure that the best interests and voices of our students are at the heart of every decision.

We are alert to the signs of abuse, neglect, exploitation, and harm, including child-on-child abuse, and we respond swiftly and appropriately in line with our safeguarding procedures. We recognise that harm can be caused by adults or peers, and we are committed to fostering a culture of safety, trust, and relational connection that reduces risk and promotes wellbeing.

Our approach is grounded in relational practices, which means we prioritise positive relationships, restorative responses, and empathy-led communication to support students and staff in building a safe and respectful learning community.

The aims of this policy are to:

- Promote a whole-college approach to safeguarding and child protection, ensuring that all members of the UTC community understand how we work to keep students safe;
- Ensure that all staff are aware of and understand their statutory safeguarding responsibilities, as outlined in Keeping Children Safe in Education (KCSIE) 2025 and other relevant legislation;
- Provide clear guidance and information to staff to enable them to identify, report, and respond to safeguarding concerns effectively;
- Inform students, parents/carers, employers, and other stakeholders about the UTC's safeguarding ethos, procedures, and expectations;
- Ensure that we are protecting students from maltreatment, harm, and exploitation, and supporting them to thrive in a safe and nurturing environment.

2. Scope

This policy applies to all individuals working in or on behalf of Silverstone UTC, including:

- Teaching staff
- Non-teaching and support staff
- Supply and peripatetic staff
- Contracted service providers
- Governors and trustees

- Volunteers and visitors engaged in UTC activities

Throughout this document, the term 'staff' or 'members of staff' refers to all of the above unless otherwise specified.

At Silverstone UTC, safeguarding is a shared responsibility. Every adult who interacts with our students plays a vital role in upholding the Silverstone Way—acting with Kindness, demonstrating Integrity, taking Pride in their role, and showing Determination to ensure the safety and wellbeing of every young person.

All staff are expected to engage with students and colleagues through the lens of relational practice, fostering respectful, trusting, and restorative relationships that contribute to a safe and supportive learning environment.

3. Definitions

At **Silverstone UTC**, safeguarding and promoting the welfare of children is defined in accordance with *Keeping Children Safe in Education (KCSIE) 2025* as:

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

We understand that safeguarding is not just a legal duty—it is a **moral and relational commitment** to every student. Guided by the **Silverstone Way**, we act with **Kindness**, uphold **Integrity**, take **Pride** in our safeguarding responsibilities, and are **Determined** to create a safe and nurturing environment for all.

Safeguarding at Silverstone UTC includes, but is not limited to:

- Supporting students' **health, safety, and wellbeing**, including their **mental health**
- Providing **early help** to improve outcomes for students and families at the earliest opportunity
- Meeting the needs of students with **special educational needs and/or disabilities (SEND)**
- The appropriate use of **reasonable force**
- Supporting students with **medical conditions**
- Providing **first aid**
- Ensuring safety during **educational visits**
- Supporting **intimate care and emotional wellbeing**
- Promoting **online safety**, including IT filtering and monitoring
- Maintaining appropriate **site security**, tailored to the local context
- Protecting students from **risks, harm, and exploitation**
- Undertaking **child protection** procedures when necessary

Child Protection

Child protection is a core part of safeguarding and refers to actions taken to prevent children from suffering, or being likely to suffer, **significant harm**.

Abuse

Abuse is a form of maltreatment. It may involve inflicting harm or failing to act to prevent harm. Harm can be physical, emotional, or psychological, and may include the impact of witnessing abuse (e.g., domestic abuse). Abuse may occur in families, institutions, or communities, and may be perpetrated by adults or other children. Abuse can also occur **online**, or be facilitated by technology.

Neglect

Neglect is the **persistent failure** to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of health or development.

Child-on-Child Abuse

Child-on-child abuse refers to harm caused by one child to another. It may include, but is not limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children
- Physical abuse (e.g., hitting, kicking, biting, hair pulling), including online facilitation
- Sexual violence (e.g., rape, assault by penetration, sexual assault), including online facilitation
- Sexual harassment (e.g., sexual comments, jokes, online harassment)
- Coercing sexual activity without consent
- Sharing of nudes/semi-nudes (sexting or youth-produced sexual imagery)
- Upskirting
- Initiation/hazing violence and rituals, including online elements

We recognise that **relational approaches** are essential in responding to child-on-child abuse. We aim to restore safety and dignity through **restorative practices**, while ensuring accountability and support for all involved.

Terminology

- **Children:** All individuals under the age of 18
- **Parent:** Includes birth parents, adoptive parents, step-parents, kinship carers, and foster carers
- **Staff:** Includes all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers, and trustees working in or on behalf of Silverstone UTC
- **Victim:** A recognised term, though we respect each student's preference for how they are described
- **Alleged perpetrator(s)/Perpetrator(s):** Used with care and sensitivity, especially in front of students, recognising that harmful behaviour may also reflect unmet needs

Note: *Keeping Children Safe in Education (2025)* may be abbreviated as **KCSIE** throughout this policy.

4. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance:

- **Keeping Children Safe in Education (KCSIE) 2025**
- **Working Together to Safeguard Children (2023)**
- **Academy Trust Governance Guide**

As a University Technical College (UTC) and academy, this policy is underpinned by the following legislation:

Academies, including free schools, and independent schools:

- **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 pupils

All schools:

- **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 FGM appears to have been carried out on a girl under 18
- **Statutory guidance on FGM**, which sets out responsibilities for 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' 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 under the European Convention on Human Rights (ECHR)
- **The Equality Act 2010**, which makes it unlawful to discriminate against people with protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation). This includes a duty to make reasonable adjustments for disabled pupils and to take positive action where appropriate
- **The Public Sector Equality Duty (PSED)**, which requires us to have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us focus on improving outcomes for all pupils, particularly those at greater risk of harm, such as from sexual violence, homophobic, biphobic or transphobic bullying, or racial discrimination

Academy-specific compliance:

This policy also complies with our **funding agreement** and **articles of association**.

5. Equality Statement

At **Silverstone UTC**, we are committed to **anti-discriminatory practice** and to safeguarding all students in a way that recognises and respects their **diverse circumstances**. We understand that some students may face **additional barriers** to recognising or disclosing abuse, whether online or offline, and we are determined to ensure that **every student receives the same level of protection and support**.

In line with the **Silverstone Way**, we act with **Kindness** to understand each student's lived experience, uphold **Integrity** in our safeguarding responsibilities, take **Pride** in creating an inclusive and safe environment, and show **Determination** to remove barriers to safety and wellbeing.

We embed **relational practices** into our safeguarding approach, ensuring that students feel **seen, heard, and valued**, and that staff respond with empathy, respect, and restorative support.

We give **special consideration** to students who may be more vulnerable to harm, including those who:

- Have **special educational needs and disabilities (SEND)** or health conditions
- Are **young carers**
- May experience discrimination due to their **race, ethnicity, religion, gender identity, or sexuality**
- Have **English as an additional language (EAL)**
- Are living in **challenging circumstances**, such as temporary accommodation, or where there are issues like substance misuse or domestic abuse
- Are at risk of **female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation**
- Are **asylum seekers**
- Are at risk due to their own or a family member's **mental health needs**
- Are **looked after** or **previously looked after** (see Section 12)
- Are **missing from education** for prolonged periods or frequently absent
- Have a parent/carers who has expressed an intention to **electively home educate**

We are committed to ensuring that our safeguarding practices are **inclusive, equitable, and responsive** to the needs of all students, and that our staff are equipped to recognise and respond to the unique challenges faced by those with **protected characteristics** or **additional vulnerabilities**.

6. Roles and Responsibilities

At **Silverstone UTC**, safeguarding and child protection is **everyone's responsibility**. This policy applies to all staff, volunteers, governors, and trustees, and is consistent with the procedures of the **three local safeguarding partners**. It also applies to all **extended school activities, employer placements, and off-site learning experiences**.

We are committed to a **whole-college approach** to safeguarding, rooted in **relational practice** and guided by the **Silverstone Way** - acting with **Kindness**, demonstrating **Integrity**, taking **Pride** in our safeguarding culture, and showing **Determination** to protect and empower every student.

Silverstone UTC plays a **crucial role in preventative education**, preparing students for life in modern Britain and fostering a culture of **zero tolerance** for:

- Sexism and misogyny/misandry
- Homophobia, biphobia, and transphobia
- Sexual violence and harassment

This is underpinned by our:

- **Behaviour policy**
- **Pastoral support system**
- **Planned RSHE curriculum**, which is inclusive, age-appropriate, and regularly delivered, covering:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice, and equality
 - Body confidence and self-esteem
 - Recognising abusive relationships, including coercive control
 - The law relating to sexual consent, exploitation, grooming, harassment, rape, domestic abuse, forced marriage, and FGM
 - Why sexual harassment and violence are always unacceptable
 - How to access support and report concerns

6.1 All Staff

All staff - whether working directly with students or not - have a duty to safeguard and promote the welfare of children. They are expected to:

- **Read and understand** Part 1 and Annex B of *Keeping Children Safe in Education (KCSIE) 2025*, and review this guidance annually
- **Sign a declaration** at the start of each academic year confirming they have reviewed the guidance
- **Reinforce online safety** when communicating with parents/carers, including awareness of digital platforms and interactions
- **Provide a safe space** for LGBTQ+ students to speak out and share concerns

All staff will be aware of:

- The UTC's safeguarding systems, including:
 - This safeguarding and child protection policy
 - The staff **Code of Conduct**
 - The identity and role of the **Designated Safeguarding Lead (DSL)** and **Deputy DSL(s)**
 - The **Behaviour Policy**
 - The **Online Safety Policy**, including roles and responsibilities for filtering and monitoring
 - The safeguarding response to students who are **absent or missing from education**
 - The **Early Help** process and their role in identifying emerging needs and sharing information

- How to make a **referral** to local authority children's social care and participate in statutory assessments
- How to respond if a student discloses abuse or neglect, including maintaining appropriate confidentiality
- The **signs of abuse, neglect, and exploitation**, including:
 - Domestic and sexual abuse (including coercive control and parental conflict)
 - Child-on-child abuse
 - Grooming, CSE, CCE, and serious violence (including county lines)
 - FGM and radicalisation
 - Online harm and the role of technology in facilitating abuse
- The importance of **reassuring victims** that they are being taken seriously and will be supported
- That harm can occur **inside and outside the home, in school, and online**
- That LGBTQ+ students, or those perceived to be, may be **targeted by peers**
- That students and families may experience **multiple, overlapping needs**
- What to look for to identify students who may need **help or protection**

6.2 The Designated Safeguarding Lead (DSL)

The **Designated Safeguarding Lead (DSL)** at Silverstone UTC is a member of the **Senior Leadership Team** and takes **lead responsibility** for all aspects of safeguarding and child protection, including **online safety** and oversight of the UTC's **filtering and monitoring systems**.

DSL: Georgie Hart (Associate Assistant Principal) & Will Jakeman (Deputy Principal)

Deputy DSL(s): Rebecca Evans (Deputy Pastoral Manager)

Out-of-hours contact:

Alternative cover (if DSL and deputies are unavailable): Angela Murphy, Principal

The DSL is available during term time and school hours for staff to raise safeguarding concerns. They are given the **time, training, funding, resources, and support** to:

- Provide advice and guidance to staff on safeguarding and child welfare
- Take part in or support strategy discussions and inter-agency meetings
- Contribute to assessments of children
- Refer suspected cases to the appropriate body (e.g. local authority, Channel, DBS, police)
- Support staff who make referrals
- Understand and respond to **harmful sexual behaviour**
- Oversee and understand the UTC's **filtering and monitoring systems**

The DSL will also:

- Keep the **Principal** informed of safeguarding issues
- Liaise with the **Local Authority Designated Officer (LADO)** and case managers as appropriate
- Collaborate with police and children's social care to shape the UTC's response to **sexual violence and harassment**

- Be confident in accessing **local specialist support** for both victims and alleged perpetrators
- Ensure that students have access to an **appropriate adult** during police investigations or searches

The full responsibilities of the DSL and Deputy DSL(s) are outlined in their job descriptions.

6.3 The Governing Board

The **Governing Board** at Silverstone UTC plays a vital role in ensuring a **whole-college approach** to safeguarding. This means safeguarding and child protection are embedded in all aspects of policy, practice, and culture.

The board will:

- Evaluate and approve this policy at each review, ensuring it complies with statutory guidance
- Hold the **Principal** to account for its implementation
- Be aware of its duties under the **Human Rights Act 1998, Equality Act 2010**, and the **Public Sector Equality Duty (PSED)**
- Appoint a **safeguarding link governor** (separate from the DSL) to monitor the effectiveness of safeguarding
- Ensure all staff receive **regular safeguarding and online safety training**, in line with advice from safeguarding partners
- Ensure the UTC has **effective filtering and monitoring systems**, and that:
 - Leaders and staff understand their roles and responsibilities
 - The DfE's filtering and monitoring standards are reviewed and implemented
 - Online safety is a **thread throughout all safeguarding policies and practices**

The board will also ensure:

- The DSL has the **status, authority, and resources** to fulfil their role
- There are clear procedures for managing **low-level concerns** and allegations against staff (see Appendix 3)
- Safeguarding reflects the additional vulnerabilities of students with **SEND or medical/physical health conditions**
- Where external bodies use the UTC's premises or provide services to students:
 - They have appropriate safeguarding policies
 - There are clear arrangements for liaison
 - Safeguarding is a condition of use, and agreements are terminated if standards are not met

The **Chair of Governors** will act as the **case manager** in the event of an allegation against the Principal (see Appendix 3).

All governors are required to read *Keeping Children Safe in Education (2025)* in full.

6.4 The Principal

The **Principal** of Silverstone UTC holds overall responsibility for the **implementation and effectiveness** of this safeguarding and child protection policy. They ensure that safeguarding is embedded in the culture of the UTC and that all staff understand their roles in keeping students safe.

The Principal will:

- Ensure that all staff (including temporary staff and volunteers):
 - Are informed of the UTC's safeguarding systems as part of their **induction**
 - Understand and follow the procedures outlined in this policy, especially those relating to **referrals of suspected abuse or neglect**
- Communicate this policy to **parents and carers** when their child joins the UTC and ensure it is available on the **UTC website**
- Ensure that the **DSL** has the **time, funding, training, resources, and support** to carry out their role effectively, and that there is always **adequate cover** in their absence
- Act as the **case manager** in the event of an allegation of abuse made against a member of staff or volunteer (see Appendix 3)
- Make decisions regarding **low-level concerns** about staff conduct, in collaboration with the DSL where appropriate

6.5 Virtual School Heads (VSHs)

Virtual School Heads (VSHs) have a **non-statutory responsibility** for the **strategic oversight** of the educational attendance, attainment, and progress of:

- Pupils with a **social worker**
- Children in **kinship care** (living with a relative or close family friend)

VSHs are expected to:

- Promote the **educational achievement** of these children
- Identify and engage with key professionals, including:
 - The **Designated Safeguarding Lead (DSL)**
 - **Special Educational Needs Coordinators (SENCOs)**
 - **Social workers**
 - **Mental health leads**
 - Other relevant staff

Silverstone UTC works in partnership with VSHs to ensure that vulnerable students receive the **support, advocacy, and opportunity** they need to thrive.

7. Confidentiality and Information Sharing

At **Silverstone UTC**, we recognise that **timely and lawful information sharing** is essential to identifying and addressing abuse, neglect, and exploitation, and to promoting the **welfare and educational outcomes** of our students.

We adhere to the **Data Protection Act (2018)** and the **UK General Data Protection Regulation (GDPR)**. These regulations do **not prevent or limit** the sharing of safeguarding information where it is necessary to protect a child. Lawful and secure information sharing between Silverstone UTC, **Children's Social Care**, and other **local safeguarding agencies** is vital to ensuring that students receive the support they need.

For further details, please refer to our **Data Protection Policy** and **Privacy Notice**, available on our website.

7.1 Sharing Information with Parents and Carers

Silverstone UTC ensures that this **Safeguarding and Child Protection Policy** is publicly available via our website and through other appropriate channels.

Where appropriate, concerns about a student will be discussed with their **parent or carer**. This will usually be done by the **Designated Safeguarding Lead (DSL)**. Other staff will only speak with parents about safeguarding concerns following consultation with the DSL.

If it is believed that informing the parent/carers would **increase risk to the child**, the DSL will consult with **Children's Social Care** before any communication takes place.

In cases involving **allegations of abuse between students**, we will normally notify the parents/carers of **all children involved**, unless doing so would place a child at further risk.

7.2 Consent and Legal Basis for Sharing Information

Under the **Data Protection Act 2018**, safeguarding is recognised as a lawful basis for processing sensitive personal data - even **without consent** - if seeking consent would place a child at risk (DPA Part 2, Section 18; Schedule 8, Paragraph 4).

Fears about sharing information must never prevent action to protect a child.

All professionals must avoid assuming that someone else will pass on critical safeguarding information.

Silverstone UTC ensures that **appropriate organisational and technical safeguards** are in place when processing and sharing safeguarding information.

When deciding whether to share information- especially with external agencies - we will:

- Record **who the information is shared with** and **why**
- Record any decision **not to seek consent** from the data subject or parent/carers in the student's safeguarding file

7.3 Staff Responsibilities Regarding Confidentiality

All staff at Silverstone UTC are made aware of their responsibilities regarding **confidentiality and safeguarding**, including:

- **Never promising confidentiality** to a student who discloses abuse or harm
- Sharing information only within **appropriate professional contexts**
- Ensuring that information is shared on a **need-to-know basis**
- Understanding that **consent is not required** to share information if a child is suffering, or at risk of suffering, **serious harm**

8. Recognising Abuse: Training

At **Silverstone UTC**, we are committed to a culture of **continuous professional development** in safeguarding. All staff receive **rigorous and ongoing training** to ensure they understand their responsibilities, can identify signs of abuse, neglect, or harm, and are confident in taking appropriate action.

8.1 All Staff

All staff will:

- Receive **safeguarding and child protection training at induction**, including:
 - Online safety
 - Filtering and monitoring
 - Whistle-blowing procedures
 - The UTC's safeguarding systems and referral processes
- Have regular safeguarding and child protection **updates**, at least annually, through staff meetings, bulletins, and briefings
- Complete training on the **Prevent duty**, enabling them to identify students at risk of radicalisation and challenge extremist ideologies
- Be trained to understand the **needs of all students**, including those with SEND, and to manage behaviour in a way that promotes a **safe and respectful learning environment**
- Understand that safeguarding concerns may arise **outside of school**, including **online** and in **extra-familial contexts**
- Be aware of the **additional vulnerabilities** of:
 - Children in the court system
 - Children missing education
 - Children with family members in prison
 - Children who are homeless
 - Children with a social worker
 - Young carers
 - Looked-after and previously looked-after children
 - Children with mental health needs

Contractors and volunteers will receive **appropriate safeguarding training** relevant to their role.

8.2 The DSL and Deputy DSLs

The **Designated Safeguarding Lead (DSL)** and **Deputy DSLs** will:

- Undertake **formal safeguarding and child protection training** at least every 2 years
- Update their knowledge and skills **at least annually**, through bulletins, networking, and professional reading
- Complete **Prevent awareness training**
- Receive **online safety training**, including understanding the UTC's **filtering and monitoring systems**

8.3 Governors

All governors will receive **safeguarding training** appropriate to their role at induction and regularly thereafter. This includes:

- The **Prevent duty**
- **Online safety**
- Roles and responsibilities in relation to **filtering and monitoring**
- Understanding their strategic role in ensuring a **whole-college approach** to safeguarding

The **Chair of Governors**, who may act as the **case manager** in the event of an allegation against the Principal, will receive **training in managing allegations**.

8.4 Recruitment – Interview Panels

In line with *KCSIE 2025* (paragraphs 213–214), at least **one person on every interview panel** will have completed **safer recruitment training**, covering:

- The contents of *KCSIE 2025*
- Local safeguarding procedures
- Identifying and mitigating risks during recruitment

8.5 Supervision

While not statutory, **supervision** is encouraged for all staff who work directly with children and families. Supervision provides:

- Support, coaching, and reflective practice
- A space to discuss sensitive issues
- A focus on promoting the best interests of children

8.6 Specific Safeguarding Issues

All staff will receive training on how to identify and respond to specific safeguarding concerns, including:

- Physical abuse
- Sexual abuse
- Child sexual exploitation (CSE)
- Emotional abuse
- Neglect
- Child criminal exploitation (CCE), including county lines
- Domestic abuse
- Fabricated or induced illness
- Faith-based abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence
- Hate incidents
- Online safety
- Child-on-child abuse
- Radicalisation

- Relationship abuse
- Serious violence
- Sexual violence and harassment
- Sexting/youth-produced sexual imagery
- So-called 'honour-based' abuse
- Trafficking and modern slavery

Staff are trained to recognise that safeguarding incidents may occur **outside the home or school**, including **online**, and that **extra-familial harm** must be considered when assessing risk.

8.7 Additional Safeguarding Vulnerabilities

All staff at Silverstone UTC will be made aware that some students may face **increased risk of harm** due to their personal or family circumstances. These vulnerabilities may not always be immediately visible, which is why staff are trained to remain **vigilant, compassionate, and proactive** in identifying signs of concern.

In line with the **Silverstone Way**, we approach every student with **Kindness**, act with **Integrity**, take **Pride** in our duty of care, and are **Determined** to ensure no child is overlooked.

Staff will receive training to understand the specific safeguarding needs of students who are:

- Involved in the **court system**
- **Missing education**, either persistently or for prolonged periods
- Living with **family members in prison**
- **Homeless** or at risk of homelessness
- Known to have or have had a **social worker**
- Identified as **young carers**
- **Looked after** or **previously looked after**, including those in **kinship care**
- Experiencing **mental health difficulties**, whether diagnosed or emerging

These students may require **additional support**, and staff are expected to respond with **empathy, discretion, and appropriate action**, ensuring that concerns are shared with the **DSL** and recorded in line with safeguarding procedures.

9. Recognising Abuse and Taking Action

At **Silverstone UTC**, all staff are expected to be able to **identify and respond** to all forms of abuse, neglect, and exploitation. We promote a culture of **professional curiosity**, where staff are encouraged to act on concerns, even when a student may not explicitly disclose harm.

Staff must be alert to the potential need for **early help** for students who:

- Have a **disability**
- Have **special educational needs (SEN)**, with or without an EHC plan
- Are **young carers**
- Are **bereaved**

- Are showing signs of involvement in **anti-social or criminal behaviour**, including gang affiliation, county lines, organised crime, or serious violence (e.g. knife crime)
- Are **frequently missing** from education, care, or home
- Are at risk of **modern slavery, trafficking, sexual or criminal exploitation**
- Are at risk of **radicalisation** or extremist grooming
- Are accessing **problematic or inappropriate online content**, or forming unsafe online relationships
- Are living in **challenging family circumstances**, such as parental substance misuse, mental health issues, or domestic abuse
- Are **misusing drugs or alcohol**
- Are experiencing **mental ill health**
- Have **returned home from care**
- Are at risk of **so-called 'honour'-based abuse**, including FGM or forced marriage
- Are in **private fostering arrangements**
- Have a **parent/carer in custody** or are affected by parental offending
- Are **missing education**, persistently absent, or not receiving full-time education
- Have experienced **multiple suspensions** or are at risk of **permanent exclusion**

9.1 If a Child Is Suffering or Likely to Suffer Harm

If you believe a child is suffering or is likely to suffer **significant harm**, or is in **immediate danger**, you must:

- **Make a referral immediately** to **local authority children's social care** and/or the **police**
- **Inform the DSL (or Deputy DSL)** as soon as possible if you make a referral directly

Referrals can be made via the local safeguarding procedures or through the GOV.UK child abuse reporting portal.

9.2 If a Child Makes a Disclosure

If a student discloses a safeguarding concern:

- **Listen carefully and believe them.** Allow them time to speak freely
- Stay **calm** and avoid showing shock or distress
- **Reassure** the student that they've done the right thing by speaking up
- **Explain** what will happen next. Do not promise confidentiality
- **Record the disclosure** as soon as possible in the student's own words. Stick to the facts
- **Sign and date** the record and pass it to the DSL. If appropriate, make a referral directly and inform the DSL
- Do not share the information with anyone else unless instructed by a relevant safeguarding authority

Some students may not recognise their experiences as harmful, or may feel **embarrassed, threatened, or unsure how to speak up**—especially those with vulnerabilities, disabilities, or language barriers. Staff must remain alert and responsive.

9.3 If You Discover That FGM Has Taken Place or a Pupil Is at Risk of FGM

Female Genital Mutilation (FGM) refers to "*all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons*" (KCSIE 2025). It is illegal in the UK and considered a form of **child abuse** with long-lasting physical and emotional consequences.

FGM may also be referred to as *female genital cutting, circumcision, or initiation*.

Mandatory Reporting Duty for Teachers

Any teacher who:

- Is **informed by a girl under 18** that FGM has been carried out on her, or
- **Observes physical signs** that FGM has been carried out on a girl under 18 (and there is no medical justification)

Must personally report this to the police via the non-emergency number **101**, ideally by the end of the next working day [2].

This is a **statutory duty**. Failure to report may result in disciplinary action under professional conduct regulations.

Unless advised otherwise, teachers should also:

- **Inform the DSL**
- **Refer to MASH (Multi-Agency Safeguarding Hub)** following the NSCP Referral Process [3]

Other Staff Responsibilities

Any other member of staff who suspects or discovers that FGM has been carried out on a pupil under 18 must:

- **Speak to the DSL immediately**
- Follow the UTC's and NSCP's **local safeguarding procedures**

Staff must not physically examine students.

If a student is **at risk of FGM**, staff must:

- Speak to the DSL
- Follow the NSCP's referral process to MASH
- Consider early help or child protection referrals as appropriate

9.4 If You Have Concerns About a Child's Welfare

If you have concerns about a child's welfare (but do not believe they are in immediate danger):

- **Speak to the DSL** to agree a course of action
- If the DSL is unavailable, speak to a **senior leader** or contact **Children's Social Care** directly
- You may also contact the **NSPCC helpline: 0808 800 5000**
- Share any actions taken with the DSL as soon as possible

Early Help Assessment

If early help is appropriate:

- The DSL will lead on liaising with other agencies
- Staff may be asked to support or lead the assessment
- The DSL will keep the case under review and escalate to Children's Social Care if concerns persist

Early help and assessment thresholds are agreed with **Northamptonshire's safeguarding partners**.

9.5 Referral and Escalation

If a referral is needed:

- The DSL will make the referral or support staff to do so
- If you make a referral directly, inform the DSL as soon as possible
- The local authority must respond within **1 working day** and inform the referrer of the outcome
- If no response is received, the DSL or referrer must **follow up and escalate** using NSCP procedures

See NSCP Procedures Manual for escalation guidance [3].

9.6 If You Have Concerns About Extremism

If a student is at risk of **radicalisation or extremism**:

- Speak to the DSL to agree a course of action
- If the DSL is unavailable, speak to a senior leader or contact Children's Social Care
- The DSL may refer to:
 - **Channel Programme**
 - **Police**
 - **Children's Social Care**

You may also contact the **DfE Counter-Extremism Helpline:**

☎ 020 7340 7264

✉ counter.extremism@education.gov.uk

In an emergency, call **999** or the **Anti-Terrorist Hotline:** 0800 789 321

9.7 If You Have a Concern About Mental Health

Mental health concerns may indicate that a student is suffering or at risk of **abuse, neglect, or exploitation**.

Staff must:

- Be alert to behavioural signs of mental health issues
- If the concern is also a safeguarding issue, follow the steps in **Section 9.4**
- If not a safeguarding issue, speak to the DSL to agree next steps

Refer to the DfE guidance on mental health and behaviour in schools for further information.

[3]: <https://northamptonshirescp.org.uk/multi-agency-procedures/nscp-procedures-manual>

[2]:

https://northamptonshirescp.org.uk/wp-content/uploads/2025/02/FGM_Mandatory-Reporting.pdf

[1]:

<https://northamptonshirescp.org.uk/working-with-children-professionals/female-genital-mutilation>

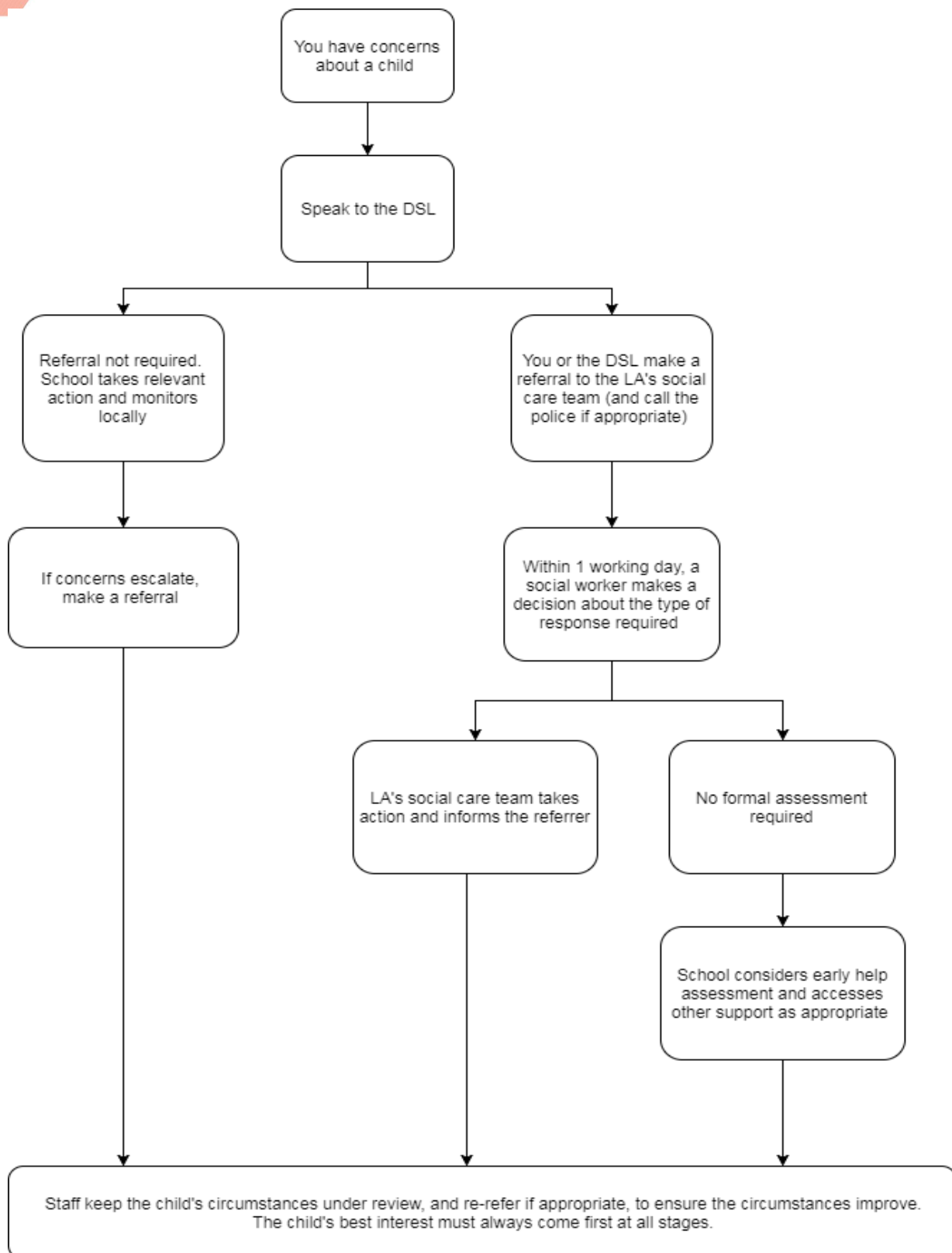
References

[1] Female Genital Mutilation - Northamptonshire SCP

[2] TEA-BREAK GUIDE - northamptonshirescp.org.uk

[3] NSCP Procedures Manual - Northamptonshire SCP

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



9.7 Concerns About a Staff Member, Supply Teacher, Volunteer or Contractor

At **Silverstone UTC**, we are committed to maintaining the **highest standards of professional conduct** and ensuring that all adults working with our students do so in a way that is **safe, respectful, and aligned with our safeguarding values**.

If you have a concern or an allegation is made that a **member of staff, supply teacher, volunteer, or contractor** may pose a **risk of harm to children**, you must:

- **Report it immediately to the Principal**
- If the concern is about the **Principal**, report it to the **Chair of Governors**
- If there is a **conflict of interest** in reporting to the Principal, report directly to the **Local Authority Designated Officer (LADO)**

The Principal or Chair of Governors will follow the procedures outlined in **Appendix 3** of this policy.

If the concern relates to an **individual or organisation using the UTC premises** to run an activity for children, the same safeguarding procedures apply. The LADO must be informed, and the UTC will take appropriate action in line with our safeguarding policy.

For contact details and referral procedures, see the Northamptonshire LADO guidance.

9.8 Allegations of Abuse Made Against Other Pupils (Child-on-Child Abuse)

At **Silverstone UTC**, we recognise that **students can abuse other students**, and we are committed to ensuring that all incidents of **child-on-child abuse** are taken seriously and responded to appropriately.

Abuse will never be tolerated or dismissed as "banter," "just having a laugh," or "part of growing up." Such attitudes contribute to a culture of **unacceptable behaviour** and undermine the **safe, respectful environment** we strive to maintain.

All forms of child-on-child abuse are unacceptable and will be addressed in line with this policy and our **Behaviour Policy**.

When Safeguarding Procedures Apply

While many incidents between students may be managed through our behaviour systems, this safeguarding policy applies when the alleged behaviour:

- Is **serious** and potentially a **criminal offence**
- Could place other students at **risk**
- Is **violent**
- Involves coercion, including **drugs or alcohol**
- Involves **sexual abuse, sexual harassment, or exploitation**, including:
 - o Indecent exposure

- o Sexual assault
- o Upskirting
- o Sharing of **nudes or semi-nudes** (youth-produced sexual imagery)

See **Appendix 4** for more information on types and indicators of child-on-child abuse.

Procedures for Responding to Allegations

If a student discloses abuse by another student:

- **Record the allegation** and report it to the **DSL** immediately—do not investigate
- The **DSL** will:
 - o Contact **Children’s Social Care** and/or the **police** as appropriate
 - o Put in place a **risk assessment and support plan** for all students involved
 - o Consider **school transport** as a potentially vulnerable setting
 - o Refer to **CAMHS** or other services if needed

If the incident is criminal in nature, the DSL will work closely with the police and other agencies to ensure that:

- The **victim is protected**
- The **alleged perpetrator(s)** are appropriately managed
- Any **disciplinary action** taken does not interfere with external investigations

Creating a Supportive and Preventative Culture

To minimise the risk of child-on-child abuse and ensure students feel safe to report concerns, Silverstone UTC will:

- **Challenge** all derogatory, sexualised, or inappropriate language and behaviour
- Be vigilant to **gendered patterns** of abuse (e.g. sexualised touching of girls, hazing of boys)
- Use our **RSHE curriculum** to educate students about:
 - o Consent
 - o Healthy relationships
 - o Respectful behaviour
 - o Online safety
- Ensure students can **report abuse confidently**, including through anonymous or digital systems
- **Reassure victims** that they are being taken seriously and will be supported
- Monitor for **systemic issues** and update policies, procedures, or curriculum as needed
- Support **witnesses** of sexual violence or harassment
- Consider **intra-familial harm** and support for siblings
- Ensure staff are trained to:
 - o Recognise signs of child-on-child abuse
 - o Maintain a mindset of **“it could happen here”**
 - o Understand that victims may not always disclose directly
 - o Be aware of **barriers to disclosure**, including disability, gender, ethnicity, and sexual orientation

- o Recognise that a child who harms another may also be a **victim of abuse**
- o Understand the role of **social media** in escalating or perpetuating harm
- o Know when and how to **escalate concerns to the DSL**

Disciplinary Action and Safeguarding

The **DSL** will lead on any disciplinary action, which may proceed **alongside** safeguarding investigations. The UTC may take action even if a police investigation is ongoing, provided it does not prejudice legal proceedings.

Each case will be considered individually, taking into account:

- Whether disciplinary action would interfere with a criminal investigation
- Whether it is reasonable to reach a conclusion while an external investigation is ongoing

9.9 Sharing of Nudes and Semi-Nudes ('Sexting')

At **Silverstone UTC**, we follow national guidance from the **UK Council for Internet Safety (UKCIS)** and the **Department for Science, Innovation and Technology** when responding to incidents involving the consensual or non-consensual sharing of **nude or semi-nude images/videos**, including **pseudo-images** (computer-generated imagery that appears real).

This behaviour is also known as '**sexting**' or '**youth-produced sexual imagery**'.

Staff Responsibilities

If you become aware of an incident:

- **Report it to the DSL immediately**
- **Do not:**
 - o View, copy, print, share, store, or save the imagery
 - o Ask the pupil to share or download the imagery
 - o Delete the imagery or ask the pupil to delete it
 - o Investigate or ask pupils for details
 - o Share information with others or blame/shame the pupils involved

Reassure the pupil(s) that they will be supported and explain that you must report the incident.

Initial Review Meeting

The **DSL** will convene a review meeting with relevant staff to assess:

- Immediate risk to pupils
- Whether a referral to **Children's Social Care** or **police** is needed
- Whether the imagery needs to be viewed (usually not)
- Extent of sharing and platforms used
- Whether images can be removed from devices or online
- Relevant pupil details for risk assessment

- Whether to contact other schools/settings
- Whether to inform parents/carers (usually yes)

Mandatory Referral Criteria

The DSL will **immediately refer** to **police** and/or **Children's Social Care** if:

- An **adult is involved** (e.g. grooming disguised as peer interaction)
- There is evidence of **coercion, blackmail, or grooming**
- Imagery depicts **violent or developmentally inappropriate sexual acts**
- Any pupil in the imagery is **under 13**
- A pupil is at **immediate risk of harm** (e.g. suicidal ideation or self-harm)

If none of these apply, the DSL may decide to manage the incident internally, in consultation with the Principal.

Further Review and Action

If no referral is made initially, the DSL will:

- Conduct a **further review**
- Interview pupils involved (if appropriate)
- Refer to external agencies if new concerns arise

Informing Parents/Carers

Parents/carers will be informed **early in the process**, unless doing so would place the pupil at further risk.

Referring to the Police

If a referral is required, it will be made via:

- **Northamptonshire Police non-emergency line: 101**
- Or through the UTC's **Safer Schools Officer** or **local neighbourhood policing team**
Contact Northamptonshire Police [1]

Curriculum Coverage

Students at Silverstone UTC are taught about the risks and consequences of sharing nudes and semi-nudes through our **Relationships and Sex Education (RSE)** and **Computing curriculum**. This includes:

- What sexting is and how it may be encountered
- Legal and emotional consequences
- Online sexual harassment and consent
- Strategies for managing pressure or requests
- How to respond to receiving such images

This policy is also shared with students so they understand the **supportive and non-judgmental approach** we take.

Teaching is delivered in line with best practice:

- **Safeguarding first**
- **Child-centred and empowering**
- **Dialogue-based and non-scaremongering**
- **Challenging victim-blaming attitudes**

Let me know when you're ready to continue with the next section or if you'd like a compiled version of the full policy so far.

[1]: <https://www.northants.police.uk/contact/af/contact-us/>

References

[1] Contact us - Northamptonshire Police

9.10 Reporting Systems for Our Pupils

At **Silverstone UTC**, we are committed to ensuring that all students feel **safe, heard, and supported**. We understand that students may face barriers to reporting abuse or concerns, and we are determined to create an environment where they feel **confident and empowered** to speak up.

Our Approach

Where there is a safeguarding concern, we will always take the **child's wishes and feelings** into account when deciding what action to take and what support to provide.

To ensure students feel safe and confident in reporting concerns, we have implemented the following systems:

How Students Can Report Concerns

- **Speak directly to a trusted adult:** This could be a teacher, tutor, member of the pastoral team, or any staff member they feel comfortable with.
- **Speak to the DSL or Deputy DSLs:** Their names, photos, and contact details are displayed around the school and on the UTC website.
- **Safeguarding email:** Students can email concerns to a monitored safeguarding inbox: safeguarding@silverstoneutc.co.uk

How We Promote Awareness

- **RSHE curriculum:** Students are taught how to recognise abuse, understand consent, and know how and where to report concerns.
- **Assemblies and tutor time:** Regular reminders about reporting systems and the importance of speaking up.
- **Posters and digital signage:** Clear, student-friendly information is displayed throughout the UTC.
- **Student voice:** We regularly gather feedback from students on how safe they feel and how confident they are in using our systems.

How We Ensure Students Feel Safe to Report

- We **reassure students** that they will be taken seriously and supported throughout the process.
- We **never blame or shame** students for coming forward.
- We **respect their privacy** and explain clearly what will happen next.
- We **follow up** with students to ensure they feel safe and supported after making a disclosure.

10. Online Safety and the Use of Mobile Technology

At **Silverstone UTC**, we recognise that technology plays a central role in the lives of our students and staff, and that it can be both a powerful educational tool and a potential source of harm. We are committed to safeguarding our community from **inappropriate, illegal, or harmful online content and interactions**, and to promoting **safe, responsible, and respectful digital behaviour**.

Our Online Safety Aims

We aim to:

- Maintain **robust filtering and monitoring systems** on all school devices and networks
- Protect and educate students, staff, volunteers, and governors in the **safe use of technology**, including mobile and smart devices
- Set **clear expectations** for mobile phone use across the UTC
- Establish mechanisms to **identify, intervene, and escalate** online safety concerns

The Four Key Categories of Online Risk

Our approach addresses the following risk categories:

1. **Content** – Exposure to harmful material (e.g. pornography, racism, extremism, self-harm, conspiracy theories)
2. **Contact** – Harmful interactions (e.g. grooming, peer pressure, impersonation, exploitation)
3. **Conduct** – Harmful behaviour (e.g. sexting, bullying, sharing explicit content)
4. **Commerce** – Financial risks (e.g. scams, gambling, phishing)
5. **Critical Thinking and Misinformation** – The 2025 update to *Keeping Children Safe in Education (KCSIE)* introduces a significant emphasis on the risks posed by **misinformation, disinformation, and conspiracy theories**, including so-called "fake news". These are now formally recognised as safeguarding concerns under the "Content" category

How We Address Online Safety

To meet these aims, Silverstone UTC will:

- **Educate students** through our **RSHE and Computing curriculum**, covering:
 - o Safe use of social media and technology
 - o Protecting personal information
 - o Recognising and reporting unacceptable behaviour
 - o Responding to cyberbullying and online abuse
- **Train staff** during induction and annually on:
 - o Online safeguarding risks
 - o Filtering and monitoring responsibilities
 - o Cyberbullying and online radicalisation
- **Engage parents/carers** through:
 - o Online safety guidance on our website
 - o Communications and updates
 - o Parents' evenings and safeguarding briefings
- **Set clear expectations for staff:**
 - o Personal phones may be used only during non-contact time
 - o Staff must not take photos or videos of students using personal devices
- **Require all members of the UTC community** to sign an **Acceptable Use Agreement** covering:
 - o Internet use
 - o School ICT systems
 - o Mobile and smart technology
- **Enforce sanctions** for breaches of online safety and mobile phone policies
- **Empower staff** to search student devices when necessary, in line with DfE guidance on searching, screening and confiscation
- **Implement and review filtering and monitoring systems** annually, including:
 - o AI-related content filtering
 - o Risk assessments tailored to our school community
- **Provide regular safeguarding updates**, including online safety, to all staff
- **Review this policy annually**, ensuring it reflects current risks and best practice

Policy Access

This section summarises our approach. For full details, please refer to our:

- **Online Safety Policy**
- **Mobile Phone Policy**

These are available on the UTC website or by request from the school office.

10.1 Artificial Intelligence (AI)

At **Silverstone UTC**, we recognise that **generative artificial intelligence (AI)** tools—such as ChatGPT, Google Gemini, and image or video generators—are increasingly accessible and widely used by students, staff, and families.

We acknowledge the **educational potential** of AI in enhancing teaching, learning, and safeguarding practices. However, we are also aware of the **emerging risks** associated with AI, including:

- **Facilitating abuse**, such as bullying, grooming, or harassment
- **Exposure to harmful or misleading content**, including deepfakes, misinformation, and disinformation
- **Creation or manipulation of indecent or abusive imagery**, including AI-generated nudes or pseudo-images

Our Approach to AI and Safeguarding

In line with the **Silverstone Way**, we use AI with **Kindness**, act with **Integrity** in its application, take **Pride** in our digital responsibility, and are **Determined** to ensure AI is used safely and ethically.

To safeguard our community:

- **All AI-related activity** is subject to the same **filtering and monitoring standards** as other online activity, in line with *KCSIE 2025*
- **Staff must conduct a risk assessment** before introducing any new AI tool for use in the UTC
- **Students are educated** about the ethical and safe use of AI through our **Computing and RSHE curriculum**
 - **Any use of AI to harm others** (e.g. bullying, impersonation, or sharing AI-generated indecent images) will be treated as a **serious safeguarding concern** and managed in line with this policy and our Relational Behaviour Approach, Online Safety Policy

Responding to AI-Related Safeguarding Concerns

If AI is used to:

- **Create or share indecent images** (including AI-generated or deepfake content)
- **Impersonate or harass another student or staff member**
- **Access or distribute harmful content**
- **Manipulate or deceive others through AI-generated misinformation**

... the incident will be:

- **Reported to the DSL immediately**
- **Investigated** in line with our safeguarding and behaviour procedures
- **Referred to the police or Children's Social Care** if it meets the threshold for criminal or harmful behaviour

Ongoing Monitoring and Review

Silverstone UTC will:

- **Review AI-related risks annually** as part of our online safety risk assessment
- **Update staff training** to include emerging AI risks and safe practice
- **Engage students and parents** in understanding the responsible use of AI

11. Notifying Parents or Carers

At **Silverstone UTC**, we recognise the importance of working in **partnership with parents and carers** to safeguard and support our students. Wherever appropriate, we will involve parents/carers in safeguarding matters, while always prioritising the **safety, wishes, and best interests of the child**.

General Principles

- The **DSL** will normally speak with parents/carers in the event of a **safeguarding concern, suspicion, or disclosure**.
- Other staff will only speak to parents/carers about safeguarding concerns **after consultation with the DSL**.
- If there is reason to believe that informing parents/carers would **increase the risk to the child**, the DSL will consult with **Children's Social Care** before any contact is made.

Allegations Involving Other Children

In cases where a child has been harmed or is alleged to have harmed another child:

- We will usually notify the **parents/carers of all children involved**.
- We will carefully consider **what information to share, when to share it, and how**, in consultation with the police and/or Children's Social Care.
- Our approach will be guided by the need to:
 - **Protect the victim's privacy and safety**
 - **Avoid prejudicing any investigation**
 - **Support all children involved**

Meetings with Parents/Carers

The **DSL**, in collaboration with relevant agencies, will:

- **Meet with the victim's parents/carers**, with the student present where appropriate, to:
 - Explain the support being put in place
 - Understand the student's wishes
 - Discuss how the report will be progressed
- **Meet with the alleged perpetrator's parents/carers** to:
 - Explain any support being offered
 - Discuss any changes that may affect their child (e.g. class or timetable changes)
 - Provide the rationale for any decisions made

These meetings will be handled with **sensitivity, transparency, and a focus on safety and wellbeing**.

12. Pupils with Special Educational Needs, Disabilities or Health Issues

At **Silverstone UTC**, we recognise that students with **special educational needs and disabilities (SEND)** or certain **health conditions** may face **additional safeguarding challenges**. Research shows that children with disabilities are more likely to be abused than their peers.

We are committed to ensuring that these students are **seen, heard, and protected**, and that their needs are met with **Kindness, Integrity, Pride, and Determination**.

Additional Barriers to Recognising Abuse

We are alert to the following risks:

- **Assumptions** that signs of abuse (e.g. behaviour, mood, injury) are related to a student's condition
- Increased risk of **peer isolation or bullying**, including **prejudice-based bullying**

- Students being **disproportionately impacted** by harmful behaviours without showing clear signs
- **Communication barriers** that may prevent students from disclosing harm
- **Cognitive challenges** in understanding online content or consequences of behaviour

Pastoral and Communication Support

We provide **enhanced pastoral support** for students with SEND or health conditions, including:

- Regular check-ins with the **SEND team and pastoral staff**
- Access to a **named key adult** for support
- Use of **visual aids, simplified language, or assistive technology** to support communication
- Collaboration between the **DSL and SENCO** to ensure safeguarding concerns are identified and addressed promptly
- Tailored **RSHE and online safety education** to meet individual needs

13. Pupils with a Social Worker

Some students at Silverstone UTC may have a **social worker** due to safeguarding or welfare concerns. We understand that experiences of **adversity and trauma** can increase vulnerability and create barriers to learning, attendance, behaviour, and mental health.

All staff are trained to recognise these challenges and work in partnership with social workers to **protect and support** these students.

The **DSL** will always consider a student's social worker status when making decisions about:

- Responding to **unauthorised absence** or **missing education**
- Providing **pastoral or academic support**
- Liaising with external agencies to ensure a **multi-agency approach**

14. Looked-After and Previously Looked-After Children

At Silverstone UTC, we are committed to supporting the **safety, wellbeing, and educational achievement** of students who are:

- **Looked-after** by the local authority
- **Previously looked-after**, including those in **kinship care** or adopted

We ensure that all staff have the **skills, knowledge, and understanding** to safeguard these students effectively.

Key Responsibilities

- Relevant staff are informed of:
 - The student's **legal status**
 - **Contact arrangements** with birth parents or carers
 - **Care arrangements** and support needs
- The **DSL** holds up-to-date details of:
 - The student's **social worker**
 - The **Virtual School Head (VSH)**

Designated Teacher

We have appointed **christie Norris** as the **Designated Teacher** for looked-after and previously looked-after children. They are appropriately trained and experienced to:

- Work closely with the **DSL** to respond to safeguarding concerns
- Collaborate with **Virtual School Heads** to:
 - Promote educational achievement
 - Discuss the use of **Pupil Premium Plus** funding
 - Support the development and review of **Personal Education Plans (PEPs)**

15. Pupils Who Are Lesbian, Gay, Bisexual or Gender Questioning (LGBTQ+)

At **Silverstone UTC**, we are committed to creating a **safe, inclusive, and respectful environment** for all students, including those who are - or are perceived to be - **lesbian, gay, bisexual, or gender questioning (LGBTQ+)**.

We recognise that LGBTQ+ students may be at **increased risk of bullying, discrimination, and poor mental health**, and we are determined to ensure they are **protected, supported, and empowered**.

Our Approach

- We do not tolerate **bullying or harassment** based on gender identity or sexual orientation. See our Behaviour Policy for more details.
- All concerns relating to LGBTQ+ students are reported to the **DSL** and managed with sensitivity and care.
- We have a named **LGBTQ+ Pastoral Lead** who offers:
 - A safe space for students to talk
 - Signposting to external support services
 - Liaison with families and staff to ensure inclusive support

Support for Gender Questioning Students

We take a **cautious and child-centred approach** to supporting gender questioning students, in line with current guidance and pending updates to national policy.

- Families are encouraged to seek **clinical advice** early, especially for pre-pubertal children.
- We consider the **student's wider needs**, including mental health, neurodiversity (e.g. autism, ADHD), and social context.
- We work in **partnership with parents/carers**, unless doing so would place the student at risk.
- We aim to reduce barriers by ensuring students have **trusted adults** they can speak to and by promoting a culture of **openness and respect**.

16. Complaints and Concerns About Safeguarding Policies

16.1 Complaints Against Staff

Complaints or allegations against staff that may involve a **child protection concern** will be handled in accordance with our procedures for **allegations against staff** (see Appendix 3).

16.2 Other Safeguarding-Related Complaints

Other safeguarding-related complaints (e.g. concerns about student behaviour, supervision, or site safety) should be raised with the **DSL** or a member of the **Senior Leadership Team**. These will be investigated in line with our Complaints Policy and safeguarding procedures.

16.3 Whistleblowing

We are committed to a culture of **transparency and accountability**. Staff are encouraged to raise concerns about:

- Unsafe or poor safeguarding practice
- Failure to follow safeguarding procedures
- Inappropriate behaviour by colleagues

Staff can report concerns to:

- The **Principal**
- The **Chair of Governors** (if the concern is about the Principal)
- The **Local Authority Designated Officer (LADO)**
- The **NSPCC Whistleblowing Helpline**: 0800 028 0285

Staff who raise concerns in good faith are protected under our Whistleblowing Policy.

17. Record-Keeping

We maintain safeguarding records in line with our **records retention schedule** and statutory guidance.

Safeguarding Records Must Include:

- A **clear and comprehensive summary** of the concern
- Details of how the concern was **followed up and resolved**
- A record of **actions taken, decisions made, and outcomes**

Storage and Security

- Records are held **electronically** using a secure safeguarding platform
- Access is restricted to the **DSL, Deputy DSLs, and authorised staff**
- Confidential records are stored **separately from the main pupil file**

Retention and Transfer

- Records are retained for a **reasonable period** after the student leaves
- When a student transfers to another school:
 - The **child protection file** is sent **securely and separately** from the main file
 - This is done within:
 - **5 days** for in-year transfers
 - **5 days** from the start of a new term
 - If the case is complex or involves social care, the DSL will **speak directly** with the receiving school's DSL

Information Sharing

We share safeguarding information with other agencies **only when appropriate**, in line with **local safeguarding procedures** and **data protection legislation**.

See Appendix 2 for record-keeping related to recruitment and pre-appointment checks.
See Appendix 3 for record-keeping related to allegations against staff.

18. Training

At **Silverstone UTC**, safeguarding training is a **core component** of our whole-school approach. It is designed to ensure that all staff, governors, and volunteers are equipped with the **knowledge, confidence, and skills** to keep students safe.

18.1 All Staff

All staff will receive safeguarding and child protection training at **induction**, including:

- Whistleblowing procedures
- Online safety, including filtering and monitoring
- Recognising signs of abuse, exploitation, and neglect
- Understanding the school's safeguarding systems and referral processes

This training will be:

- **Regularly updated** (at least annually)
- **Integrated** into wider staff development and curriculum planning
- **Aligned** with advice from the **three safeguarding partners**
- Delivered with regard to the **Teachers' Standards**, supporting staff to:
 - o Manage behaviour effectively
 - o Understand the needs of all pupils

All staff will also receive training on the **Prevent duty**, enabling them to identify and respond to risks of radicalisation and extremism.

Contractors and volunteers will receive **appropriate safeguarding training** relevant to their role.

18.2 The DSL and Deputy DSLs

The **DSL and Deputy DSLs** will:

- Undertake **formal safeguarding training** at least every 2 years
- Update their knowledge and skills **at least annually**
- Complete **in-depth Prevent training**
- Stay informed on **emerging safeguarding issues**, including online and AI-related risks

18.3 Governors

All governors will receive safeguarding training at **induction** and **regularly thereafter**, covering:

- Their **strategic safeguarding responsibilities**
- Online safety and filtering/monitoring
- The **Prevent duty**
- Managing allegations (for the Chair of Governors)

18.4 Recruitment – Interview Panels

At least **one person on every interview panel** will have completed **safer recruitment training**, covering:

- *KCSIE 2025*
- Local safeguarding procedures
- Identifying and mitigating risks during recruitment

See **Appendix 2** for more on safer recruitment.

18.5 Staff Who Have Contact with Pupils and Families

All staff who work directly with students and families will receive **supervision**, which provides:

- Support and coaching
- A space for confidential discussion
- A focus on promoting the best interests of children

Appendix 1: Types of Abuse

Abuse, including neglect, and other safeguarding concerns are **rarely isolated incidents**. In most cases, multiple issues may overlap and compound a child's vulnerability. Staff at **Silverstone UTC** are trained to recognise the **complexity and interconnectedness** of safeguarding risks and to respond with **Kindness, Integrity, Pride, and Determination**.

Physical Abuse

Physical abuse may involve:

- Hitting, shaking, throwing, poisoning, burning or scalding
- Drowning, suffocating, or otherwise causing physical harm
- Fabricating or inducing illness in a child

Emotional Abuse

Emotional abuse is the **persistent emotional maltreatment** of a child, causing severe and adverse effects on their emotional development. It may involve:

- Conveying to a child that they are **worthless, unloved, or inadequate**
- Silencing or mocking a child's attempts to express themselves
- Imposing **age-inappropriate expectations**, such as overprotection or limiting social interaction
- **Witnessing domestic abuse** or other ill-treatment
- **Serious bullying**, including cyberbullying, exploitation, or corruption

Emotional abuse is present in **all forms of maltreatment**, even when not the primary concern.

Sexual Abuse

Sexual abuse involves **forcing or enticing** a child to take part in sexual activities, whether or not the child is aware of what is happening. It includes:

- **Physical contact:** rape, assault by penetration, non-penetrative acts (e.g. touching, kissing)
- **Non-contact activities:**
 - Viewing or producing sexual images
 - Watching sexual acts
 - Encouraging sexually inappropriate behaviour
 - Grooming (including online)

Sexual abuse can be perpetrated by **adults or other children**, and by **any gender**.

Neglect

Neglect is the **persistent failure** to meet a child's basic physical and/or psychological needs, likely to result in serious harm. It may occur during pregnancy (e.g. due to substance misuse) or after birth, and includes failure to:

- Provide adequate **food, clothing, or shelter**
- Protect from **physical or emotional harm**
- Ensure **adequate supervision**
- Provide access to **medical care or treatment**
- Respond to a child's **emotional needs**

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

Safer Recruitment Policy

At **Silverstone UTC**, we are committed to safeguarding and promoting the welfare of all students. We ensure that all recruitment practices reflect this commitment and that those involved in recruitment have completed **appropriate safer recruitment training**.

Recruitment and Selection Process

Advertising

All job advertisements will clearly state:

- Our commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding responsibilities of the role
- Whether the role is exempt from the **Rehabilitation of Offenders Act 1974** and related amendments

Application Forms

Our application forms will:

- Include a statement that it is an offence to apply for a role if barred from engaging in regulated activity
- Include a link to our **Safeguarding and Child Protection Policy** and **Policy on the Employment of Ex-Offenders**

Shortlisting

Shortlisting will be conducted by at least **two trained individuals** and will:

- Identify and explore **gaps in employment history**
- Consider any **inconsistencies or concerns**
- Require shortlisted candidates to complete a **self-declaration** of criminal history, including:
 - o Criminal convictions or cautions
 - o Barred list status
 - o Prohibition from teaching
 - o Overseas offences
 - o Social care involvement
 - o Disqualification from childcare (if applicable)

Candidates will be informed that **online searches** may be conducted as part of due diligence.

References and Employment History

We will:

- Obtain **references before interview**
- Not accept **open references**
- Verify references directly with the referee
- Ensure references are from the **current or most recent employer**
- Secure a reference from the **last employer where the candidate worked with children**
- Compare reference information with the application form and resolve discrepancies

Interview and Selection

Interviews will:

- Explore **gaps in employment** or frequent job changes
- Probe any **safeguarding concerns**
- Include **recorded decision-making** and rationale

Pre-Appointment Vetting Checks

All offers of employment are **conditional** upon satisfactory completion of pre-employment checks. These include:

- **Identity verification**
- **Enhanced DBS check** (including barred list check for regulated activity)
- **Separate barred list check** if starting before DBS certificate is received
- **Right to work in the UK** (copy retained for duration of employment + 2 years)
- **Mental and physical fitness** to carry out the role
- **Professional qualifications** (where applicable)
- **Prohibition from teaching** check (for teaching roles)

- **Overseas checks** for candidates who have lived or worked abroad, which may include:
 - o Criminal records checks
 - o Certificates of good conduct
 - o Additional references

All checks will be recorded in the **Single Central Record (SCR)**. Copies of DBS certificates will not be retained for more than **6 months**, but a record of the check and outcome will be kept.

Appendix 2 (continued): Safer Recruitment and DBS Checks – Policy and Procedures

Additional Overseas Checks

For candidates who have lived or worked outside the UK:

- **All staff:** We will seek **criminal records checks** from the relevant country or jurisdiction
- **Teaching positions:** We will obtain a **letter of professional standing** from the relevant **regulatory authority**, confirming:
 - o No sanctions or restrictions have been imposed
 - o There is no known reason why the individual may be unsuitable to teach

Management Positions (Academies and Free Schools)

For candidates appointed to **management roles** (e.g. Principal, Deputy Principal, Assistant Principal):

- We will check that they are **not subject to a Section 128 prohibition from management direction** issued by the Secretary of State

Definition of Regulated Activity

Regulated activity includes roles where an individual:

- Is responsible for **teaching, training, instructing, caring for, or supervising children** on a regular basis
- Carries out **paid or unsupervised unpaid work** regularly in a school where there is opportunity for contact with children
- Engages in **intimate or personal care**, or **overnight activity**, even once, regardless of supervision

Checks on Existing Staff

We will carry out full pre-employment checks on existing staff if:

- There are concerns about their **suitability to work with children**
- They move into a role involving **regulated activity**
- There has been a **break in service of 12 weeks or more**

Referrals to the DBS

We will refer individuals to the **Disclosure and Barring Service (DBS)** if:

- They have harmed or pose a risk of harm to a child or vulnerable adult
- They have engaged in **relevant conduct**, received a **caution or conviction** for a barring offence, or meet the **harm test**
- They have been removed from regulated activity or would have been removed had they not left

Agency and Third-Party Staff

We will obtain **written confirmation** from agencies or third-party providers that:

- All required **safer recruitment checks** have been completed
- The person presenting for work is the **same individual** on whom checks were carried out

Contractors

We will ensure that contractors working at Silverstone UTC have appropriate DBS checks:

- **Enhanced DBS with barred list** for those in regulated activity
- **Enhanced DBS (without barred list)** for those with regular contact but not in regulated activity
- **Self-employed contractors** will be checked directly by the UTC

Contractors without checks will **not be allowed to work unsupervised** or engage in regulated activity. All contractors and their staff will have their **identity verified on arrival**.

Trainee and Student Teachers

- **Salaried trainees:** We will carry out all necessary checks
- **Fee-funded trainees:** We will obtain **written confirmation** from the training provider that checks have been completed and the trainee is suitable to work with children

Appendix 2 (continued): Safer Recruitment and DBS Checks – Policy and Procedures

Volunteers

At Silverstone UTC, we will:

- **Never allow an unchecked volunteer** to work unsupervised or engage in regulated activity
- Obtain an **enhanced DBS check with barred list information** for all new volunteers working in regulated activity
-

- Conduct a **risk assessment** for volunteers not in regulated activity to determine whether an enhanced DBS check (without barred list information) is appropriate
- Retain a record of all risk assessments

Governors, Trustees, and Members

All **governors, trustees, and members** at Silverstone UTC will:

- Undergo an **enhanced DBS check (without barred list information)**
- Undergo an **enhanced DBS check with barred list information** if they engage in regulated activity

Additional Checks for Academies and Free Schools

- The **Chair of the Board** will have their DBS check **countersigned by the Secretary of State**
- All trustees, local governors, and members will also undergo:
 - A **Section 128 check** (if they hold or are delegated management responsibilities)
 - **Identity verification**
 - **Right to work in the UK**
 - **Overseas checks**, where applicable

Staff Working in Alternative Provision

Where Silverstone UTC places a student in **alternative provision**, we will obtain **written confirmation** from the provider that they have completed all appropriate **safeguarding checks** on staff, equivalent to those we would carry out.

Adults Supervising Pupils on Work Experience

When organising **work experience**, we will:

- Ensure that **safeguarding policies and procedures** are in place
- Consider whether **barred list checks** are required for supervisors of pupils under 16, based on:
 - The **nature of the supervision**
 - The **frequency** of the activity
 - Whether the work constitutes **regulated activity**

Pupils Staying with Host Families

Where Silverstone UTC arranges for pupils to stay with **host families** (e.g. during exchange visits):

- We will request **enhanced DBS checks with barred list information** for UK-based hosts
- For **overseas arrangements**, we will work with partner schools to obtain **equivalent assurances** regarding host family suitability

Appendix 3: Allegations of Abuse Made Against Staff

Allegations Against Staff (Including Low-Level Concerns) Policy

At **Silverstone UTC**, we are committed to maintaining the **highest standards of professional conduct** and ensuring that all allegations against staff are handled **fairly, consistently, and in line with statutory guidance**.

This policy applies to all staff, including:

- Teaching and support staff
- Supply teachers
- Volunteers
- Contractors
- Any adult working on behalf of or in partnership with Silverstone UTC

Section 1: Allegations That May Meet the Harm Threshold

This section applies to any case where it is alleged that a current member of staff has:

- Behaved in a way that has **harmed a child**, or may have harmed a child
- Possibly committed a **criminal offence** against or related to a child
- Behaved towards a child in a way that indicates they may **pose a risk of harm**
- Behaved in a way that indicates they may **not be suitable to work with children**, including behaviour outside of school

If there is **any doubt** about whether a concern meets the harm threshold, the **Local Authority Designated Officer (LADO)** will be consulted.

We will respond to all allegations with **common sense, professional judgement, and a child-centred approach**, ensuring effective protection for students and appropriate support for the individual subject to the allegation.

Case Management

- The **Principal** will act as the **case manager** for allegations against staff
- If the allegation is against the Principal, the **Chair of Governors** will act as case manager
- The case manager will be identified **at the earliest opportunity** and will lead the investigation

If the allegation involves an individual or organisation using UTC premises for activities involving children, we will follow our safeguarding procedures and inform the **LADO**.

Suspension of the Accused

Suspension is **not automatic** and will only be considered if:

- There is reason to believe a child is at **risk of harm**
- The case is **serious enough** to warrant potential dismissal

Before suspending, we will consider **alternative options**, such as:

- Redeployment to avoid direct contact with the child
- Assigning an assistant to supervise interactions
- Moving the individual to a different role or location
- Adjusting student timetables or classes (with parental consultation)
- Temporary redeployment to another school or trust setting

The case manager will seek advice from:

- The school's **HR adviser**
- The **LADO**
- The **police** and **Children's Social Care**, if involved

Definitions of Investigation Outcomes

- **Substantiated**: Sufficient evidence to prove the allegation
- **Malicious**: Sufficient evidence to disprove the allegation and a deliberate attempt to deceive or cause harm

Additional outcomes such as **false**, **unfounded**, and **unsubstantiated** will be included in the full version of this appendix.

Further Definitions of Investigation Outcomes

- **False**: There is enough evidence to disprove the allegation, but it was not made with malicious intent.
- **Unfounded**: There is no evidence or proper basis to support the allegation.
- **Unsubstantiated**: There is insufficient evidence to either prove or disprove the allegation.

All outcomes will be recorded clearly and confidentially, with appropriate support offered to both the individual and the child involved, in line with our commitment to **kindness, integrity, and fairness**.

Section 2: Concerns That Do Not Meet the Harm Threshold (Low-Level Concerns)

At Silverstone UTC, we foster a culture where **all concerns about adults' conduct** - no matter how small - are recognised, reported, and addressed appropriately. This is essential to creating a safe and respectful environment where students and staff thrive.

Definition of a Low-Level Concern

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

- Inconsistent with the staff code of conduct, including the Silverstone Way
- Not serious enough to meet the harm threshold but still causes unease or discomfort

Examples may include:

- Being overly familiar with students
- Using inappropriate language or humour
- Failing to maintain professional boundaries
- Breaching relational expectations, even unintentionally

These concerns may not be malicious or deliberate but must still be addressed to uphold our safeguarding culture and relational ethos.

Reporting Low-Level Concerns

All staff are encouraged to report low-level concerns to the **Designated Safeguarding Lead (DSL)** or the **Principal**. Reports can be made:

- Verbally or in writing
- Anonymously, if necessary
- Without fear of reprisal

We promote a **"speak up" culture** where concerns are welcomed and addressed with **respect, discretion, and professionalism**.

Responding to Low-Level Concerns

The DSL or Principal will:

- Record the concern in a secure safeguarding log
- Assess whether the concern meets the harm threshold
- Take appropriate action, which may include reflective conversations, additional training, or informal monitoring
- Escalate to the LADO if necessary

All actions will be guided by **relational practice**, aiming to support professional growth, maintain trust, and ensure student safety.

Record-Keeping and Confidentiality

- All allegations and low-level concerns will be recorded securely, including the context, decision-making rationale, and outcomes
- Records will be retained in accordance with **statutory guidance** and **UTC data protection policies**
- Where allegations are found to be malicious or false, they will not be included in employment references
- Substantiated allegations will be referred to in references, in line with **KCSIE 2025** and safer recruitment practices

Learning Lessons and Supporting Staff

Following any allegation or concern, Silverstone UTC will:

- Review procedures and identify any improvements needed
- Offer support to the individual involved, including access to counselling or occupational health
- Reinforce the importance of **The Silverstone Way** and **relational values** in all professional conduct

We are determined to be the **best version of ourselves**, and that includes learning from incidents to strengthen our safeguarding culture.

Procedure for Dealing with Allegations

At Silverstone UTC, we are committed to handling all allegations with **integrity, fairness, and transparency**, ensuring that both the welfare of students and the rights of staff are protected. The following steps will be taken when an allegation meets the harm threshold:

1. Initial Fact-Finding

The **case manager** will conduct basic enquiries in line with local procedures to establish whether there is any foundation to the allegation. This will be done sensitively and discreetly, ensuring that no investigative action prejudices any formal processes.

2. Consultation with the Designated Officer (LADO)

The case manager will discuss the allegation with the **Local Authority Designated Officer (LADO)** to consider:

- o The nature, content, and context of the allegation
- o Whether further enquiries are needed
- o Whether to involve the **police** and/or **children's social care**

In urgent cases where a child may be at immediate risk or a criminal offence may have occurred, the police may be contacted before the LADO. The LADO will be informed as soon as practicably possible thereafter.

3. **Informing the Accused**

Once agreed with the LADO (and police or social care, if involved), the accused individual will be informed of:

- o The nature of the allegation
- o The likely course of action
- o Their right to support and representation

4. **Considering Suspension**

Suspension is not automatic. It will only be considered if:

- o A child is at risk of harm
- o The allegation is serious enough to warrant potential dismissal

Alternatives will be explored first, such as:

- o Redeployment
- o Adjusted duties
- o Supervised contact
- o Temporary relocation

If suspension is necessary:

- o The rationale will be recorded
- o Written confirmation will be provided within **1 working day**
- o A named contact will be assigned to support the individual

5. **Wider Safeguarding Considerations**

If there are concerns about the welfare of other children (including in the community or the staff member's family), the **DSL** will conduct a risk assessment and may refer to **children's social care**.

6. **No Further Action**

If the LADO and case manager agree that no further action is required:

- o The decision and rationale will be recorded
- o The individual will be informed in writing
- o Appropriate support and next steps will be agreed for all parties involved

7. **Further Action Required**

If further action is needed:

- o The case manager will follow the agreed course of action
- o This may involve internal procedures, police investigation, or social care involvement

8. **Support for the Accused**

Silverstone UTC is committed to supporting staff through difficult times. Support may include:

- o A named representative to provide updates
- o Access to **occupational health, counselling, or welfare support**
- o Encouragement to seek advice from a **trade union, professional association, or trusted colleague**

This reflects our relational approach—valuing the dignity and wellbeing of every individual, even in challenging circumstances.

9. Informing Parents/Carers

Parents or carers of the child(ren) involved will be informed of the allegation as soon as possible, unless advised otherwise by the police or social care. They will also be:

- o Reminded of the legal requirement to maintain confidentiality
- o Advised to seek legal advice if they wish to lift confidentiality restrictions

Ongoing Communication and Referrals

- Parents or carers of the child(ren) involved will be kept informed of the **progress of the case**, but only in relation to their own child. No information will be shared regarding the staff member, in line with our commitment to **confidentiality and fairness**.
- Where it is believed that the individual has engaged in conduct that has harmed or is likely to harm a child, or poses a risk of harm, a **referral will be made to the Disclosure and Barring Service (DBS)**.
- If the **Secretary of State** issues an **interim prohibition order**, the individual will be **immediately suspended from teaching**, pending the outcome of the Teaching Regulation Agency (TRA) investigation.

Where the police are involved, the school will, wherever possible, request that the police obtain **consent from individuals** to share statements and evidence for use in any subsequent **disciplinary process**.

Allegations Involving Supply Teachers or Contracted Staff

When an allegation is made against a supply teacher or contracted staff member not directly employed by Silverstone UTC:

- We will **not cease using the individual** without first establishing the facts and consulting the **LADO**.
- The **governing board** will liaise with the agency to consider **suspension or redeployment** during the investigation.
- The school will take the lead in **gathering information** and liaising with the LADO.
- We will ensure **effective information sharing** with the agency, including any prior concerns or allegations.
- Agencies will be informed of our **allegations management procedures** and invited to relevant meetings (e.g. their HR representative).

This approach reflects our **relational ethos**—ensuring fairness, transparency, and collaboration with all partners.

Timescales for Managing Allegations

We aim to handle all allegations **promptly and effectively**, with the following indicative timescales:

- **Within 1 week:** Allegations that are clearly unsubstantiated or malicious
- **Within 3 working days:** Allegations not requiring formal disciplinary action
- **Within 15 working days:** Disciplinary hearings that do not require further investigation

While these are aspirational targets, we remain committed to taking timely action and communicating clearly throughout the process.

Specific Actions Following Investigations

After a Criminal Investigation or Prosecution

The case manager will consult with the LADO to determine whether **further internal action** is appropriate, taking into account the outcomes of police or social care investigations.

If an Allegation is Substantiated

If the allegation is upheld and the individual is dismissed, resigns, or is no longer used by the school:

- A **referral will be made to the DBS** to consider barring the individual from working with children.
- If the individual is a teacher, the school will consider a referral to the **Teaching Regulation Agency (TRA)**.

Return to Work Following Suspension

If the individual is reinstated:

- The case manager will plan a **supportive return to work**, considering:
 - o The individual's wellbeing
 - o Rebuilding professional relationships
 - o Managing contact with the child(ren) involved, if still enrolled

This process will be guided by **relational principles**, ensuring dignity and respect for all.

Unsubstantiated, Unfounded, False or Malicious Allegations

If an allegation is found to be:

- **Unsubstantiated, unfounded, false, or malicious:**
 - o The **DSL** and **case manager** will assess whether the child or individual who made the allegation needs support or intervention.
 - o A referral to **children's social care** may be made if the allegation appears to be a **cry for help**.
- **Deliberately invented or malicious:**
 - o The school will consider whether **disciplinary action** is appropriate against the individual(s) who made the allegation.

Confidentiality and Information Sharing

Silverstone UTC will make every effort to:

- **Maintain confidentiality** and prevent unwanted publicity during investigations
- Take advice from the **LADO, police, and children's social care** on:
 - o Who needs to know about the allegation
 - o What information can be shared
 - o Managing speculation, leaks, and gossip
 - o Supporting parents/carers in understanding their **confidentiality obligations**
 - o Responding to **press interest**, if it arises

Record-Keeping

At Silverstone UTC, we maintain **clear, secure, and confidential records** for all cases where an allegation or concern meets the harm threshold. These records are stored on the individual's **personnel file** for the duration of the case.

- If an allegation is found to be **malicious or false**, the record will be **deleted** from the file (unless the individual consents to its retention).
- For all other cases, the following will be retained:
 - o A **clear and comprehensive summary** of the allegation
 - o Details of how the allegation was **followed up and resolved**
 - o Notes of any **actions taken, decisions reached**, and the **outcome**
 - o A statement on whether the information will be referred to in **future references**

Where appropriate, and in agreement with the **LADO, police, or children's social care**, a copy of the record will be provided to the individual.

Records will be retained until the individual reaches **normal pension age**, or for **10 years** from the date of the allegation—whichever is longer.

References

When providing references for current or former staff:

- We will **not include** any allegations that were found to be:
 - o False
 - o Unfounded
 - o Unsubstantiated
 - o Malicious
- We **will include** substantiated allegations, ensuring that:
 - o The information is **factual**
 - o No **personal opinions** are included

Learning Lessons

After any substantiated allegation, the **case manager** will review the case with the **LADO** to identify any improvements to our safeguarding procedures. This may include:

- The decision to suspend
- The duration and justification of suspension
- Whether suspension was necessary, especially if the individual is reinstated

For all other cases, the case manager will reflect on the facts and determine whether any **procedural or cultural improvements** can be made.

Non-Recent Allegations

Abuse can be reported **regardless of when it occurred**.

- If a **child** makes a non-recent allegation, we will report it to the **LADO** in line with local procedures.
- If an **adult** reports that they were abused as a child, we will advise them to contact the **police directly**.

We treat all disclosures with **kindness, respect, and seriousness**, ensuring that survivors feel heard and supported.

Section 2: Concerns That Do Not Meet the Harm Threshold

This section applies to **all concerns** about staff, including supply teachers, volunteers, and contractors, that **do not meet the harm threshold** outlined in Section 1.

Concerns may arise from:

- Suspicion
- Complaints
- Safeguarding concerns or allegations from staff
- Disclosures by children, parents, or other adults
- Pre-employment vetting checks

We recognise the importance of responding to all concerns **promptly and proportionately**, to safeguard children and uphold professional standards.

Definition of Low-Level Concerns

A **low-level concern** is any concern—no matter how minor—that an adult working in or on behalf of Silverstone UTC may have acted in a way that:

- Is **inconsistent** with the staff code of conduct or the **Silverstone Way**
- Does **not meet the harm threshold** or require referral to the LADO

Examples include:

- Being overly friendly with students
- Having favourites
- Taking photos of students on a personal device
- One-to-one engagement in secluded areas
- Humiliating or belittling students

Sharing Low-Level Concerns

We are committed to creating a culture of **openness, trust, and transparency**, where staff feel safe and supported to share concerns.

We achieve this by:

- Ensuring staff understand what **appropriate behaviour** looks like
- Empowering staff to **confidentially report** concerns (see Section 7.7 of this policy)
- Encouraging **self-referral**
- Addressing unprofessional behaviour early, through **relational conversations**
- Handling concerns **sensitively and proportionately**
- Using concerns to identify and address **systemic weaknesses**

The **Principal** and **DSL** play a key role in modelling and promoting this culture. They are available to discuss concerns confidentially and will respond with **kindness, integrity, and professionalism**.

Thank you! Here's the **final section** of **Appendix 3: Allegations of Abuse Made Against Staff** for **Silverstone UTC**, fully adapted to reflect the values of **The Silverstone Way, relational practices**, and statutory guidance including **KCSIE 2025**:

Responding to Low-Level Concerns

When a low-level concern is raised—whether directly or via a third party—the **Principal** (or delegated senior leader) will:

- Speak directly to the person who raised the concern (unless it was raised anonymously)
- Speak to the individual involved and any relevant witnesses
- Gather sufficient information to understand the context and nature of the concern

The Principal will then categorise the behaviour and determine the appropriate response, in line with the UTC's **Staff Code of Conduct** and **Behaviour Policy**. While the Principal is the final decision-maker, they may consult with the **DSL** to ensure a safeguarding-led and relationally informed approach.

We are committed to addressing concerns early, constructively, and with kindness—supporting staff to reflect, learn, and grow in line with our values of **integrity**, **pride**, and **determination**.

For further guidance, we refer to the DfE-endorsed resource: *Developing and implementing a low-level concerns policy: A guide for organisations which work with children*.

Record-Keeping for Low-Level Concerns

All low-level concerns will be:

- **Recorded in writing**, including:
 - o The nature of the concern
 - o The context in which it arose
 - o Any action taken and the rationale for decisions
- **Held securely and confidentially**, in line with the **Data Protection Act 2018** and **UK GDPR**
- **Reviewed regularly** to identify any patterns of concerning behaviour

If a pattern of behaviour emerges that suggests a risk of harm, the concern will be escalated and referred to the **LADO** in accordance with Section 1 of this appendix.

Records will be retained **at least until the individual leaves employment** at Silverstone UTC.

Where a concern relates to a **supply teacher or contractor**, we will notify their employer to support wider safeguarding awareness and pattern recognition.

References and Low-Level Concerns

Low-level concerns will **not be included in references**, unless:

- The concern (or group of concerns) has met the **harm threshold** and been **substantiated**, and/or
- The concern relates to **misconduct or poor performance** that would ordinarily be included in a reference

Appendix 4: Specific Safeguarding Issues

At Silverstone UTC, we recognise that safeguarding extends beyond general child protection and includes a wide range of specific issues. This appendix outlines our approach to these concerns, ensuring staff are equipped to identify, respond to, and support students affected by them.

Adult-Involved Nude and Semi-Nude Image Sharing Incidents

All adult-involved nude and semi-nude image sharing incidents are considered **child sexual abuse offences** and must be **immediately referred to the police and/or children's social care**.

Types of Incidents

1. Sexually Motivated Incidents

Adults may groom children online using false identities, often posing as peers. They may:

- o Use social media, gaming platforms, or chatrooms
- o Move conversations to encrypted platforms
- o Share pornography or AI-generated abuse material
- o Coerce children into sharing images
- o Blackmail children with threats to release images

Staff should be alert to signs such as:

- o Sudden secrecy or distress linked to online activity
- o Contact from unknown or suspicious accounts
- o Rapid escalation to sexual content
- o Offers of money or gifts
- o Threats or manipulation

2. Financially Motivated Incidents (Sextortion)

Often perpetrated by **organised crime groups (OCGs)**, these incidents involve:

- o Blackmailing children for money or account access
- o Using hacked or AI-generated images
- o Demanding payment or laundering through victims' accounts

Staff should be alert to signs such as:

- o Sudden financial anxiety or secrecy
- o Claims of being hacked
- o Requests for money or banking details
- o Fear of images being shared publicly

School Response

- All suspected adult-involved incidents will be treated as **child sexual abuse**
- Staff must **report immediately** to the **DSL**, who will refer to **police/social care**
- We will provide **support and reassurance** to the child, ensuring they are not blamed
- Staff receive **regular training** on online safety, image-sharing risks, and digital safeguarding

Other Specific Safeguarding Issues

Silverstone UTC follows guidance from **Annex B of KCSIE 2025** and local safeguarding partners. We are alert to and actively address the following concerns:

Child Criminal Exploitation (CCE) and County Lines

- We educate students on the risks of exploitation through PSHE and assemblies
- Staff are trained to spot signs such as unexplained absences, new possessions, or changes in behaviour
- We work closely with **police, social care, and youth services** to support affected students

Child Sexual Exploitation (CSE)

- Staff are trained to identify grooming, coercion, and signs of abuse
- We provide safe spaces for disclosures and work with external agencies for intervention

Radicalisation and Extremism

- Through our **Prevent Duty** training, staff are equipped to identify and report concerns
- We promote critical thinking and respectful dialogue through our curriculum

Mental Health

- We have a dedicated **Mental Health Lead** and access to counselling services
- Staff are trained in **trauma-informed** and **relational approaches** to support wellbeing

Domestic Abuse

- We work with **Operation Encompass** to receive alerts about domestic incidents
- Staff are trained to support students experiencing trauma and instability at home

Online Safety and Cybercrime

- Our ICT curriculum includes **digital literacy, online safety, and cyber ethics**
- We monitor school systems and educate students on responsible digital behaviour

Children with Family Members in Prison

- We offer discreet pastoral support and liaise with external agencies to ensure continuity of care

Children Involved in the Court System

- We provide emotional support and flexibility for students navigating legal processes

Modern Slavery and Human Trafficking

- Staff are trained to identify signs of exploitation and report concerns immediately

Child Abduction and Community Safety

- We work with local police and safeguarding partners to respond to incidents and educate students on personal safety

Children Who Are Absent from Education

At Silverstone UTC, we recognise that **persistent or unexplained absence** from education can be a significant indicator of **safeguarding concerns**, including:

- Abuse or neglect (including sexual abuse or exploitation)
- Child criminal exploitation (CCE)
- Mental health difficulties
- Radicalisation
- Female Genital Mutilation (FGM)
- Forced marriage
- Substance misuse

Vulnerable Groups

Some students are at greater risk of becoming missing from education, including those who:

- Are at risk of harm or neglect
- Are at risk of FGM or forced marriage
- Belong to Gypsy, Roma, or Traveller communities
- Are from military families
- Are involved with the youth justice system
- Have recently arrived from overseas
- Have previously gone missing or run away
- Leave school without a known destination

School Response

We follow our **attendance and unauthorised absence procedures** rigorously. This includes:

- Monitoring attendance closely and identifying patterns of concern
- Making **reasonable enquiries** when a student is absent without explanation
- Informing the **local authority** if a student leaves without a new school being named
- Adhering to statutory requirements when removing a student from the admissions register at **non-standard transition points**

Staff receive training to recognise **warning signs** and **individual triggers**, including:

- Travel to conflict zones
- Risk of FGM or forced marriage
- Sudden changes in behaviour or appearance

If a student is believed to be at risk of harm, we will make an **immediate referral** to **children's social care** and, where appropriate, the **police**.

Child Criminal Exploitation (CCE)

CCE is a form of abuse where a child is manipulated, coerced, or deceived into criminal activity. This may involve:

- An exchange for something the child needs or wants
- Exploitation for the benefit of the perpetrator
- Threats or actual violence

CCE can occur **online or in person**, and may be **one-off or ongoing**. Victims may appear to consent but are still being exploited.

Examples of CCE

- Drug trafficking (e.g. county lines)
- Working in cannabis factories
- Shoplifting or pickpocketing
- Threatening or recruiting other young people

Indicators of CCE

- Unexplained gifts or possessions
- Association with known exploiters
- Emotional distress or withdrawal
- Substance misuse
- Periods of going missing or being late
- Disengagement from education

School Response

If a staff member suspects CCE, they must report it to the **DSL** immediately. The DSL will:

- Follow local safeguarding procedures
- Refer to **children's social care** and/or the **police** as appropriate
- Work with external agencies to support the student and reduce risk

Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse where a child is manipulated or coerced into sexual activity. It may involve:

- An exchange for something the child needs or wants
- Exploitation for the perpetrator's financial gain or status
- Grooming, deception, or threats

CSE can occur **online or offline**, and victims may not recognise they are being abused.

Examples of CSE

- Sharing sexually explicit images or videos
- Engaging in sexual conversations or webcam activity
- Physical sexual contact, including penetrative and non-penetrative acts

Indicators of CSE

In addition to CCE indicators, staff should look for:

- Relationships with significantly older individuals
- Sexually transmitted infections or pregnancy
- Sudden changes in appearance or behaviour
- Withdrawal from family or friends

School Response

If a staff member suspects CSE, they must report it to the **DSL** immediately. The DSL will:

- Follow local safeguarding procedures
- Refer to **children's social care** and/or the **police**
- Provide support to the student, ensuring they are not blamed or stigmatised

Child-on-Child Abuse

At Silverstone UTC, we recognise that **abuse can be perpetrated by children against other children**, and we take all such incidents seriously. This abuse can occur:

- **Inside or outside of school**
- **Online or offline**
- **Simultaneously across digital and physical spaces**

We maintain a **zero-tolerance approach** to all forms of child-on-child abuse, including **sexual violence and sexual harassment**, and we acknowledge that the absence of reports does not mean abuse is not occurring.

Types of Child-on-Child Abuse

This may include, but is not limited to:

- Bullying (including cyberbullying and prejudice-based bullying)
- Abuse in intimate relationships between children (teenage relationship abuse)
- Physical abuse (e.g. hitting, kicking, biting, hair pulling)
- Sexual violence and harassment
- Coercion into sexual activity without consent
- Sharing of nude/semi-nude images (sexting/youth-produced sexual imagery)
- Upskirting
- Initiation/hazing rituals
- Online abuse (e.g. misogynistic messages, non-consensual image sharing, exposure to pornography)

School Response

If staff have concerns or receive a report of child-on-child abuse, they must follow the procedures outlined in **Section 7** of this policy, particularly **Sections 7.8 and 7.9**.

We will:

- Respond promptly and sensitively
- Consider the **age and developmental stage** of those involved
- Recognise that children displaying harmful sexual behaviour may have experienced trauma themselves
- Provide appropriate **support and intervention** for all parties involved

Domestic Abuse

Children can be **directly or indirectly affected** by domestic abuse, which may occur between family members or in their own relationships.

Types of Domestic Abuse

- Intimate partner violence
- Abuse by family members
- Teenage relationship abuse
- Child/adolescent to parent violence
- Physical, sexual, emotional, psychological, or financial abuse
- Witnessing abuse or its effects

Domestic abuse can have a **long-lasting impact** on a child's emotional wellbeing, development, and ability to learn.

School Response

Silverstone UTC is part of **Operation Encompass**, which ensures that:

- The **DSL** is informed by police of any domestic abuse incidents involving students before the start of the next school day
- The DSL provides **appropriate support** and updates safeguarding records

Older students may also be **victims or perpetrators** of domestic abuse in their own relationships. We treat all disclosures with **kindness, confidentiality, and seriousness**, and offer support through pastoral care and external referrals.

Homelessness

Being homeless or at risk of homelessness presents a serious safeguarding concern.

School Response

- The **DSL and deputies** are aware of referral routes to the **local housing authority**
- Concerns are raised at the **earliest opportunity**
- If a child is at risk of harm, a referral will be made to **children's social care**

We work proactively to support students facing housing instability, ensuring they remain engaged in education and receive appropriate pastoral care.

So-Called 'Honour-Based' Abuse (HBA)

HBA includes abuse committed to protect or defend the honour of a family or community. This may involve:

- **Female Genital Mutilation (FGM)**
- **Forced marriage**
- **Breast ironing**
- Other culturally motivated practices

These incidents often involve **multiple perpetrators** and **community pressure**.

School Response

All forms of HBA are considered **abuse** and will be treated as such. Staff are trained to:

- Be alert to signs of HBA
- Report concerns immediately to the **DSL**
- Support students with sensitivity and discretion
- Follow **local safeguarding procedures**, including referrals to **children's social care** and the **police**

Female Genital Mutilation (FGM)

FGM is a form of **child abuse and violence against women and girls**. It is illegal in the UK and has severe physical and psychological consequences.

Training and Awareness

The **DSL** ensures that all staff receive appropriate training to:

- Recognise signs that a student may be at risk of FGM
- Understand their legal responsibilities
- Respond appropriately and sensitively

Indicators That FGM May Have Occurred

- A student or family member discloses that FGM has taken place
- Difficulty walking, sitting, or standing
- Prolonged time in the bathroom or toilet
- Frequent urinary or menstrual issues
- Avoidance of PE or medical examinations
- Emotional distress or behavioural changes
- Talking about pain or discomfort between the legs

Indicators That a Student May Be at Risk

- Family history of FGM
- Community or country of origin where FGM is prevalent
- Plans for a long holiday abroad
- References to a "special procedure" or "becoming a woman"
- Missing sections in health records or travel clinic visits

These indicators are not exhaustive. Staff should always act on concerns and follow the procedures outlined in **Section 7.3** of this policy.

Forced Marriage

A **forced marriage** is a criminal offence. It occurs when one or both parties do not consent to the marriage and pressure, coercion, or abuse is used.

It is also illegal to cause a child under 18 to marry, even without threats or violence.

Training and Response

Staff receive training on:

- Recognising signs of forced marriage
- Understanding the **"one chance" rule**—we may only have one opportunity to intervene

If a staff member suspects a student is at risk:

1. They will speak to the student in a **secure and private setting**
2. They will report the concern to the **DSL**

The **DSL** will:

- Speak to the student privately
- Activate local safeguarding procedures
- Contact the **Forced Marriage Unit**:
☎ 020 7008 0151
✉ fmua@fco.gov.uk
- Refer the student to appropriate internal or external support services

Preventing Radicalisation

Silverstone UTC is committed to safeguarding students from the risk of **radicalisation and extremism**. We fulfil our duties under the **Prevent Duty** and promote values of **tolerance, democracy, and mutual respect**.

Definitions

- **Radicalisation**: The process by which a person comes to support terrorism or extremist ideologies
- **Extremism**: The promotion of ideologies that seek to undermine democratic values or incite hatred and violence
- **Terrorism**: Acts intended to influence government or intimidate the public for ideological purposes

School Measures

- The **DSL/Prevent Lead** receives in-depth Prevent training
- All staff are trained to identify signs of radicalisation
- We assess local risks in collaboration with safeguarding partners and police
- We implement **robust internet filtering** and educate students on online safety

Signs of Radicalisation

- Isolation from family or friends
- Sudden changes in behaviour or appearance
- Refusal to engage with diverse peers
- Sympathy for extremist ideologies
- Scripted speech or inability to discuss views
- Accessing extremist content online
- Possession of extremist literature
- Contact with extremist recruiters

These signs may also reflect typical adolescent behaviour. Staff are encouraged to **trust their instincts** and seek advice from the **DSL**.

Response

If staff are concerned:

- They must follow procedures in **Section 7.5** of this policy
- Concerns must be reported to the **DSL** immediately
- The DSL will assess the risk and refer to **Channel** or **Prevent partners** if appropriate

Further details are available in related policies, including:

- **Curriculum Policy**
- **Behaviour Policy**
- **Online Safety Policy**
- **ICT Acceptable Use Policy**

Sexual Violence and Sexual Harassment Between Children

Sexual violence and sexual harassment can occur:

- Between any children, regardless of age or sex
- In groups or one-to-one
- Online and/or face-to-face

These behaviours exist on a **continuum of abuse** and may overlap. We recognise the **serious emotional and educational impact** on victims, especially when the alleged perpetrator attends the same school.

School Response

If a student reports an incident:

- Staff will **reassure the victim** that they are being taken seriously
- Victims will be supported and kept safe
- Staff will **never suggest** that the victim is creating a problem or make them feel ashamed

We will:

- Reaffirm that the law protects victims of child-on-child abuse
- Review decisions and update policies based on lessons learned
- Identify and respond to patterns of concerning behaviour
- Consider cultural factors that may have enabled abuse
- Provide additional training if needed
- Remain sensitive to the challenges of detecting sexual violence

Groups at Greater Risk

Evidence shows increased vulnerability among:

- Girls
- Students with SEND/SEMH
- LGBT+ students

Staff Responsibilities

Staff must:

- Challenge inappropriate behaviours
- Make clear that sexual violence and harassment are **never acceptable**
- Challenge physical behaviours such as grabbing, flicking, or lifting clothing

If staff have concerns or receive a report, they must follow procedures in **Section 9**, especially **Sections 9.8 and 9.9**.

Serious Violence

Children may be at risk of or involved in serious violent crime. Indicators include:

- Increased absence
- Changes in friendships or associations
- Decline in academic performance
- Signs of self-harm or emotional distress
- Unexplained injuries
- Possession of gifts or items linked to criminal networks

Risk Factors

- Being male
- Frequent absence or exclusion
- History of maltreatment
- Prior offending behaviour

Staff must report concerns to the **DSL**, who will assess and respond in line with safeguarding procedures.

Checking the Identity and Suitability of Visitors

All visitors to Silverstone UTC must:

- Verify their identity
- Leave personal belongings, including phones, in a secure location
- Sign the visitors' book and wear a visitor badge

Professional Visitors

Visitors attending for professional purposes (e.g. educational psychologists) must:

- Show **photo ID**
- Present a **DBS certificate**, or
- Have prior written confirmation from their organisation that a DBS check has been completed

Other Visitors

- Will be accompanied by staff at all times
- Must not promote extremist views
- Will be subject to checks to ensure they do not pose a safeguarding risk

Non-Collection of Children

If a student is not collected at the end of the day:

- Staff will attempt to contact parents/carers
- The student will be supervised by a designated member of staff
- The incident will be recorded in the school's safeguarding log
- If necessary, the DSL will escalate the concern to **children's social care**

Missing Pupils

If a student goes missing:

- Staff will notify the DSL immediately
- Parents/carers will be contacted
- A search of the premises will be conducted
- The incident will be recorded
- If the student is not found promptly, the DSL will contact **children's social care** and/or the **police**