Education 1st
"enhancing lives through education"
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Child Protection & Safeguarding Policy

This Policy has been updated to ensure compliance with Keeping Children Safe in Education (KCSIE) 2026 and Working Together to Safeguard Children 2026.

Policy Review
The responsibility of reviewing and maintaining this policy is Craig Dembicki (Managing Director). This policy will be reviewed annually.

Start date of policy: **19th February 2015**
Updated: **14th July 2026** (incorporating proposed updates for KCSIE 2026)
Published updates: **September 2026**
Date of next review: **14th July 2027**

Craig Dembicki
Managing Director
Education 1st

Education 1st fully recognises its statutory and moral responsibilities to protect and safeguard the welfare of the children and young people in our care. "The welfare of the child is paramount" Children's Act 1989.

1. Definitions

Safeguarding means protecting children from maltreatment; preventing impairment of health or development; ensuring safe and effective care; providing help as soon as problems emerge; protecting children from harm inside or outside the home, including online; and taking action to ensure the best outcomes (KCSIE 2026).

Child Protection refers to actions taken when a child is suffering, or is likely to suffer, significant harm.

2. Introduction

Education 1st recognises its statutory and moral duty to safeguard and promote the welfare of children. Safeguarding is **everyone's responsibility**. All staff must adopt a **child-centred** approach and act in the best interests of the child at all times..

Education 1st is committed to safeguarding and promoting the welfare of children by:

- Providing a safe environment for learning.
- Identifying children who need early help or who are at risk of harm.
- Responding promptly to concerns.
- Working in partnership with parents/carers and agencies.

All action taken by Education 1st will be in accordance with current legislation:

- Children Act 1989 & 2004
- Education Act 2002 & 2011
- Working Together to Safeguard Children 2026
- Keeping Children Safe in Education 2026
- Teachers' Standards 2021

All staff at Education 1st have a role and responsibility to safeguard children and young people attending our provision, irrespective of their role by:

- Identifying concerns early and providing help for children and young people, to prevent concerns from escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. These concerns should be discussed with the provision's Designated Safeguarding Lead (DSL).
- All staff should be aware of the process and principles for sharing information within the provision.
- The most important consideration is whether sharing information is likely to safeguard and protect a child.

Any staff member who has a concern about a child's welfare **should follow the referral processes set out in Appendix B.**

Related Policies:

- Recruitment and Selection Policy
- ICT Acceptable Use Policy
- Anti-Bullying Policy
- Behaviour Policy
- E-Safety Policy
- Exclusions Policy
- Children in Care Policy

- Attendance Policy
- Confidentiality Policy
- Data Protection Policy
- Device, Google Drive and BYOD Policy
- Drugs and Alcohol Awareness Policy
- Equality and Diversity Policy
- Health and Safety Policy
- SEND and Inclusion Policy
- Lone Working Policy
- Restrictive Interventions (Positive Handling) Policy
- Supporting Students with Medical Conditions Policy
- Trips and Visits Policy

3. Overall Aims

This policy will contribute to the safeguarding of students at Education 1st by:

- Creating a safe, respectful, resilient culture.
- Teaching safeguarding, including online safety and AI awareness.
- Alerting staff to signs of abuse, neglect, exploitation, serious violence, mental health deterioration, and online harms.
- Addressing risks early through effective Early Help.
- Reducing risks of violence, extremism, exploitation, victimisation, and harmful sexual behaviour.
- Working collaboratively with parents/carers and agencies.

This policy will contribute to supporting the students at Education 1st by:

- Identifying and protecting vulnerable children.
- Understanding individual needs.
- Designing plans to meet those needs.

4. Expectations

All staff will:

- Be familiar with this Policy.
- Follow safer recruitment checks.
- Participate in relevant plans (CIN, CP, ISP).
- Be alert to signs of abuse, neglect, exploitation, serious violence, mental health concerns, and online harms.
- Contact the **DSL/Deputy** and record concerns immediately.
- Make referrals to children's social care or police if a child is in immediate danger.
- Understand information-sharing principles.
- Read **Part 1 of KCSIE 2026** (Annex A removed).
- Understand responsibilities relating to:
    - AI safety and filtering/monitoring
    - Self-generated intimate images (including deepfakes)
    - Gender-questioning pupils
    - Premises rules and sport safety
    - Mobile phone expectations

Visitors must read the Child Protection Reporting Procedure and wear a safeguarding badge.

5. Training

All staff will receive:

- **Induction safeguarding training** aligned with Bristol Safeguarding in Education Team guidance.
- Regular updates (email, briefings, meetings).
- Training on whistleblowing, Prevent, FGM, CSE, CCE, serious violence, mental health, online safety, AI, and self-generated intimate images.

- Training on gender-questioning pupils guidance.
- Training on premises rules, sport safety, and mobile phone expectations.

The **DSL and deputies** will complete statutory DSL training (updated every 2 years).

At least one person on each recruitment panel will have safer recruitment training.

Online safety training will be integrated into the whole safeguarding approach.

6. Role of the Designated Safeguarding Lead (DSL)

The DSL is a senior leader responsible for safeguarding and child protection. Deputies may support but the DSL retains overall responsibility. Details of our DSL and Deputy DSL are available on the Education 1st website.

The DSL will:

- Manage referrals to First Response (Bristol), Access & Response (South Glos), police, Channel, DBS, and other agencies.
- Seek parental agreement for referrals unless doing so increases risk.
- Liaise with the **LADO** regarding allegations against staff or volunteers.
- Attend and contribute to CP conferences, core groups, ISP meetings, MARAC, and multi-agency plans.
- Oversee safeguarding training and maintain accurate records.
- Raise awareness of safeguarding across Education 1st.
- Manage safeguarding information securely and transfer files appropriately.
- Ensure safer recruitment practices and maintain the Single Central Record.
- Ensure availability during term time for staff consultation.
- Oversee:
  - Mental health safeguarding
  - Serious violence risk assessment
  - Online safety, filtering/monitoring, and AI risk
  - Gender-questioning pupils case management
  - Premises and sport safety compliance
  - Daily attendance data requirements
  - Alternative Provision voluntary standards

7. The Proprietor

The proprietor will ensure:

- A compliant safeguarding policy.
- Safer recruitment procedures.
- A trained DSL is appointed.
- All staff receive regular safeguarding training.
- Temporary staff/volunteers understand safeguarding arrangements.
- Weaknesses are remedied promptly.
- Allegations procedures are followed.
- Annual policy review.
- Liaison with the LADO for allegations involving the DSL.
- Compliance with:
  - DfE Premises Guidance 2026
  - DfE Mobile Phone Guidance 2026
  - AP Voluntary Standards 2026
  - AI safety governance

8. Creating a Culture of Safeguarding

Safer Recruitment and Selection

The provision pays full regard to the safer recruitment practices detailed in KCSIE 2026.

Staff Support

It is recognised the stressful and traumatic nature of safeguarding and child protection work. Staff can discuss concerns with the DSL and access further support.

Student Support

Safeguarding themes are taught through PSHE, including emotional literacy, relationships, online safety, bullying, extremism, and resilience.

Whole Setting Approach

All policies which address issues of power and potential harm, for example anti bullying, equal opportunities, handling, positive behaviour are linked to ensure a whole setting approach.

The safeguarding policy cannot be separated from the general ethos of Education 1st, which ensures that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Staff members working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

9. What Staff Need to Know

Staff must understand:

- The full safeguarding system at Education 1st.
- How to contact the DSL/deputies.
- Their role in Early Help and statutory safeguarding.
- How to respond to disclosures.
- Confidentiality principles.
- How to report concerns immediately.
- Signs of abuse, neglect, exploitation, serious violence, mental health deterioration, and online harms.
- Whistleblowing routes, including the NSPCC helpline.
- Mandatory reporting of FGM.
- Prevent duties and referral routes.
- Allegations procedures and LADO involvement.
- Responsibilities relating to:
    - Self-generated intimate images and deepfakes
    - AI safety
    - Gender-questioning pupils
    - Premises and sport safety
    - Mobile phone rules
    - Daily attendance data

10. Categories of Abuse (2026 Update)

Education 1st recognises the following categories:

- **Physical Abuse**
  Includes hitting, shaking, poisoning, burning, suffocating and Fabricated or Induced Illness.
- **Neglect**
  Persistent failure to meet physical or emotional needs, including pregnancy neglect.
- **Sexual Abuse**
  Includes contact/non-contact abuse, grooming, online harm and AI-generated intimate images.
- **Emotional Abuse**
  Includes humiliation, verbal abuse, silencing, witnessing domestic abuse and bullying.

- **Exploitation (CSE & CCE)**
  CSE: sexual abuse in exchange for something. CCE: criminal exploitation including county lines.
- **Child-on-Child Abuse**
  Includes sexual violence, harassment, harmful sexual behaviour, bullying, cyberbullying, coercive control and teenage relationship abuse.
- **Domestic Abuse**
  Children witnessing DA are victims.
- **Honour-Based Abuse**
  Includes FGM, forced marriage and honour-based violence.
- **Serious Violence**
  Includes weapon-carrying, threats, group violence and criminal networks.
- **Online Abuse**
  Includes grooming, coercion, harmful content, cyberbullying and AI-generated images.
- **Mental-Health Safeguarding**
  Deteriorating mental health may indicate abuse or neglect.
- **Cybercrime**
  Children may be involved in or targeted by cybercrime.
- **Children with SEND**
  Increased vulnerability to all forms of abuse.
- **Children Missing Education**
  Absence is a safeguarding risk.

Additional detail on these safeguarding areas is available in **KCSIE 2026**. **Appendix D** at the end of this Policy provides further information about **types of Abuse, Neglect and Exploitation.**

11. Gender-Questioning Pupils (KCSIE 2026)

Education 1st follows KCSIE 2026 paras 245–275:
- Case-by-case approach
- Parental involvement
- DSL oversight
- No automatic social transition
- Risk assessment
- Respectful, safe practice
- Single-sex spaces remain protected
- Alternative arrangements provided where needed

12. Premises Rules & Single-Sex Spaces (DfE 2026)

Education 1st complies with:
- Single-sex toilets from age 8
- Single-sex changing rooms from age 11
- No undressing in view of opposite sex
- Overnight accommodation must be single-sex
- Supervision expectations
- Safe access routes and visibility

13. Sport Safety (KCSIE 2026)
Education 1st ensures:
- Sex-based grouping for safety
- Risk assessment for contact sports
- Changing-room supervision
- Injury reporting
- Safe equipment and environment

- Coach/volunteer safeguarding compliance

14. Mobile Phone Expectations (DfE 2026)

Education 1st follows the phone-free expectation:

- Students do not use phones during the day
- Exceptions only for medical or SEND needs
- Staff model safe use
- Confiscation procedures apply
- Links to filtering/monitoring and online safety

15. Online Safety, Filtering & Monitoring

Education 1st ensures:

- Risk-based filtering
- Active monitoring
- AI-related risk management
- Proprietor oversight
- Staff training
- Clear reporting routes

Part 2: Procedures

1. Reporting Concerns

Follow Appendix B. Concerns must be reported immediately to the DSL/Deputy.

2. Involving Parents and Carers

Parents/carers will normally be informed unless doing so increases risk.

3. Multi Agency Working

Staff work in partnership with other agencies in the best interests of the children.

Referrals are made to:

- **First Response (Bristol): 0117 903 6444**
- **South Glos Access & Response: 01454 866000**

If the concern is family-based, neglect, parental capacity, domestic abuse, mental health, or general safeguarding.

Harm Outside the Home (HOtH) Concerns

The DSL submits any Harm Outside the Home (HOtH) concerns through **First Response (Bristol).** First Response decides whether **Safer Connections** needs to be involved. For HOtH safeguarding concerns Safer Connections triages and leads the contextual safeguarding response where there are indicators of:

- exploitation (criminal, sexual, county lines)
- peer-on-peer harm
- serious youth violence
- weapon-related concerns
- harmful locations (parks, streets, shops, transport hubs)
- peer group risk mapping needs

In **South Gloucestershire** the **ART (Access and Response Team)** is the single front door for all safeguarding referrals. ART screens for:

- exploitation
- peer-on-peer harm
- county lines
- serious youth violence
- harmful locations
- missing episodes

If HOtH indicators are present, ART passes the case to the **Exploitation & Missing Team**.

The DSL will send **intelligence directly to Avon & Somerset Police** when:
- Weapons, drugs, exploitation indicators, or serious violence concerns arise
- A child discloses information relevant to criminal activity
- Contextual information may support wider disruption activity

For non-urgent contextual safeguarding consultation the DSL will contact the Safer Connections Partnership Team: saferconnections@bristol.gov.uk

Education 1st will attend all required multi-agency meetings.

Hope Virtual School will be consulted for Children in Care or care experienced children.

4. Exclusions

A multi-agency risk assessment will be completed before excluding vulnerable students.

5. Private Fostering Arrangements

Where Education 1st becomes aware that a pupil may be in a private fostering arrangement (where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home) they should raise this in the first instance with the DSL. Education 1st will notify the local authority of the circumstances, via First Response. Once notified the local authority will check that the arrangement is suitable and safe for the child.

6. FGM Reporting Guidance

Mandatory reporting applies. Staff must call **101 or 999** and notify First Response.

Female Genital Mutilation refers to procedures that intentionally alter or cause injury to the female genitalia for cultural, religious, or social reasons, rather than for medical necessity. It can involve cuttingr emoving, or damaging parts of the external female genital organs. FGM is recognized worldwide as a harmful practice that can lead to severe health problems such as infection, pain, childbirth complications, and long-term psychological effects.

FGM is a violation of human rights and is illegal in the UK.

7. Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. Education 1st staff follow the attendance policy procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Education 1st will inform the commissioning body of any student who fails to attend provision regularly or has been absent without permission for a continuous period of 10 school days or more.

8. Prevent (protecting children who might be at risk of radicalisation)

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying

children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme: Prevent and Channel programmes (bristol.gov.uk)

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. To make a referral, complete the referral form and send it to the Police Prevent Team at: PreventSW@avonandsomerset.police.uk

If you have concerns about someone vulnerable to radicalization, contact the Police Prevent Referral team Phone (Confidential): 0800 789 321

9. Sharing of Information

Information sharing must prioritise child safety. Staff should consult the DSL if unsure.

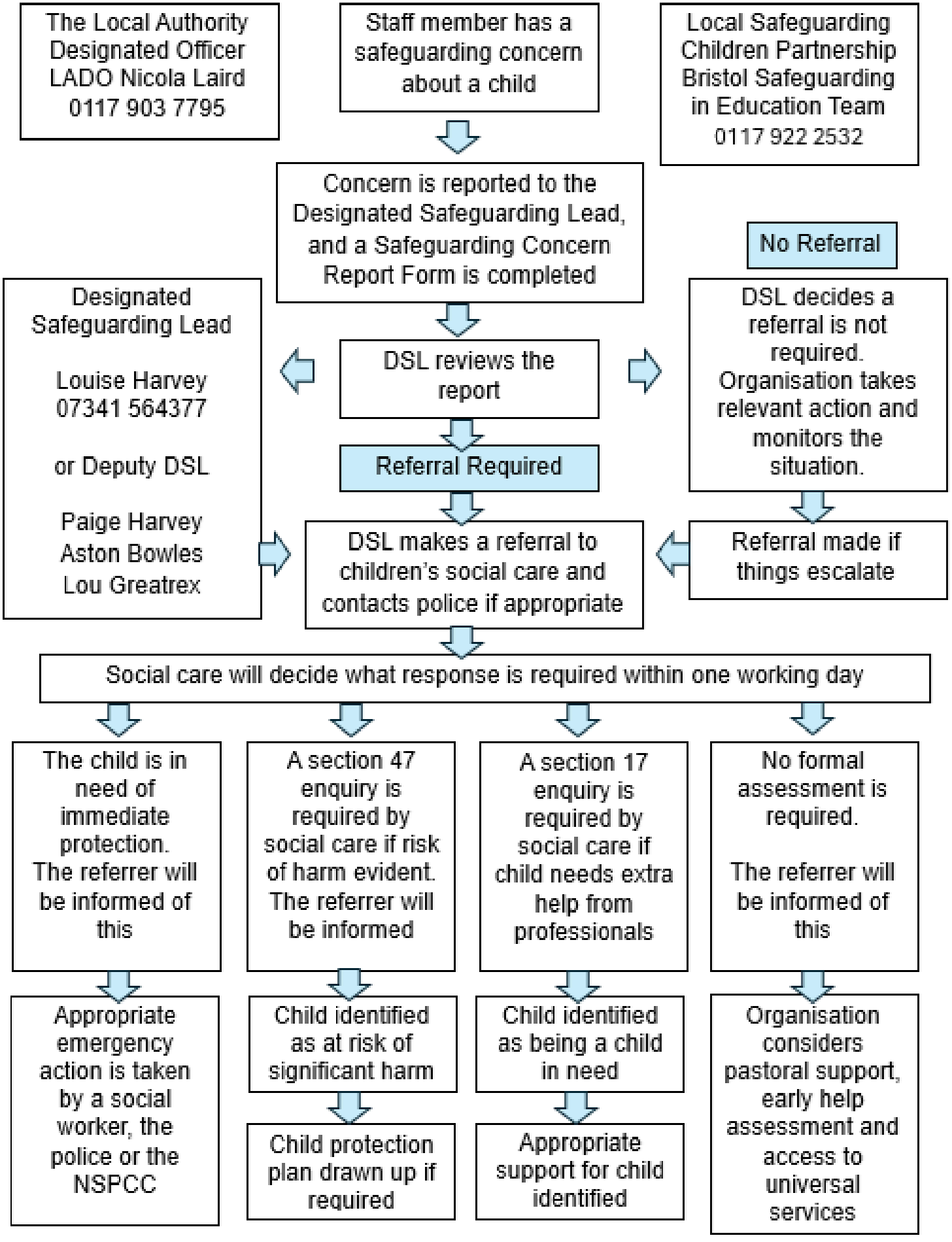
Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children, if unsure staff should contact the DSL to discuss.

Appendix A
Key Documentation, Procedures and Guidance

- Keeping Children Safe in Education (2026)
- What to do if you're worried a child is being abused (2015)
- Working Together to Safeguard Children (2026)
- Designated teacher for looked after and previously looked after children (2018)
- Prevent Duty Guidance for England and Wales (2023)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2024)
- The Teachers' Standards (2021)
- Multi-agency statutory guidance on female genital mutilation (2020)
- Mandatory Reporting of Female Genital Mutilation – procedural information (2020)
- Listening to and involving children and young people (2014)
- Alternative provision (2025)
- Behaviour and discipline in schools (2024)
- Children missing education (2025)
- Parental responsibility measures for behaviour & attendance (2026)
- School Exclusions (2024)
- Promoting the education of looked-after children (2018)
- Supervision of activity with children (2026)
- Disqualification under the Childcare Act 2006 (2018)
- Education for children with health needs who cannot attend school (2023)
- SEND code of practice: 0 to 25 years (2015 – updated 2024)
- Supporting pupils at school with medical conditions (2015)

Appendix B

Flowchart of Procedures for Responding To Safeguarding Concerns



Appendix B.1 – First Response Protocol

If you have concerns about a child/young person in Bristol

If a child is at immediate risk to make an **URGENT referral** – i.e. a child is likely to suffer or is suffering from significant harm:

Contact **FIRST RESPONSE – 0117 903 6444** if your concern relates to a disclosure of abuse requiring a same day response.

The emergency social work service phone number for nights, weekends and bank holidays is**: 01454 615 165**

To make a NON-URGENT referral, contact FIRST REPONSE by phone: 0117 903 6444
Make a referral (bristol.gov.uk)

If you need advice about what help can be offered to the child or their family before you make a referral to first response, you should call Early Help:
North: 0117 352 1499
East / Central: 0117 357 6460
South: 0117 903 7770
Disabled Children: 0117 903 8250
Advice about making a referral to First Response (bristol.gov.uk)

To raise concerns and ask for advice about radicalisation also contact First Response.
Prevent Duty call: 0117 945 5539
Email: PreventSW@avonandsomerset.police.uk

If you have concerns about a professional working with a child

To raise concerns and ask for guidance in relation to the conduct of someone who works with children contact the **Local Authority Designated Officer (LADO)**

Web: LADO Concerns Professionals Bristol
Call: 0117 903 7795
Email: LADO@bristol.gov.uk
Referral Form: lado-referral-2024-update.docx (live.com)

For information, advice and guidance in relation to safeguarding policy and procedures.

Bristol Safeguarding in Education Team

Web: Welcome to the Bristol Safeguarding in Education website.
Call: 0117 922 2532
Email: Safeguardingineducationteam@bristol.gov.uk
Service Manager: Jessica Curtis
Deputy Team Manager: Lis Dark
South Education Safeguarding Advisor: Helen Macdonald
North Education Safeguarding Advisor: Colin Clements
East/Central Education Safeguarding Advisor: Vacant

CSE child sexual exploitation & CCE child criminal exploitation

Operation Topaz (Avon and Somerset Police)
Report child sexual exploitation | Avon and Somerset Police
Give us information about a suspected vulnerable or exploited person | Avon and Somerset Police

Safer Connections Team

Harm Outside the Home (HOtH)

North: Ingrid Hooper	Ingrid.Hooper@bristol.gov.uk	M: 07881 329114
East / Central: Calum Paton	Calum.Paton@bristol.gov.uk	M: 07780 069820
South: Ross Moody	Ross.Moody@bristol.gov.uk	M: 07780 069890

Bristol City Council – Education Welfare

Children Missing from Education
Children missing education (CME) (bristol.gov.uk)

Forced Marriage Unit

Children affected by Forced Marriage
T: (0) 20 7008 0151
E: fmu@fco.gov.uk

FGM advice

NSPCC FGM Helpline
T: 0800 028 3550
E: fgmhelp@nspcc.org.uk

Domestic Abuse support (Bristol)

Directorate of local and national services
https://www.bristol.gov.uk/crime-emergencies/abuse-violence

Online Safety Advice

Professional Online Safeguarding Helpline
T: 0344 381 4772
E: helpline@saferinternet.org.uk

Reporting Online Abuse and Grooming

Child Exploitation and Online Protection Command
Web: https://www.ceop.police.uk/ceop-reporting/

Young Carers – Advice and Support
Carers Support Centre
T: 0117 958 9980
W: https://www.carersbsg.org.uk/young-carers/overview

Whistleblowing Professional Policy
NSPCC Whistleblowing hotline
T: 0800 028 0285
E: help@nspcc.org.uk

Mental Health Advice (Local)
Primary Mental Health Specialists (advice) Child and Adolescent Mental Health
Community Children's Health Partnership
Unit 9, Eastgate Office Centre Eastgate Road, Eastville BS5 6XX
T: 0117 340 8063
Web: Bristol CAMHS (stayalive.app)
South: 0117 3408121
East/Central: 0117 3408600
North: 0117 3546800

BeSafe:
Advice around harmful sexualised behaviour. BeSafe is a small multi-disciplinary team that works with children and young people who have engaged in problematic (PSB) or harmful sexual behaviour (HSB), their parents/carers and those supporting them.
Info: BE_SAFE Service Information (awp.nhs.uk)
T: 0117 3408700 - 0117 3408600
E: awp.besafe@nhs.net

Brook Traffic Light Tool
CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course

Appendix C

Dealing with a Disclosure of Abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never promise confidentiality. Assure her/him that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.

- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not the education staff's role to seek disclosures. Their role is to observe something may be wrong, ask about it, listen, be available and try to make time to talk.

Recognise – Respond – Reassure – Refer – Record

Appendix D

Types of Abuse, Neglect and Exploitation

Abuse and neglect is defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

The following are definitions of abuse, neglect and exploitation, however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

Physical Abuse
Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also occur when a parent or carer fabricates symptoms of illness or deliberately induces illness in a child (Fabricated or Induced Illness).

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 occur during pregnancy (e.g., maternal substance misuse). Once born, neglect may involve failure to provide adequate food, clothing, shelter, supervision, protection from harm, or access to medical care. It includes emotional neglect and unresponsiveness to a child's basic emotional needs.

Sexual Abuse
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities. This includes contact abuse (e.g., rape, assault by penetration, kissing, touching) and non-contact abuse (e.g., sexual images, watching sexual acts, grooming, online sexual harm). Sexual abuse can be perpetrated by adults or other children. This form of abuse includes **AI-generated intimate images, deepfake sexual content, and online grooming**.

Emotional Abuse
Emotional abuse is the persistent maltreatment of a child that causes severe adverse effects on emotional development. It includes humiliation, verbal abuse, silencing, age-inappropriate expectations, overprotection, witnessing domestic abuse, bullying (including cyberbullying), and exploitation. Emotional abuse is present in all forms of maltreatment.

Exploitation (CSE & CCE)
Child Sexual Exploitation (CSE): Sexual abuse in exchange for something (money, gifts, status).
Child Criminal Exploitation (CCE): Manipulation or coercion into criminal activity, including county lines, drug transport, theft, or illegal enterprise involvement. Local pathways include **Operation Topaz** and **Safer Connections**.

Child-on-child Abuse
Child-on-child abuse includes sexual violence, sexual harassment, harmful sexual behaviour, physical violence, coercive control, bullying, cyberbullying, upskirting, online sexual harm, and exploitation. This includes teenage relationship abuse, harassment, and violence.

Domestic Abuse
Children witnessing domestic abuse are victims in their own right. Domestic abuse includes coercive control, emotional harm, intimidation, and violence. Teenage relationship abuse is recognised as a form of domestic abuse.

Honour-Based Abuse
Honour-based abuse includes Female Genital Mutilation (FGM), forced marriage, breast ironing, and honour-based violence. Concerns must be reported immediately.

Serious Violence
Serious violence includes weapon-carrying, threats, group violence, criminal networks, and exploitation linked to county lines. Staff must report concerns immediately and DSLs must risk-assess.

Online Abuse
Online abuse includes grooming, coercion, harmful content, cyberbullying, online sexual harm, exploitation networks, and AI-generated intimate images. Online harm often overlaps with in-person harm.

Mental Health as a Safeguarding Indicator
Deteriorating mental health may indicate abuse, neglect, exploitation, or other harm. If a child is at immediate risk, staff must contact emergency services.

Cybercrime
Children may be involved in or targeted by cybercrime, including hacking, fraud, or online criminal networks. Cybercrime can be both a safeguarding risk and a form of exploitation.

Children with SEND
Children with SEND are more vulnerable to all forms of abuse due to communication barriers, dependency, and social isolation. They may be disproportionately affected by child-on-child abuse.

Children Absent from Education
Absence from education is a known safeguarding risk and may indicate underlying harm, exploitation, or neglect.