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for success in industry and university*

Specialists in science, technology, engineering and maths
in partnership with industry and the University of Lincoln

Safeguarding and Child Protection Policy

Lincoln UTC

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Section 1 – Introduction

1.1 Introduction

Lincoln UTC is committed to safeguarding and promoting the welfare of every student. We believe that every child has the right to feel safe, to be heard and to achieve their full potential within an environment where their welfare is actively promoted and protected.

Safeguarding is fundamental to the ethos of Lincoln UTC and underpins every aspect of school life. It is not viewed as a standalone responsibility but as an integral part of leadership, governance, curriculum design, behaviour, attendance, pastoral support, employer engagement, technical education and partnership working with families and external agencies.

Everyone who comes into contact with children has a responsibility to safeguard and promote their welfare. Every member of staff, governor, volunteer, contractor, visitor and external partner working on behalf of the UTC shares responsibility for identifying concerns, taking appropriate action and contributing to a culture in which safeguarding is everyone's responsibility.

Safeguarding extends beyond protecting children from abuse. It includes preventing impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with safe and effective care, providing help as soon as concerns emerge and enabling all children to have the best possible outcomes.

Lincoln UTC recognises that safeguarding concerns may arise both inside and outside the home, including online. Children may experience multiple vulnerabilities simultaneously and abuse may occur within families, peer groups, educational settings, workplaces, communities or digital environments. Safeguarding practice must therefore be responsive to the child's lived experience and the wider context in which harm may occur.

The UTC adopts a child-centred approach to safeguarding. The wishes, feelings and lived experiences of children will be considered when decisions are made about their safety and welfare. Staff are expected to maintain an attitude of **"it could happen here"**, remain professionally curious and take prompt action whenever concerns arise.

Safeguarding is most effective when schools, families, safeguarding partners and other agencies work together. Lincoln UTC is committed to working openly and constructively with parents and carers wherever it is safe and appropriate to do so, while recognising that the welfare of the child remains the paramount consideration.

The Governing Board and Senior Leadership Team are committed to fostering a culture in which children feel safe to raise concerns, staff feel confident to report concerns and safeguarding remains central to all decision-making.

1.2 Statutory Framework

This policy has been developed in accordance with current legislation and statutory guidance, including, but not limited to:

- [Keeping Children Safe in Education \(2026\)](#)
- [Working Together to Safeguard Children \(2026\)](#)
- [Children Act 1989](#)
- [Children Act 2004](#)
- [Education Act 2002 \(Section 175\)](#)
- [Equality Act 2010](#)
- [Domestic Abuse Act 2021](#)
- [Victims and Prisoners Act 2024](#)
- [Data Protection Act 2018](#)
- [UK General Data Protection Regulation \(UK GDPR\)](#)
- [Human Rights Act 1998](#)
- [Counter-Terrorism and Security Act 2015 \(Prevent Duty\)](#)
- [Relationships Education, Relationships and Sex Education and Health Education statutory guidance](#)
- [Lincolnshire Safeguarding Children Partnership procedures and local protocols.](#)

This policy should also be read alongside all relevant safeguarding advice issued by the Department for Education and other statutory safeguarding partners. Where statutory guidance is updated during the lifetime of this policy, Lincoln UTC will implement any mandatory changes without delay. The policy will be amended formally at the earliest appropriate opportunity.

1.3 School Commitment

Lincoln UTC is committed to creating and maintaining a safe, inclusive and respectful learning environment in which all students are protected from harm and supported to thrive.

The UTC will:

- promote a culture where safeguarding is everyone's responsibility;
- ensure that safeguarding is embedded within leadership, governance and school improvement;
- provide effective pastoral care and early support through the **Family Help** framework where appropriate;

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- work collaboratively with parents, carers and partner agencies in the best interests of children;
- identify emerging concerns at the earliest opportunity;
- protect children from abuse, neglect, exploitation and all forms of harm;
- promote positive physical and emotional wellbeing;
- ensure that students understand how to keep themselves safe, including online;
- provide a curriculum that equips students with the knowledge and skills needed to recognise risk, build healthy relationships and seek support when required;
- maintain effective safeguarding arrangements during employer engagement, technical education, work experience, educational visits and off-site learning;
- ensure that safeguarding arrangements are regularly monitored, reviewed and quality assured.

Lincoln UTC recognises that effective safeguarding depends upon trusting relationships between students and adults. Every student should know that there is at least one trusted adult within the UTC whom they can approach if they are worried, frightened or concerned about themselves or another person.

The UTC is committed to promoting equality, celebrating diversity and ensuring that safeguarding practice is inclusive, anti-discriminatory and responsive to the needs of all students, particularly those who may be more vulnerable to abuse, neglect or exploitation.

Safeguarding arrangements will be reviewed regularly to ensure they remain effective, responsive to emerging risks and consistent with current statutory guidance and local safeguarding procedures.

1.4 Key Safeguarding Principles

Safeguarding practice at Lincoln UTC is underpinned by the following principles:

1. The welfare of the child is paramount.
2. Safeguarding is everyone's responsibility.
3. Children have the right to be heard and taken seriously.
4. Early identification and timely intervention improve outcomes for children.
5. Professional curiosity is essential in recognising and responding to safeguarding concerns.
6. Safeguarding concerns rarely occur in isolation; cumulative harm and contextual factors must always be considered.
7. Effective safeguarding depends upon timely information sharing and constructive multi-agency working.
8. No member of staff will ever be criticised for raising a genuine safeguarding concern in good faith.

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9. Safeguarding extends beyond the school site and includes online environments, employer-based learning and all activities organised by the UTC.
10. Continuous reflection, quality assurance and learning are essential to maintaining effective safeguarding arrangements.

Section 2 – Roles and Responsibilities

2.1 Safeguarding Responsibilities

Safeguarding and promoting the welfare of children is the responsibility of everyone working at, or on behalf of, Lincoln UTC.

No single person can fulfil all safeguarding responsibilities in isolation. Effective safeguarding depends upon all members of the school community understanding their individual responsibilities, working collaboratively, sharing information appropriately and maintaining a child-centred approach at all times.

All adults working within the UTC are expected to:

- place the welfare of the child above all other considerations;
- maintain an attitude of **"it could happen here"**;
- remain professionally curious;
- identify children who may benefit from additional support;
- respond promptly to safeguarding concerns;
- report / record concerns accurately and without delay;
- share information appropriately;
- contribute positively to multi-agency safeguarding arrangements.

Safeguarding responsibilities apply equally to activities undertaken on the school site, online, during educational visits, work experience, employer engagement, technical education and all activities organised by Lincoln UTC.

2.2 The Governing Board

The Governing Board has strategic responsibility for ensuring that Lincoln UTC fulfils its statutory safeguarding duties and maintains effective safeguarding arrangements.

The Governing Board recognises that safeguarding is fundamental to the effectiveness of the school and will ensure that safeguarding remains a strategic priority within governance, leadership and school improvement.

The Governing Board will:

- ensure that safeguarding arrangements comply with current legislation and statutory guidance;
- approve and review this policy annually or sooner where required;
- appoint an appropriately trained Safeguarding Governor;
- receive regular safeguarding reports from the Designated Safeguarding Lead (DSL);
- ensure sufficient challenge and scrutiny of safeguarding arrangements;

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- monitor safeguarding through governor visits, safeguarding audits and performance information;
- ensure appropriate safeguarding training for governors;
- ensure sufficient resources are available to support safeguarding;
- ensure appropriate filtering and monitoring systems are implemented and regularly reviewed;
- ensure safer recruitment procedures are consistently applied;
- ensure effective arrangements exist for managing allegations and low-level concerns regarding adults working in or on behalf of the school;
- ensure safeguarding arrangements remain effective for students accessing alternative provision, employer-based learning and off-site education;
- ensure safeguarding is appropriately reflected within all relevant school policies.

The Governing Board will seek assurance that safeguarding arrangements remain effective through regular consideration of:

- safeguarding audits;
- safeguarding training compliance;
- safeguarding referral patterns;
- attendance and persistent absence data;
- behaviour and exclusion information;
- vulnerable student monitoring;
- online safety monitoring;
- pupil voice;
- staff safeguarding surveys;
- outcomes of external safeguarding reviews.

2.3 The Principal

The principal has overall responsibility for the operational effectiveness of safeguarding arrangements across Lincoln UTC. The principal will ensure that safeguarding remains central to all aspects of school leadership and decision-making.

The principal will:

- promote a strong safeguarding culture throughout the UTC;
- ensure safeguarding forms part of strategic planning and school improvement;
- support the work of the DSL and Deputy DSLs;
- ensure sufficient staffing, time, funding and administrative support for safeguarding functions;
- promote high-quality safeguarding practice;
- ensure staff understand their safeguarding responsibilities;
- ensure concerns are acted upon promptly;
- maintain effective relationships with safeguarding partners;

- ensure safeguarding arrangements remain effective during curriculum delivery, employer engagement and technical education;
- promote continuous safeguarding improvement through monitoring and evaluation.

The principal will foster an environment where staff feel confident to report concerns, challenge decisions respectfully and seek advice whenever necessary. Safeguarding leadership is demonstrated not simply through policies, but through daily decision-making. The principal will model a culture where safeguarding is prioritised, concerns are welcomed and children remain at the centre of every decision.

2.4 The Designated Safeguarding Lead (DSL)

The principal has appointed a senior member of the leadership team as the Designated Safeguarding Lead. The DSL has lead responsibility for safeguarding and child protection across Lincoln UTC.

The DSL will:

Strategic Leadership

- lead safeguarding practice across the UTC;
- promote a positive safeguarding culture;
- advise the Governing Board and Senior Leadership Team;
- contribute to strategic safeguarding planning;
- monitor emerging safeguarding risks.

Operational Leadership

- manage safeguarding referrals;
- coordinate child protection procedures;
- oversee Family Help support;
- liaise with Children's Social Care, Police and safeguarding partners;
- support staff in safeguarding decision-making;
- oversee safeguarding during employer-based learning and alternative provision;
- maintain oversight of vulnerable students.

Quality Assurance

The DSL will ensure safeguarding practice remains effective through:

- safeguarding file audits;
- chronology reviews;
- safeguarding supervision;
- monitoring safeguarding trends;
- reviewing safeguarding outcomes;

- learning from serious incidents;
- evaluating safeguarding practice.

Information Management

The DSL will:

- maintain secure safeguarding records;
- ensure accurate recording;
- oversee secure transfer of safeguarding files;
- ensure information sharing is lawful, proportionate and timely;
- maintain safeguarding chronologies where appropriate.

Professional Support

The DSL will:

- provide safeguarding advice to staff;
- deliver safeguarding updates;
- support staff following safeguarding incidents;
- promote professional curiosity;
- encourage reflective safeguarding practice.

Online Safety

The DSL will oversee safeguarding relating to:

- | | |
|-------------------------------|--------------------------|
| • online abuse; | • image-based abuse; |
| • cyber-enabled exploitation; | • social media; |
| • AI-generated imagery; | • gaming platforms; |
| • deepfake technology; | • emerging technologies. |
| • online grooming; | |

2.5 Deputy Designated Safeguarding Leads

Lincoln UTC has appointed appropriately trained Deputy Designated Safeguarding Leads to ensure safeguarding expertise remains available throughout the school day.

Deputy DSLs are trained to the same standard as the DSL and will provide operational safeguarding support.

Deputy DSLs will:

- act in the absence of the DSL;
- provide safeguarding advice to staff;
- undertake safeguarding referrals where appropriate;
- attend safeguarding meetings;
- support vulnerable students;

- contribute to safeguarding assessments;
- maintain safeguarding records;
- assist with safeguarding quality assurance.

Whilst responsibilities may be delegated, overall accountability remains with the Designated Safeguarding Lead.

2.6 All Staff

Every member of staff has a responsibility to safeguard children.

All staff will:

- read and understand Part One of *Keeping Children Safe in Education*;
- complete safeguarding induction;
- undertake regular safeguarding training;
- understand the school's safeguarding procedures;
- know how to contact the DSL;
- recognise indicators of abuse, neglect and exploitation;
- understand contextual safeguarding;
- identify students who may benefit from Family Help;
- recognise attendance as a safeguarding issue;
- understand safeguarding risks associated with online activity;
- respond appropriately to disclosures;
- record safeguarding concerns promptly;
- share information appropriately;
- contribute to multi-agency safeguarding arrangements;
- maintain professional curiosity;
- challenge where they believe safeguarding concerns have not been appropriately addressed.

No member of staff should assume that somebody else has taken action.

Lincoln UTC in Practice

*If you are worried about a student, **report the concern**.*

It is always better to share a concern that later proves to be unfounded than to delay action where a child may be at risk.

2.7 Teaching Staff

Teaching staff have a particular responsibility to identify changes in students' behaviour, presentation, attendance, wellbeing and engagement that may indicate emerging safeguarding concerns.

Teachers will also contribute to safeguarding through the curriculum by helping students to:

- recognise healthy relationships;
- understand consent;
- stay safe online;
- recognise exploitation;
- understand the risks associated with extremism, criminal exploitation and harmful behaviours;
- know how and where to seek help.

2.8 Support Staff

Support staff frequently develop trusted relationships with students and may become aware of safeguarding concerns through informal conversations or observations.

Support staff are expected to apply the same safeguarding procedures and reporting expectations as all other staff.

2.9 Volunteers, Agency Staff, Contractors and Visitors

All adults working within Lincoln UTC share responsibility for safeguarding children.

Prior to commencing work within the school, they will receive information appropriate to their role regarding:

- safeguarding procedures;
- reporting concerns;
- professional boundaries;
- emergency arrangements;
- the identity of the DSL.

Visitors should never assume another adult has reported a safeguarding concern.

2.10 Students

Lincoln UTC recognises that safeguarding is strengthened when students are active participants in creating a safe learning environment.

Students will be encouraged to:

- report concerns about themselves or others;
- identify trusted adults;
- understand healthy relationships;

- develop safe online behaviours;
- contribute to student voice activities;
- support an inclusive and respectful school culture.

Students will never be criticised for reporting genuine safeguarding concerns.

2.11 Parents and Carers

Lincoln UTC recognises parents and carers as essential partners in safeguarding.

The UTC will work openly and constructively with parents and carers wherever this is consistent with the welfare of the child.

Where concerns arise that indicate a child may be suffering or likely to suffer significant harm, the UTC may share information with safeguarding partners without prior parental consent where this is necessary to safeguard the child.

Section 3 – Child Protection Procedures

3.1 Purpose

Lincoln UTC is committed to ensuring that all safeguarding concerns are identified promptly, responded to appropriately and managed in accordance with statutory guidance and local safeguarding procedures.

All safeguarding concerns will be treated seriously and responded to in a timely, proportionate and child-centred manner. The UTC recognises that effective safeguarding relies upon early identification, professional curiosity, timely information sharing and effective multi-agency working.

Staff should never assume that another person has taken action or delay reporting concerns whilst seeking further evidence. Where there is any doubt, advice should be sought immediately from the Designated Safeguarding Lead (DSL) or a Deputy DSL.

3.2 Child-Centred Practice

Lincoln UTC recognises that safeguarding arrangements must always place the child at the centre of decision-making.

The UTC will ensure that:

- the wishes and feelings of children are sought wherever appropriate;
- children know who they can speak to if they are worried;
- children are listened to and taken seriously;
- safeguarding decisions reflect each child's individual circumstances;
- additional barriers to communication are recognised for children with SEND or other vulnerabilities;
- the welfare of the child remains the paramount consideration.

Safeguarding decisions will consider not only immediate concerns but also the child's wider lived experience, family circumstances, relationships, education, health and any contextual risks that may affect their safety.

Lincoln UTC in Practice

Children do not always tell us directly that they are being harmed.

Changes in behaviour, attendance, presentation, friendships, emotional wellbeing or engagement may indicate that a child requires help or protection.

*Professional curiosity means asking: **"What might this behaviour be telling us?"**
rather than: **"What rule has been broken?"***

3.3 Identifying Safeguarding Concerns

Safeguarding concerns may arise through:

- direct disclosure;
- observation;
- changes in behaviour;
- injuries;
- attendance concerns;
- information from parents or carers;
- information from another student;
- concerns raised by another agency;
- online activity;
- employer-based learning;
- repeated low-level concerns that together indicate cumulative harm.

Concerns may relate to abuse, neglect, exploitation or wider welfare issues requiring Family Help.

Staff should remain alert to indicators of:

- physical abuse;
- emotional abuse;
- sexual abuse;
- neglect;
- domestic abuse;
- child criminal exploitation;
- child sexual exploitation;
- harmful sexual behaviour;
- child-on-child abuse;
- online abuse;
- radicalisation;
- serious violence;
- contextual safeguarding concerns;
- mental health concerns where safeguarding issues may be present.

No concern should be regarded as too minor to report.

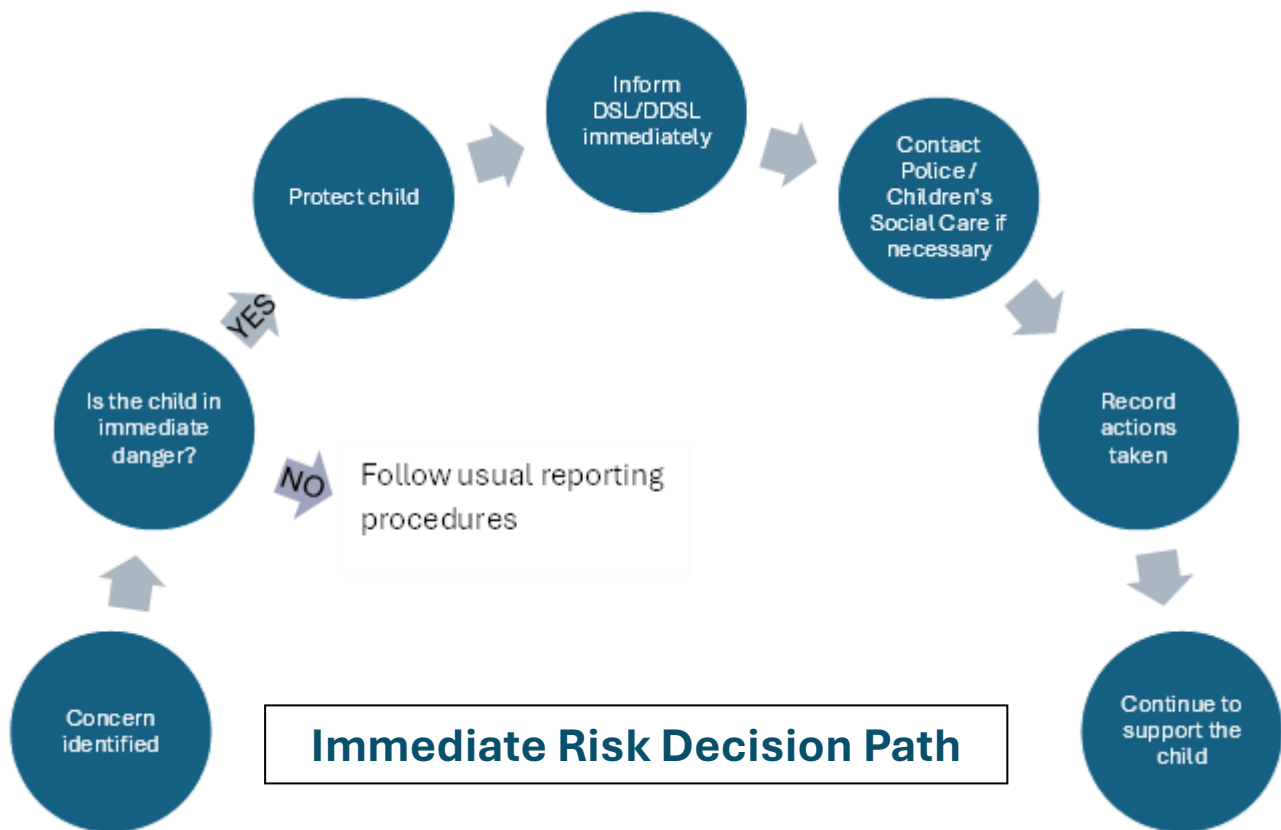
3.4 Immediate Risk

Where a child is believed to be at immediate risk of significant harm, staff must take immediate action.

- This includes:
- ensuring the immediate safety of the child;
- contacting the DSL or Deputy DSL without delay;
- contacting emergency services where necessary;
- making a referral directly to Children's Social Care or the Police if a delay would place the child at further risk.

Staff should inform the DSL as soon as reasonably practicable following any emergency referral.

The safety of the child must always take precedence over normal reporting arrangements.



3.5 Responding to a Disclosure

Children may choose to disclose abuse in a variety of ways. Disclosures may be planned or spontaneous and may occur in response to ordinary conversations.

Where a disclosure is made, staff should:

Listen

- remain calm;
- listen carefully;
- allow the child to speak freely;
- avoid interrupting unnecessarily.

Reassure

- thank the child for speaking;
- reassure them that they have done the right thing;
- explain that information will need to be shared with people who can help keep them safe.

Clarify

- Only clarify where necessary to establish basic facts.

- Staff should not investigate.

Record

- the child's own words wherever possible;
- observations;
- actions taken;
- date and time;
- who has been informed.

Report

- Inform the DSL/DDSL immediately.

Staff must not, promise confidentiality; ask leading questions; investigate allegations; express shock or disbelief; confront alleged perpetrators; delay reporting concerns.

3.6 Recording Safeguarding Concerns

Accurate safeguarding records are essential.

All safeguarding concerns will be recorded promptly using the school's approved safeguarding recording system, CPOMS.

Records should:

- be completed as soon as possible after the event;
- be factual;
- distinguish between fact, observation and professional opinion;
- include the child's own words where appropriate;
- identify actions taken;
- identify persons informed;
- be securely stored.

Safeguarding records form part of the child's confidential safeguarding file and will be retained and transferred in accordance with statutory guidance and data protection legislation.

3.7 Reporting Concerns

All safeguarding concerns must be reported immediately to the DSL or Deputy DSL.

This includes concerns relating to:

- abuse;
- neglect;
- exploitation;
- attendance;
- online safety;
- harmful sexual behaviour;

- child-on-child abuse;
- mental health where safeguarding concerns exist;
- serious violence;
- domestic abuse;
- children missing education;
- contextual safeguarding.

Staff should continue to report concerns even where they believe similar concerns have already been raised. Patterns of apparently minor concerns may indicate significant cumulative harm.

3.8 Action by the Designated Safeguarding Lead

Following receipt of a safeguarding concern, the DSL will:

- assess immediate risk;
- review previous safeguarding information;
- consider cumulative concerns;
- consider the child's wishes and feelings where appropriate;
- determine whether immediate protection is required;
- consider whether Family Help support would be appropriate;
- determine whether statutory intervention is required;
- consult partner agencies where appropriate;
- make referrals without delay where required;
- ensure appropriate safeguarding support remains in place.

Every safeguarding decision will be clearly recorded together with the rationale supporting that decision.

DSL Decision-Making Pathway

The DSL will consider whether the child requires:

- Universal support;
- School-based intervention;
- Family Help;
- Child in Need assessment;
- Child Protection intervention;
- Emergency safeguarding action.

The response will always be proportionate to the assessed level of risk and need.

3.9 Information Sharing

Lincoln UTC recognises that effective safeguarding depends upon timely and appropriate information sharing.

Information will be shared:

- lawfully;
- proportionately;

- securely;
- accurately;
- promptly;
- with those who need to know.

Concerns about data protection legislation should never prevent the sharing of information where failure to do so may place a child at risk of harm. The UTC will maintain appropriate records of decisions to share, or not share, safeguarding information.

3.10 Professional Challenge and Escalation

Effective safeguarding depends upon respectful professional challenge.

Where the DSL believes that:

- safeguarding concerns have not been appropriately recognised;
- partner agencies have underestimated risk;
- decisions fail to safeguard a child adequately;
- additional action is required,

the DSL will use local escalation procedures and continue to advocate for the child until concerns have been appropriately addressed.

Professional disagreement should never prevent action to safeguard a child.

3.11 Ongoing Support

Safeguarding responsibilities continue after a referral has been made.

Lincoln UTC will continue to:

- support the child within school;
- contribute to multi-agency planning;
- attend safeguarding meetings;
- monitor attendance, wellbeing and engagement;
- review safeguarding plans;
- maintain safeguarding records;
- review outcomes regularly.

Where a child transfers to another educational setting, safeguarding records will be transferred securely and without unnecessary delay.

Lincoln UTC in Practice

*A referral does **not** mean the school's safeguarding responsibilities have ended.*

The UTC will continue to provide support, monitor wellbeing and work alongside partner agencies for as long as necessary to safeguard the child.

3.12 Confidentiality

Safeguarding information is confidential and will only be shared with those who need to know in order to safeguard and promote the welfare of a child.

Staff should never discuss safeguarding concerns in public areas or with colleagues who have no legitimate involvement in the case.

Children and families should be informed about information sharing wherever it is safe, lawful and appropriate to do so.

3.13 Monitoring and Review

The DSL will monitor safeguarding activity to identify:

- emerging safeguarding trends;
- recurring themes;
- patterns of attendance or behaviour;
- effectiveness of interventions;
- opportunities for learning and improvement.

Safeguarding practice will be reviewed regularly through audits, supervision, case reviews and feedback from children, staff and safeguarding partners to ensure continuous improvement.

Section 4A – Specific Safeguarding Issues: Abuse, Harm and Exploitation

4.1 Understanding Safeguarding Risk

Safeguarding concerns rarely occur in isolation. Children may experience multiple forms of abuse, neglect, exploitation or vulnerability simultaneously, and different risks may interact to increase the likelihood of harm.

Lincoln UTC recognises that safeguarding concerns may arise:

- within the family;
- outside the family;
- through peer relationships;
- within the community;
- online;
- during employer-based learning;
- whilst travelling;
- within public spaces;
- through organised criminal activity.

Safeguarding concerns should never be viewed in isolation. Staff should consider the wider context in which children live, learn, socialise and work, together with the cumulative impact of multiple concerns.

Effective safeguarding requires staff to remain professionally curious and to consider what may lie behind changes in behaviour, attendance, emotional wellbeing, presentation or academic engagement.

Children may not recognise that they are being abused or exploited and may not disclose concerns directly. Staff should therefore be alert to patterns of behaviour or seemingly low-level concerns that, when viewed collectively, indicate that a child may require help or protection.

Safeguarding assessments should always consider:

- the child's wishes and feelings;
- family circumstances;
- contextual risks;
- online activity;
- peer relationships;
- known vulnerabilities;
- cumulative harm;
- protective factors.

Lincoln UTC in Practice

Safeguarding is not about identifying a single incident.

*It is about **recognising patterns**. A student who is:*

- *increasingly absent,*
- *tired,*
- *anxious,*
- *withdrawing from friends,*
- *receiving constant messages,*
- *arriving late,*
- *or suddenly disengaging from learning,*

may be experiencing abuse or exploitation even if no direct disclosure has been made.

4.2 Physical Abuse

Physical abuse is the deliberate infliction of physical harm upon a child or the failure to prevent such harm.

Physical abuse may involve:

- hitting;
- shaking;
- throwing;
- poisoning;
- burning or scalding;
- drowning;
- suffocating;
- fabricated or induced illness;
- causing physical injury in any other way.

Physical abuse may also occur where a parent or carer deliberately induces illness in a child or fabricates symptoms.

Staff should remain alert to:

- unexplained injuries;
- injuries inconsistent with explanations;
- repeated injuries;
- delayed presentation for medical treatment;
- unusual bruising patterns;
- injuries concealed by clothing;
- frequent accidents;
- concerning explanations from adults or children.

The absence of visible injuries should never be taken to indicate that physical abuse has not occurred.

Where concerns exist, staff must report them immediately to the DSL.

Lincoln UTC in Practice

Children frequently minimise injuries or provide explanations designed to protect adults.

The question is not: "Does the explanation sound believable?"

Instead ask: "Is the explanation consistent with the injury and the child's presentation?"

4.3 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development.

Emotional abuse may involve:

- conveying to a child that they are worthless or unloved;
- inappropriate expectations;
- intimidation;
- humiliation;
- rejection;
- isolation;
- coercive control;
- exposure to domestic abuse;
- online intimidation;
- persistent criticism;
- manipulation;
- exploitation of emotional dependency.

Children may experience emotional abuse alongside other forms of abuse.

Indicators may include:

- anxiety;
- low self-esteem;
- withdrawal;
- excessive compliance;
- fearfulness;
- self-harm;
- emotional dysregulation;
- unexplained deterioration in attendance or attainment.

Staff should recognise that emotional abuse can be particularly difficult to identify because physical signs may not be present.

4.4 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities.

Sexual abuse may involve:

- physical contact;
- non-contact abuse;
- grooming;
- online abuse;
- image-based abuse;
- sexual exploitation;

- exposing children to sexual material;
- coercing children into producing sexual images;
- sexual communication;
- AI-generated sexual imagery;
- deepfake imagery;
- live-streamed abuse.

Sexual abuse can be perpetrated by adults or by other children. Children may not understand that what is happening to them constitutes abuse and may not disclose concerns immediately.

Staff should recognise that indicators may include:

- sudden changes in behaviour;
- inappropriate sexualised behaviour;
- anxiety;
- depression;
- self-harm;
- avoidance of particular people;
- unexplained gifts;
- online secrecy;
- attendance concerns.

All concerns regarding possible sexual abuse must be reported immediately.

4.5 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.

Neglect may include failure to provide:

- adequate food;
- clothing;
- shelter;
- supervision;
- medical care;
- emotional support;
- education.

Neglect may also include failure to protect a child from physical or emotional harm or exposure to harmful environments.

Indicators may include:

- poor hygiene;
- hunger;
- inappropriate clothing;
- untreated medical conditions;
- persistent absence;
- tiredness;
- poor emotional wellbeing;
- developmental delay;
- repeated safeguarding concerns.

Lincoln UTC recognises that neglect often develops gradually and may become normalised within families.

Persistent absence or repeated lateness may indicate wider neglect and should always be considered as potential safeguarding indicators.

Lincoln UTC in Practice

Neglect is often cumulative.

Several small concerns over time may together indicate significant harm.

4.6 Domestic Abuse

Lincoln UTC recognises that children who experience domestic abuse are victims in their own right.

Domestic abuse may include:

- physical abuse;
- emotional abuse;
- coercive control;
- psychological abuse;
- sexual abuse;
- financial or economic abuse;
- technology-facilitated abuse;
- threatening behaviour;
- controlling behaviour.

Children may experience domestic abuse directly or indirectly.

Exposure to domestic abuse can have profound effects upon:

- emotional wellbeing;
- behaviour;
- education;
- attendance;
- mental health;
- relationships.

The UTC participates fully in local arrangements, including **Operation Encompass**, to ensure appropriate support is provided to children affected by domestic abuse.

Any information received through Operation Encompass will be handled confidentially and shared only with those who need to know in order to support the child.

4.7 Contextual Safeguarding

Lincoln UTC recognises that significant harm may occur outside the family home.

Contextual safeguarding is an approach that considers the influence of peer groups, schools, neighbourhoods, online environments, workplaces and public spaces on children's safety.

Children may experience abuse or exploitation:

- in the community;
- during travel;
- through peer groups;
- online;
- within workplaces;
- during employer-based learning;
- through organised criminality.

Safeguarding assessments will consider both family circumstances and contextual factors when assessing risk.

The UTC will work collaboratively with safeguarding partners where contextual risks are identified.

Lincoln UTC in Practice

As a UTC, students regularly engage with employers, industry settings and external learning environments. These experiences provide valuable opportunities but also require careful safeguarding planning, supervision and risk assessment.

4.8 Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse in which an individual or group manipulates, deceives or coerces a child into sexual activity in exchange for something the child needs or wants, or for the financial advantage or increased status of the perpetrator.

Exploitation may occur:

- online;
- in person;
- through peer groups;
- through organised networks.

Children may not recognise themselves as victims.

Indicators may include:

- unexplained gifts;
- older associates;
- secrecy;
- missing episodes;
- hotel stays;
- sexually transmitted infections;
- emotional withdrawal;
- unexplained money;
- frequent online contact with unknown individuals.

The UTC will respond promptly to any concerns and work closely with safeguarding partners to protect children from exploitation.

4.9 Child Criminal Exploitation (CCE)

Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control or manipulate a child into criminal activity.

Examples include:

- County Lines;
- drug supply;
- carrying weapons;
- theft;
- transporting money;
- violence;
- intimidation;
- debt bondage.

Children may be exploited through:

- friendship groups;
- social media;
- gaming platforms;
- threats;
- violence;
- grooming.

Indicators may include:

- unexplained money;
- missing episodes;
- possession of multiple phones;
- new associates;
- increased aggression;
- secrecy;
- travel outside the local area.

Children involved in criminal exploitation should be regarded as victims of abuse.

4.10 Serious Violence

Lincoln UTC recognises that involvement in serious violence may increase safeguarding risk.

Indicators may include:

- unexplained injuries;
- carrying weapons;
- association with violent peer groups;
- repeated exclusions;
- substance misuse;
- criminal exploitation;
- significant behavioural change.

The UTC will adopt a preventative approach through:

- positive relationships;
- early intervention;
- partnership working;
- education;
- mentoring;
- targeted support.

Concerns regarding serious violence will be considered alongside wider safeguarding risks, including exploitation, trauma and contextual safeguarding.

Section 4B – Specific Safeguarding Issues: Child-on-Child Abuse, Online Safety and Emerging Risks

4.11 Child-on-Child Abuse

Lincoln UTC recognises that children can abuse other children. Such behaviour can occur both inside and outside school, including online, and may cause significant physical, emotional or psychological harm.

Child-on-child abuse will never be dismissed as:

- "banter";
- "part of growing up";
- "horseplay";
- "just a joke";
- "relationship drama";
- or an inevitable part of adolescence.

The UTC maintains a **zero-tolerance approach** to abuse of any kind while recognising that responses should remain educational, proportionate and centred on safeguarding as well as behaviour.

Child-on-child abuse may include:

- bullying (including prejudice-based bullying);
- physical abuse;
- emotional abuse;
- sexual violence;
- sexual harassment;
- harmful sexual behaviour;
- image-based abuse;
- sharing of nude or semi-nude images;
- initiation or hazing-type violence;
- coercive or controlling behaviour;
- abuse within intimate personal relationships;
- online abuse.

The wishes and feelings of all children involved will be considered. The needs of the child who has experienced harm will remain the primary safeguarding consideration, whilst recognising that the child displaying harmful behaviour may also require safeguarding support.

Where child-on-child abuse is identified, Lincoln UTC will:

- take all reports seriously;
- undertake a safeguarding assessment;
- support all children affected;
- work with parents and carers where appropriate;
- involve external agencies where required;
- implement measures to reduce the likelihood of recurrence;
- monitor outcomes.

Lincoln UTC in Practice

A safeguarding concern should never be dismissed because:

- *the children are of a similar age;*
- *the behaviour happened outside school;*
- *it occurred online;*
- *there was no physical injury;*
- *the children are friends or in a relationship.*

4.12 Sexual Violence and Sexual Harassment

Lincoln UTC adopts a zero-tolerance approach to sexual violence and sexual harassment.

Sexual violence and harassment are never acceptable and should never be regarded as:

- harmless;
- inevitable;
- part of growing up;
- banter;
- experimentation.

Behaviour of this nature may occur:

- in school;
- online;
- during travel;
- at employer placements;
- during educational visits;
- within social settings.

Staff should remain alert to behaviours including:

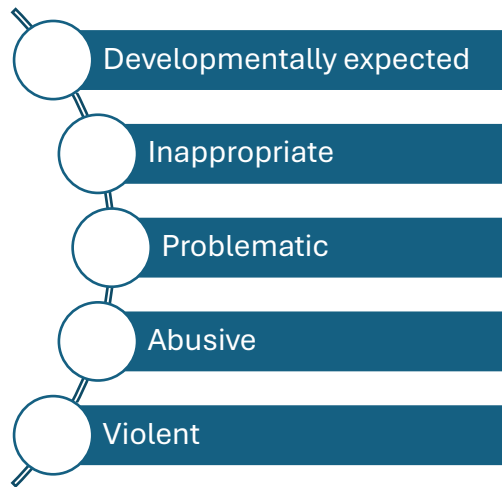
- unwanted sexual comments;
- sexualised language;
- unwanted touching;
- intimidation;
- sexual assault;
- coercion;
- online sexual harassment;
- image-based abuse;
- sharing sexual content without consent.

The UTC will respond in accordance with statutory guidance, considering the wishes of the victim; the safety of all children; proportionality; education; ongoing risk and support for all parties.

Protective measures may include timetable changes; supervision arrangements; separation of students; risk assessments and referrals to partner agencies.

4.13 Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a continuum. Lincoln UTC recognises that behaviour may range from:



Staff should avoid assumptions and seek advice whenever concerns arise.

Indicators may include:

- coercive behaviour;
- persistent sexualised behaviour;
- age-inappropriate sexual knowledge;
- controlling relationships;
- repeated sexual harassment;
- online coercion;
- sharing sexual imagery.

Children displaying harmful sexual behaviour may themselves have experienced abuse, neglect or trauma. Responses will therefore balance safeguarding needs, education, necessary support, accountability and risk management.

Where specialist intervention is required, the UTC will work with Children's Social Care and relevant agencies.

4.14 Online Safety

Lincoln UTC recognises that technology forms an integral part of students' education and daily lives. Whilst technology provides significant educational opportunities, it also creates safeguarding risks.

Online safeguarding forms part of the UTC's whole-school safeguarding approach.

Students may experience:

- online grooming;
- sexual exploitation;
- criminal exploitation;
- cyberbullying;
- hate crime;
- radicalisation;
- fraud;
- coercion;

Lincoln UTC Safeguarding and Child Protection Policy

- identity theft;
- image-based abuse;
- online scams;
- misinformation;
- disinformation.

Online abuse may occur at any time and can continue outside school hours.

The UTC will promote online safety through:

- education;
- effective filtering;
- effective monitoring;
- staff training;
- parental engagement;
- curriculum delivery;
- clear reporting systems.

Online safeguarding concerns will be responded to in the same way as concerns occurring offline.

Lincoln UTC in Practice

Staff should remember:

*An online concern **is still a safeguarding concern.***

The location of the behaviour does not reduce its seriousness.

4.15 Artificial Intelligence and Emerging Technology

Lincoln UTC recognises that artificial intelligence (AI) and emerging technologies present both educational opportunities and safeguarding risks.

Students may encounter:

- AI-generated images;
- deepfake videos;
- cloned voices;
- manipulated photographs;
- AI-generated sexual content;
- AI-assisted cyberbullying;
- AI-enabled fraud;
- synthetic identities;
- automated online grooming.

Staff should remain alert to situations where technology may be used to:

- humiliate;
- threaten;
- exploit;
- blackmail;
- impersonate;
- manipulate;
- sexually abuse;
- deceive.

The UTC will ensure that online safety education includes discussion of emerging technologies, digital literacy, critical thinking and responsible use of AI.

The school will review safeguarding procedures regularly to ensure they remain responsive to technological developments.

4.16 Sharing Nude and Semi-Nude Images

The sharing of nude or semi-nude images can occur voluntarily, through coercion or as a result of exploitation. All incidents will be treated as safeguarding concerns.

Staff must never:

- view images unless absolutely necessary;
- forward images;
- copy images;
- print images;
- store images on personal devices.

Where concerns arise staff will:

- secure the device where appropriate;
- report immediately to the DSL;
- follow national guidance;
- consider referrals to Children's Social Care or Police where necessary;
- provide appropriate support to children involved.

The UTC recognises that children sharing images may themselves be victims of abuse, exploitation or coercion. Responses will remain child-centred and proportionate.

4.17 Filtering and Monitoring

Lincoln UTC has appropriate filtering and monitoring systems in place to reduce the risk of children accessing harmful online material whilst using school systems.

The Governing Board receives regular assurance regarding the effectiveness of filtering and monitoring arrangements.

Filtering and monitoring systems are intended to:

- reduce exposure to harmful content;
- identify safeguarding concerns;
- support early intervention;
- complement, rather than replace, staff vigilance.

The UTC recognises that technology alone cannot safeguard children. Staff supervision, professional curiosity and effective relationships remain essential. Any concerns identified through monitoring systems will be reviewed promptly by appropriate members of staff and managed in accordance with safeguarding procedures.

Lincoln UTC in Practice

Filtering blocks risk.

Monitoring identifies concern.

Neither replaces professional judgement.

4.18 Preventing Radicalisation and Extremism (Prevent Duty)

Lincoln UTC recognises that protecting children from radicalisation forms part of its wider safeguarding responsibilities. Radicalisation refers to the process through which an individual comes to support extremist ideologies associated with terrorism or violent extremism.

Radicalisation may occur:

- online;
- through peer influence;
- within communities;
- through social media;
- through gaming platforms;
- through direct contact.

Staff will remain alert to concerning changes in:

- behaviour;
- beliefs;
- language;
- social groups;
- online activity;
- attitudes towards others.

No single indicator confirms radicalisation. Concerns will be considered alongside all other safeguarding information.

Where concerns arise, the DSL will consider:

- internal safeguarding support;
- Family Help;
- consultation with Prevent professionals;
- referral through appropriate safeguarding channels.

The UTC will promote:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect;
- tolerance of different faiths and beliefs.

These values will be embedded throughout the curriculum and wider school life.

4.19 Cybercrime

Lincoln UTC recognises that some students may become involved in cyber-enabled offences either as victims or as perpetrators.

Cybercrime may include:

- unauthorised access to systems;
- malware;
- phishing;
- hacking;
- denial of service attacks;
- credential theft;
- online fraud.

Staff should recognise that interest in computing or cybersecurity is **not**, in itself, an indicator of safeguarding concern.

Where concerns arise, they will be considered alongside:

- intent;
- capability;
- vulnerability;
- exploitation;
- radicalisation;
- criminal influence.

Appropriate safeguarding, educational and disciplinary responses will be considered.

Section 4C – Specific Safeguarding Issues: Part C – Vulnerability, Inclusion and Early Intervention

4.20 Children Who May Be More Vulnerable

Lincoln UTC recognises that any child can be abused, neglected or exploited. However, some children may be more vulnerable because of their individual circumstances, experiences or additional needs. Vulnerability may arise from one factor or from the cumulative effect of multiple circumstances.

Staff should remain particularly alert where children:

- have special educational needs and/or disabilities (SEND);
- have communication difficulties;
- are young carers;
- are care experienced;
- have previously been looked after;
- are privately fostered;
- are missing education;
- have persistent or severe absence;
- experience mental health difficulties;
- misuse drugs or alcohol;
- are affected by domestic abuse;
- are at risk of exploitation;
- identify as LGBTQ+ and are experiencing discrimination or abuse;
- have English as an additional language;
- experience poverty or housing insecurity;
- are refugees, asylum seekers or have recently arrived in the United Kingdom;
- are subject to family breakdown, parental imprisonment or significant bereavement.

Staff should avoid making assumptions and should assess each child's individual strengths, protective factors and support needs. Children may experience several vulnerabilities simultaneously, increasing the likelihood of harm.

Lincoln UTC in Practice

Vulnerability is not a label.

It is a reminder that some children may need adults to notice concerns earlier, ask more questions and provide additional support.

4.21 Early Identification and Family Help

Lincoln UTC is committed to identifying concerns at the earliest possible stage and ensuring that children and families receive timely and appropriate support.

The UTC recognises that effective safeguarding is not limited to responding to abuse. Many children benefit from coordinated support before statutory intervention becomes necessary. Where needs are identified that do not meet the threshold for statutory intervention, the UTC will consider whether Family Help is appropriate.

Family Help aims to:

- improve outcomes for children;
- reduce escalation of need;
- strengthen family resilience;
- coordinate support from relevant agencies;
- ensure children receive the right help at the right time.

The Designated Safeguarding Lead will work with families and partner agencies to identify the most appropriate level of support.

Where appropriate, the UTC will:

- contribute to Family Help assessments;
- attend Team Around the Family meetings;
- monitor progress;
- review outcomes;
- escalate concerns where risks increase.

Where the level of risk changes, referrals to Children's Social Care will be made without delay.

4.22 Children with Special Educational Needs and Disabilities (SEND)

Lincoln UTC recognises that children with SEND may face additional safeguarding challenges.

- These may include:
- communication barriers;
- increased dependency upon adults;
- social isolation;
- greater vulnerability to bullying;
- exploitation;
- online abuse;
- difficulties recognising abusive behaviour;

- reduced ability to communicate concerns.

Staff should recognise that behavioural differences associated with SEND should never automatically be attributed to a child's disability without appropriate consideration of possible safeguarding concerns.

Safeguarding assessments involving children with SEND will take account of:

- communication needs;
- cognitive ability;
- sensory needs;
- emotional wellbeing;
- known vulnerabilities;
- appropriate adjustments required to enable the child to participate fully.

The DSL and SENDCO will work closely together to ensure safeguarding and educational support are effectively coordinated.

Lincoln UTC in Practice

The question should never be: "Is this behaviour because of their SEND?"

*Instead ask: "**Could this behaviour be telling us that something else is happening?**"*

4.23 Mental Health and Emotional Wellbeing

Lincoln UTC promotes positive mental health as an important aspect of safeguarding.

The UTC recognises that mental health concerns do not in themselves constitute a safeguarding issue. However, poor mental health may:

- increase vulnerability;
- be an indicator of abuse or neglect;
- arise because of trauma;
- increase exposure to exploitation;
- affect a child's ability to protect themselves.

Staff should be alert to:

- sudden deterioration in emotional wellbeing;
- self-harm;
- suicidal ideation;
- significant anxiety;
- withdrawal;
- persistent low mood;
- eating difficulties;
- risk-taking behaviour.

Where mental health concerns suggest that a child may be suffering or likely to suffer significant harm, safeguarding procedures will take precedence. The UTC will work collaboratively with health professionals, families and partner agencies to ensure coordinated support.

4.24 Attendance as a Safeguarding Issue

Lincoln UTC recognises that attendance is a key safeguarding indicator.

Poor attendance may be a symptom of:

- abuse;
- neglect;
- exploitation;
- anxiety;
- bullying;
- domestic abuse;
- criminal exploitation;
- sexual exploitation;
- mental health concerns;
- family difficulties.

Attendance concerns will therefore be considered alongside all other safeguarding information.

- The UTC will monitor:
- persistent absence;
- severe absence;
- repeated lateness;
- unexplained absences;
- attendance patterns;
- partial attendance;
- repeated requests for absence.

Attendance concerns will be discussed within safeguarding meetings where appropriate. Where attendance concerns indicate increasing risk, referrals to Family Help or Children's Social Care will be considered.

Lincoln UTC in Practice

Attendance is more than a percentage; it tells part of a child's story.

4.25 Children Missing Education

Lincoln UTC recognises that children missing education are at increased risk of:

- abuse;
- neglect;
- exploitation;
- forced marriage;
- child criminal exploitation;
- child sexual exploitation;
- radicalisation.

The UTC will follow statutory procedures where students leave the school roll or cannot be located. Reasonable enquiries will be made to establish a child's whereabouts before removing them from roll in accordance with statutory requirements.

The UTC will notify the Local Authority as required.

4.26 Looked After and Previously Looked After Children

Lincoln UTC recognises that children who are looked after or who have previously been looked after may experience increased vulnerability.

The UTC will work closely with:

- Virtual School Heads;
- social workers;
- carers;
- families;
- safeguarding partners.

Designated staff will monitor:

- attendance;
- attainment;
- emotional wellbeing;
- safeguarding;
- educational progress.

The school recognises the importance of attachment, trauma-informed practice and relationship-based support.

4.27 Young Carers

Lincoln UTC recognises that some students have caring responsibilities at home.

Young carers may experience:

- fatigue;
- anxiety;
- reduced attendance;
- emotional stress;
- social isolation;
- reduced educational opportunity.

The UTC will identify and support young carers sensitively and ensure that appropriate adjustments and support are provided.

4.28 Private Fostering

Private fostering occurs when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not a parent or close relative for 28 days or more. Where staff become aware of a private fostering arrangement they must inform the DSL immediately.

The DSL will notify the Local Authority as required by law.

4.29 Equality, Diversity and Inclusion

Lincoln UTC is committed to safeguarding every student equally.

Safeguarding practice will:

- promote equality;
- celebrate diversity;
- challenge discrimination;
- recognise protected characteristics;
- respect individual identity;
- respond appropriately to hate incidents.

The UTC recognises that children who experience discrimination, prejudice or harassment may become more vulnerable to safeguarding concerns. Safeguarding responses will always consider whether discrimination has contributed to a child's vulnerability.

4.30 Elective Home Education

Where Lincoln UTC becomes aware that a family is considering Elective Home Education (EHE), appropriate discussions will take place to understand the reasons for the request and whether any safeguarding concerns are influencing the decision.

Where safeguarding concerns are identified, these will be addressed before any elective home education arrangements proceed, and information will be shared with the Local Authority where appropriate.

The UTC recognises that Elective Home Education is a lawful parental choice but should never be used to avoid safeguarding responsibilities or prevent appropriate professional involvement.

4.31 Protective Factors and Building Resilience

Lincoln UTC recognises that effective safeguarding is not solely about identifying risk but also about strengthening protective factors.

Protective factors include:

- trusted relationships with adults;
- regular school attendance;
- positive peer relationships;
- emotional wellbeing;
- stable family support;
- participation in education and enrichment;
- opportunities to develop independence and resilience;
- access to appropriate services.

Through its academic curriculum, project-based learning, pastoral systems, employer engagement and wider enrichment programme, the UTC seeks to equip students with the knowledge, skills and confidence to recognise risk, make informed decisions and seek help whenever required.

Developing resilience does not remove safeguarding responsibilities but helps students to recognise unsafe situations, access support and build healthy relationships.

Section 4D – Specific Safeguarding Issues: Technical Education, Employer Engagement and Alternative Provision

4.32 Safeguarding in Technical Education and Employer-Based Learning

Lincoln UTC is a specialist educational setting where technical education, employer engagement and industry partnerships form an integral part of the curriculum.

The UTC recognises that learning beyond the traditional classroom provides significant educational benefits whilst introducing safeguarding considerations that require careful planning, risk assessment and ongoing oversight.

Safeguarding responsibilities remain unchanged regardless of where learning takes place. The UTC retains overall responsibility for safeguarding students participating in activities organised, commissioned or facilitated by the school.

These arrangements apply whether learning takes place:

- on the UTC site;
- within employer premises;
- at universities;
- at further education providers;
- at specialist training centres;
- within alternative provision;
- during educational visits;
- during work experience;
- during industry placements;
- online.

Safeguarding planning will form part of the design and delivery of every employer-based learning opportunity.

4.33 Risk Assessment and Safeguarding Planning

Before students participate in employer-based learning or off-site technical activities, Lincoln UTC will undertake proportionate safeguarding planning.

This will include consideration of:

- the nature of the activity;

- the age and needs of participating students;
- safeguarding arrangements provided by the host organisation;
- supervision ratios;
- travel arrangements;
- emergency procedures;
- first aid arrangements;
- communication systems;
- lone working risks;
- overnight accommodation where applicable;
- health and safety requirements;
- known vulnerabilities of participating students;
- reasonable adjustments for students with SEND or medical needs.

Safeguarding risk assessments will be reviewed whenever circumstances change.

Where significant safeguarding concerns are identified, activities will not proceed until suitable control measures have been implemented.

Lincoln UTC in Practice

Safeguarding planning should begin at the same time as curriculum planning—not after arrangements have already been made. Site visits pre-placement, discussions about specific vulnerabilities all take place following a triage process considering each workplace.

4.34 Employer Suitability and Responsibilities

Lincoln UTC will seek appropriate assurance that organisations providing learning opportunities for students understand their safeguarding responsibilities.

Before placements are approved, the UTC will consider:

- organisational safeguarding arrangements;
- appropriate supervision;
- suitability of workplace environments;
- designated workplace contacts;
- reporting arrangements;
- health and safety compliance;
- safeguarding culture.

Employers are expected to:

- provide a safe working environment;
- maintain appropriate professional boundaries;
- understand how to report safeguarding concerns;
- respond appropriately to disclosures;
- supervise students appropriately;
- report safeguarding concerns immediately to the UTC;
- cooperate with safeguarding enquiries where necessary.

Employer partners will receive safeguarding guidance appropriate to the nature of the placement.

4.35 Work Experience

Work experience forms an important element of Lincoln UTC's curriculum.

Prior to every placement, students will receive information regarding:

- safeguarding expectations;
- professional conduct;
- workplace behaviour;
- reporting concerns;
- emergency arrangements;
- health and safety;
- online communication;
- professional boundaries.

Students will know:

- who their workplace supervisor is;
- how to contact Lincoln UTC;
- how to report concerns;
- how to seek immediate help if required.

The UTC will maintain appropriate contact with students and employers throughout placements where proportionate to the nature and duration of the experience.

Lincoln UTC in Practice

Students should never remain in a placement where they feel unsafe.

They should contact the UTC immediately if they experience:

- | | |
|------------------------------------|---------------------------------------|
| • <i>inappropriate behaviour;</i> | • <i>bullying;</i> |
| • <i>discrimination;</i> | • <i>online abuse;</i> |
| • <i>harassment;</i> | • <i>pressure to undertake unsafe</i> |
| • <i>unsafe working practices;</i> | <i>activities.</i> |

4.36 Industry Placements and Extended Employer Engagement

Where students undertake longer-term industry placements, apprenticeships or regular employer engagement, safeguarding oversight will continue throughout the duration of the placement.

Lincoln UTC will:

- maintain appropriate communication with providers;
- review safeguarding arrangements periodically;
- monitor attendance and engagement;
- respond promptly to concerns;
- review individual risk assessments where appropriate;
- ensure students continue to have access to pastoral support.

Students will continue to have access to the UTC's safeguarding team throughout extended placements.

4.37 Employer Mentoring

Employer mentoring can make an important contribution to students' personal development and career aspirations.

Where mentoring is arranged by Lincoln UTC:

- appropriate safeguarding arrangements will be agreed;
- mentors will understand safeguarding expectations;
- professional boundaries will be maintained;
- communication arrangements will be agreed;
- concerns will be reported immediately.

Where mentoring takes place online, appropriate safeguarding measures will also apply.

4.38 Online Employer Engagement

Increasingly, employer engagement may occur through:

- virtual work experience;
- webinars;
- online mentoring;
- remote project work;
- video conferencing;
- hybrid learning.

The UTC will ensure that:

- appropriate platforms are used;

- safeguarding expectations are communicated;
- supervision arrangements are clear;
- students understand reporting procedures;
- online sessions remain professional.

Students should never be expected to communicate with employers using personal social media accounts or personal messaging applications unless specifically authorised and appropriately supervised.

4.39 University and Further Education Partnerships

Lincoln UTC works collaboratively with universities, colleges and specialist providers to enhance educational opportunities. Where students participate in activities delivered by external education providers, safeguarding responsibilities will be clearly understood by all organisations involved.

The UTC will seek assurance regarding:

- safeguarding arrangements;
- supervision;
- reporting procedures;
- emergency contacts;
- student welfare.

Partnership arrangements will be reviewed periodically to ensure safeguarding standards remain effective.

4.40 Alternative Provision

Where Lincoln UTC commissions or uses alternative provision, the UTC retains responsibility for ensuring that appropriate safeguarding arrangements remain in place.

Prior to placement, the UTC will consider:

- safeguarding policies;
- leadership arrangements;
- safer recruitment;
- attendance monitoring;
- behaviour arrangements;
- reporting systems;
- information sharing;
- suitability of provision.

During placements the UTC will:

- monitor attendance;

- maintain communication;
- review progress;
- monitor safeguarding;
- respond promptly to concerns.

The Designated Safeguarding Lead will maintain oversight of safeguarding arrangements throughout the placement.

4.41 External Speakers, Visitors and Contractors

Lincoln UTC welcomes contributions from external organisations and visitors that enrich students' education.

All visitors will:

- follow school safeguarding procedures;
- be appropriately supervised where required;
- wear identification;
- understand reporting procedures;
- maintain professional boundaries.

Where external speakers address students, the UTC will ensure that presentations are consistent with the school's safeguarding responsibilities, equality duties and educational aims.

4.42 Students Aged 18 and Over

Lincoln UTC recognises that some students and apprentices will remain enrolled after reaching the age of 18. Whilst adult students have different legal rights and responsibilities, the UTC remains committed to promoting their welfare and responding appropriately where safeguarding concerns arise.

Where concerns involve students aged 18 or over, the UTC will consider:

- the wishes of the student;
- mental capacity;
- consent;
- duties under adult safeguarding legislation where applicable;
- the safety of younger students.

Appropriate professional boundaries will continue to apply regardless of the student's age. Where adult students continue to learn alongside younger students, safeguarding arrangements will ensure that all students remain safe.

4.43 Educational Visits and Residential Activities

Educational visits and residential activities will be planned and delivered in accordance with the UTC's Educational Visits Policy.

Safeguarding planning will include:

- risk assessment;
- staffing ratios;
- overnight supervision;
- accommodation arrangements;
- first aid;
- communication procedures;
- emergency planning;
- arrangements for vulnerable students.

The Visit Leader will work closely with the DSL where safeguarding considerations require additional planning.

4.44 Quality Assurance of Employer-Based Safeguarding

Lincoln UTC will regularly review safeguarding arrangements associated with employer engagement and technical education.

This will include:

- feedback from students;
- feedback from employers;
- safeguarding incident reviews;
- placement monitoring;
- audit of safeguarding arrangements;
- review of risk assessments;
- governor scrutiny.

Learning arising from safeguarding concerns will be used to strengthen future practice.

Lincoln UTC in Practice

Employer engagement is one of the UTC's greatest strengths.

Safeguarding should enable these opportunities—not restrict them.

By planning carefully, working collaboratively with employer partners and maintaining effective oversight, students can benefit from authentic workplace learning while remaining safe, supported and well informed.

Section 5 – Operational Safeguarding Arrangements

5.1 Safeguarding Culture

Lincoln UTC is committed to maintaining a culture in which safeguarding is understood to be everyone's responsibility.

The UTC recognises that effective safeguarding is underpinned by:

- strong leadership;
- clear expectations;
- professional curiosity;
- effective communication;
- respectful challenge;
- timely information sharing;
- positive relationships with students;
- continuous learning and improvement.

All members of the school community are expected to contribute positively to this safeguarding culture.

Staff should feel confident to:

- report concerns;
- seek advice;
- challenge decisions where appropriate;
- escalate concerns if they believe sufficient action has not been taken;
- admit mistakes and learn from safeguarding practice.

The UTC promotes a learning culture in which safeguarding practice is continually reviewed and strengthened.

5.2 Staff Induction

Every adult working at Lincoln UTC will receive safeguarding induction appropriate to their role before commencing unsupervised work with students.

Induction will include:

- this Safeguarding and Child Protection Policy;
- Part One of *Keeping Children Safe in Education*;
- the Staff Code of Conduct;
- Behaviour Policy;
- Whistleblowing Policy;
- identity of the DSL and Deputy DSLs;
- safeguarding reporting procedures;
- online safety;
- professional boundaries;

- filtering and monitoring arrangements;
- low-level concerns procedures;
- allegations against staff procedures.

Temporary staff, supply staff, volunteers, contractors and visitors will receive safeguarding information appropriate to the nature of their role.

5.3 Safeguarding Training

Lincoln UTC is committed to ensuring that safeguarding knowledge remains current and reflects emerging safeguarding risks.

All staff will:

- complete safeguarding induction;
- receive safeguarding training at least annually;
- receive regular safeguarding updates throughout the year;
- complete specialist safeguarding training where required by role.

Training will include:

- abuse and neglect;
- contextual safeguarding;
- child-on-child abuse;
- online safety;
- filtering and monitoring;
- harmful sexual behaviour;
- Prevent;
- attendance;
- Family Help;
- exploitation;
- professional curiosity;
- information sharing;
- mental health;
- AI and emerging technologies.

Training programmes will be reviewed annually to reflect national guidance and local safeguarding priorities.

Lincoln UTC in Practice

Safeguarding training is not viewed as a single annual event.

Learning is reinforced through:

- *safeguarding briefings;*
- *staff meetings;*
- *safeguarding bulletins;*
- *learning from local and national safeguarding reviews;*
- *emerging safeguarding updates.*

5.4 Designated Safeguarding Lead Training

The Designated Safeguarding Lead and Deputy DSLs will:

- undertake specialist multi-agency safeguarding training every two years;
- update their knowledge regularly;
- participate in safeguarding networks;
- maintain awareness of national and local safeguarding developments.

Training will enable the DSL to fulfil all responsibilities set out within statutory guidance.

5.5 Professional Supervision and Staff Wellbeing

Lincoln UTC recognises that safeguarding work can have a significant emotional impact upon staff.

Appropriate support will therefore be available through:

- safeguarding supervision;
- reflective discussions;
- debriefing following significant incidents;
- employee wellbeing services;
- access to occupational health where appropriate.

The wellbeing of staff contributes directly to effective safeguarding practice.

5.6 Safer Recruitment

Lincoln UTC is committed to ensuring that unsuitable individuals are prevented from working with children. The UTC will operate safer recruitment procedures in accordance with:

- statutory guidance;
- Keeping Children Safe in Education;
- relevant employment legislation.

Recruitment procedures include:

- | | |
|--|--|
| • appropriate advertising; | • prohibition checks; |
| • safeguarding statements; | • right to work checks; |
| • application scrutiny; | • qualifications verification where appropriate; |
| • identity verification; | • online searches on shortlisted candidates; |
| • employment history checks; | • Single Central Record checks. |
| • references; | |
| • interviews; | |
| • Disclosure and Barring Service (DBS) checks; | |

At least one member of every recruitment panel will have completed recognised safer recruitment training.

5.7 The Single Central Record

Lincoln UTC maintains a Single Central Record (SCR) that complies with statutory requirements.

The SCR records required recruitment and vetting checks for:

- employees;
- agency workers;
- governors;
- contractors where required.
- volunteers where appropriate;

The SCR is monitored regularly by senior leaders and governors to ensure accuracy and compliance.

5.8 Visitors, Volunteers and Contractors

All visitors will:

- sign in on arrival;
- wear appropriate identification;
- receive safeguarding information including the identity of the safeguarding team in case any incidents need reporting;
- be supervised where appropriate.

Contractors and volunteers will be subject to appropriate safeguarding checks proportionate to their role.

5.9 Staff Code of Conduct and Professional Boundaries

Lincoln UTC expects the highest standards of professional conduct from all adults working within the school.

Staff must:

- maintain appropriate professional boundaries;
- avoid favouritism;
- avoid inappropriate communication with students;
- maintain appropriate use of technology;
- follow the Staff Code of Conduct;
- report concerns regarding professional conduct.

Professional relationships should always promote students' safety and wellbeing.

5.10 Low-Level Concerns

Lincoln UTC promotes a culture in which concerns regarding adults working with children can be raised openly and promptly.

A low-level concern is any concern—no matter how small—that an adult may have:

- acted inconsistently with the Staff Code of Conduct;
- behaved in a way that may create safeguarding risk;
- demonstrated poor professional judgement.

Low-level concerns will:

- be reported promptly;
- be recorded appropriately;
- be reviewed proportionately;
- inform safeguarding culture and learning.

The purpose of reporting low-level concerns is to promote safe professional practice and prevent escalation.

5.11 Allegations Against Staff and Supply Staff

Lincoln UTC will respond promptly and appropriately where allegations are made against adults working in or on behalf of the school. Procedures will follow statutory guidance and involve consultation with the Local Authority Designated Officer (LADO) where appropriate. The welfare of children will remain the primary consideration throughout any investigation.

Support will be provided for:

- the child;
- the member of staff;
- other affected members of the school community.

5.12 Whistleblowing

All staff have a professional responsibility to raise concerns regarding safeguarding practice.

Staff should report concerns where they believe:

- safeguarding procedures are not being followed;
- children remain at risk;
- poor professional practice exists;
- concerns have not been appropriately addressed.

Staff may use the school's Whistleblowing Policy where appropriate. **No member of staff will suffer detriment for raising safeguarding concerns in good faith.**

5.13 Information Sharing and Record Keeping

Lincoln UTC maintains accurate safeguarding records in accordance with statutory guidance and data protection legislation.

Safeguarding records will be:

- factual;
- timely;
- secure;
- confidential;
- transferred appropriately when students move schools.

Information sharing decisions will always place the welfare of the child at the centre of decision-making.

5.14 Monitoring, Quality Assurance and Continuous Improvement

Safeguarding arrangements will be monitored through:

- safeguarding audits;
- governor monitoring;
- case file reviews;
- attendance analysis;
- safeguarding data;
- training compliance;
- student voice;
- staff feedback;
- external safeguarding reviews.

Learning from audits, serious incidents, local child safeguarding practice reviews and national reviews will be used to improve safeguarding practice continuously.

Lincoln UTC in Practice

Effective safeguarding is never "finished."

The UTC continually reviews its policies, procedures and practice to ensure they remain responsive to changing risks, emerging technologies and national guidance.

Section 6 – Multi-agency Working, Governance and Policy Review

6.1 Multi-Agency Working

Lincoln UTC recognises that safeguarding children is most effective when agencies work collaboratively and share information appropriately.

The UTC is committed to working positively and proactively with:

- Children's Social Care;
- the Police;
- health professionals;
- education providers;
- Family Help services;
- the Local Authority;
- the Virtual School;
- youth justice services;
- safeguarding partners;
- voluntary organisations;
- employer partners where appropriate.

The UTC will participate fully in multi-agency safeguarding arrangements, recognising that no single agency can meet all of a child's safeguarding needs.

Where concerns arise, the school will share information promptly, lawfully and proportionately to safeguard and promote the welfare of children.

6.2 Family Help

Lincoln UTC recognises the importance of providing support at the earliest opportunity.

Where a child or family would benefit from coordinated support but does not require statutory intervention, the UTC will work with partners to facilitate **Family Help**.

The UTC will:

- identify emerging needs;
- contribute to Family Help assessments;
- participate in Team Around the Family meetings;
- monitor agreed outcomes;
- review progress regularly;
- escalate concerns where risk increases.

Family Help should not delay referrals to Children's Social Care where a child is suffering, or is likely to suffer, significant harm.

6.3 Child in Need and Child Protection Planning

Where students are subject to statutory safeguarding intervention, Lincoln UTC will work closely with Children's Social Care and safeguarding partners.

The UTC will:

- contribute to Child in Need assessments;
- attend Child Protection Conferences;
- participate in Core Group meetings;
- implement agreed safeguarding actions;
- monitor attendance, wellbeing and educational progress;
- provide information to partner agencies;
- review safeguarding plans as required.

The Designated Safeguarding Lead will normally coordinate the UTC's involvement in statutory safeguarding processes.

6.4 Information Sharing and Confidentiality

Lincoln UTC recognises that timely information sharing is essential to effective safeguarding.

Information will be shared:

- where there is a lawful basis to do so;
- where it is necessary to safeguard or promote the welfare of a child;
- proportionately;
- accurately;
- securely;
- with those who need to know.

Concerns about data protection legislation must never prevent appropriate information sharing where a child may be at risk of harm. The UTC will maintain clear records of significant safeguarding decisions, including the rationale for sharing or withholding information.

Lincoln UTC in Practice

The question is not: "Can we share this information?"

Instead ask: "Is sharing this information necessary to safeguard this child?"

6.5 Professional Challenge and Escalation

Lincoln UTC expects all staff to exercise professional curiosity and respectful challenge where safeguarding concerns remain unresolved.

Where staff believe that:

- concerns have not been taken seriously;
- safeguarding action has been insufficient;
- risk has been underestimated; or
- decisions place a child at continuing risk,

they are expected to raise these concerns with the Designated Safeguarding Lead.

Where necessary, the DSL will use local safeguarding partnership escalation procedures to challenge decisions made by partner agencies. The UTC recognises that constructive professional challenge is an essential feature of effective safeguarding practice.

6.6 Transfer of Safeguarding Information

When a student transfers to another educational setting, Lincoln UTC will ensure that safeguarding information is transferred securely and without unnecessary delay.

The DSL will:

- liaise directly with the receiving setting where appropriate;
- transfer child protection files securely;
- obtain confirmation of receipt;
- retain appropriate records of the transfer.

Where a student leaves unexpectedly, safeguarding records will still be transferred as soon as the destination is known.

6.7 Monitoring and Governance

The Governing Board has strategic responsibility for monitoring the effectiveness of safeguarding arrangements. Governors will receive regular safeguarding reports that may include information relating to:

- | | |
|------------------------------|--------------------------------|
| • safeguarding referrals; | • safer recruitment; |
| • attendance; | • online safety; |
| • exclusions; | • filtering and monitoring; |
| • child protection activity; | • safeguarding audits; |
| • Family Help involvement; | • emerging safeguarding risks. |
| • training compliance; | |

Reports provided to governors will protect the confidentiality of individual children.

The Governing Board will use this information to provide challenge, support and strategic oversight of safeguarding arrangements.

6.8 Learning from Safeguarding Practice

Lincoln UTC is committed to continuous improvement.

The UTC will review safeguarding practice through:

- internal audits;
- safeguarding supervision;
- feedback from students;
- staff feedback;
- governor monitoring;
- external reviews;
- local safeguarding practice reviews;
- national child safeguarding practice reviews;
- lessons learned from safeguarding incidents.

Where improvements are identified, policies, procedures and training will be updated accordingly.

6.9 Complaints Relating to Safeguarding

Lincoln UTC takes all safeguarding concerns seriously. Where concerns relate to safeguarding practice, these will be considered in accordance with safeguarding procedures in the first instance.

Where appropriate, concerns may also be managed through the school's Complaints Policy. Nothing within the Complaints Policy should prevent immediate safeguarding action where a child may be at risk.

Principal

Stuart Hamer

Chair of Governors

Andrew Ogg

Signature



Signature



Appendix A – Safeguarding Flowchart for Staffroom



Appendix B – Local Safeguarding Procedures

Lincolnshire safeguarding referral pathways

To make a safeguarding referral contact:

Children's safeguarding - 01522 782111 (Monday to Friday, 8am to 6pm)

or 01522 782333 (outside office hours)

Domestic Abuse Concerns:

EDAN Lincs - 01522 510041.

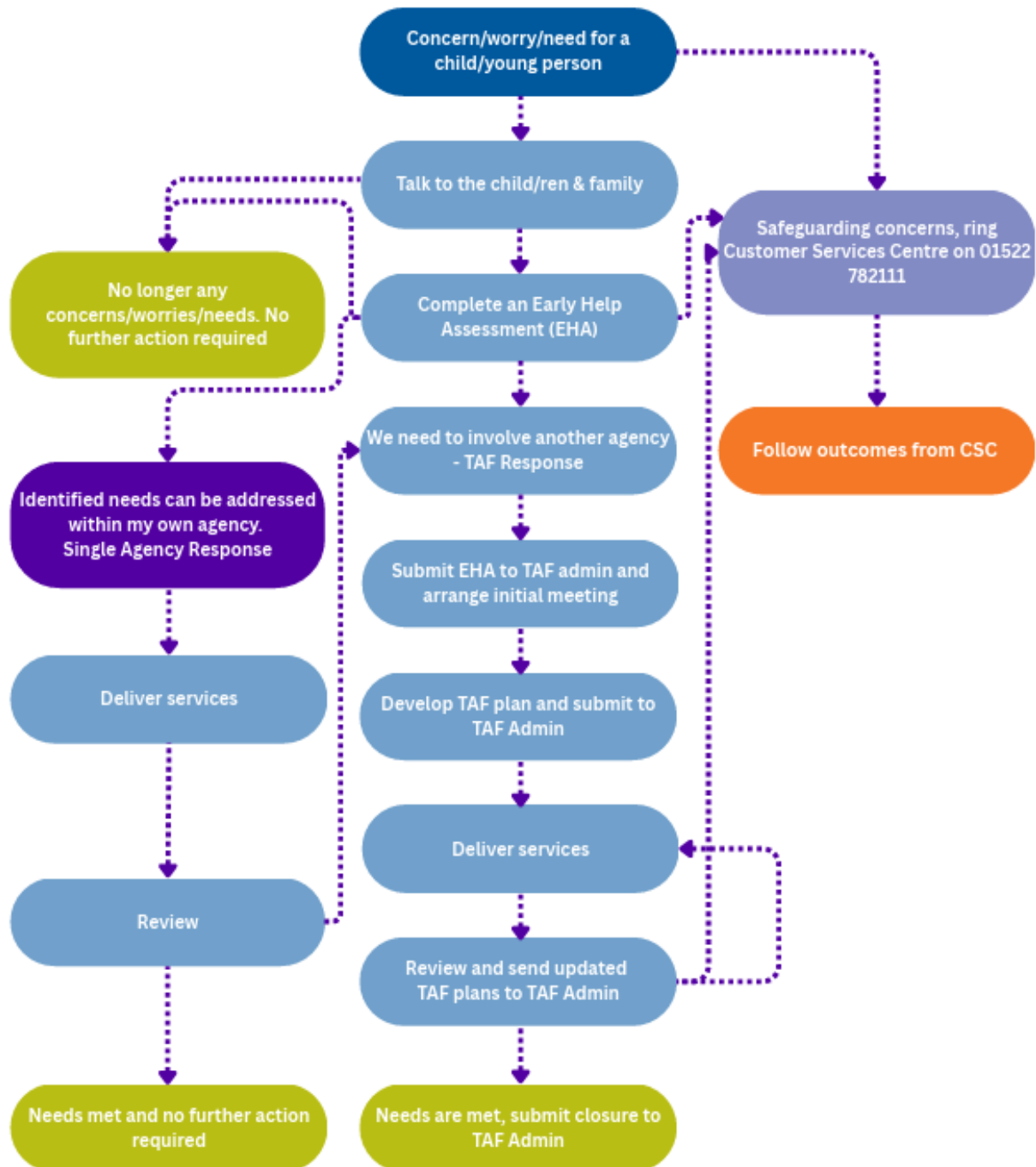
Child Exploitation:

A confidential 24-hour helpline is available for children and young people who are worried they are in an exploitative situation. Call or text free on 116 000.

<https://faceup2it.org/saysomething/>

Early Help and TAF Pathway

Early Help Pathway in Lincolnshire



Operation Encompass procedures

<https://www.lincs.police.uk/police-forces/lincolnshire-police/areas/campaigns/campaigns/Operation-encompass/>

After the police receive a report of abuse from a home where children were present or usually reside, brief information will be shared with the school or early years setting directly from Lincolnshire Police. This information will be handled by the establishment's Designated Safeguarding Lead.

The Designated Safeguarding Lead will be informed that there was an incident of domestic abuse that the child may have witnessed or been involved in, but no further details are given.

By knowing that the child has had this experience, the school is in a better position to be supportive and understanding of the child's needs and possible behaviours.

Operation Encompass eLearning is available through the Lincolnshire Safeguarding Children Partnership training website. <https://safeguardinglincolnshire.vc-enable.co.uk>