Safeguarding and Child Protection Policy – Part 2

Understanding safeguarding risks and indicators

Introduction

Safeguarding is everyone's responsibility and we all have a crucial role in fostering and promoting a safe environment to protect all students and the wider college community.

Everyone who has a responsibility to safeguarding must Keeping Children Safe in Education 2026 Part 1, alongside the safeguarding policy, to be aware of their safeguarding responsibilities and be alert to the potential need for early help.

All staff should be aware of indicators of abuse and neglect and have an understanding that children and vulnerable adults can be at risk of harm inside and outside of the college, as well as online.

The safeguarding policy, Part 2 **Understanding safeguarding risks and indicators** is aimed to enable college staff, governors, parents/carers, visitors, volunteers, and subcontractors in exercising professional curiosity and be proactive in identifying when a child or vulnerable adult may be in need of help or protection and must be read in addition to the Safeguarding Policy Part 1.

Identifying abuse and understanding safeguarding risks

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children

Physical abuse

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

Emotional abuse

'Persistent emotional maltreatment may involve conveying to a child or vulnerable adult that they are worthless or unloved, inadequate, or valued only to meet the needs of another person. It may include preventing opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interactions.

It may involve seeing or hearing the ill-treatment of another such as serious bullying (including cyber bullying), causing children/Vulnerable adults to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.
The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of the indicators and how to prevent and respond to such risks.

Neglect
The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse.
Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Mental Health

Mental health problems can, in some cases, be an indicator a student has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

College staff and parents/carers, however, are well placed to observe students day-to-day and identify behaviour that suggests they may be experiencing a mental health problem or be at risk of developing one.

These could include:

- significant changes in behaviour,

- ongoing difficulty sleeping,
- withdrawing from social situations,
- not wanting to do things they usually like, and
- physical signs of self-harm or neglecting themselves.

Where students have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention.

If staff have a concern about a child's mental health that is also a safeguarding concern, they should speak to their designated safeguarding lead or safeguarding team.

If staff feel that a child is in danger, they should **call 999** or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person.

If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from **NHS 111** online or call **111** and select the mental health option.

The legacy of the COVID pandemic and coping with the effects of bereavement, restrictions to movement and contact with other people has also had an impact on young people developing mental health and wellbeing concerns. The below links provide guidance on promoting positive mental health, well-being and resilience for children and young people.

- **https://www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing/**
- **Young Minds**

For additional information on managing mental health read the DfE guidance on Mental Health: **Summary of responsibilities where a mental health is affecting attendance.**

The **Promoting and supporting mental health and wellbeing in schools and colleges guidance** sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to students needs.

Missing from Education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

It is important the college's response to persistently absent students, missing education supports identifying such abuse, and in the case of absent students, helps prevent the risk of them becoming a child missing education in the future.

This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Further information and support, includes:
Guidance on attendance Working together to improve attendance including information on how staff should work with local authority children's services where school absence indicates safeguarding concerns.

Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: Children Missing Education.

Further information for colleges providing education for a child of compulsory school age can be found in: Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges.

General information and advice for schools and colleges can be found in the Government's Missing Children and Adults Strategy.

Online Harm

All staff should be aware that abuse can take place concurrently via online channels and in daily life. Abuse online can be in the form of, but not limited to, harassment, misogynistic and hate messages, non-consensual sharing of indecent images, financial abuse and pornography.

The breadth of issues classified as online harms is considerable, but can be categorised into four areas of online risks:

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories,

Contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying, and

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

Staff are expected to be aware of the signs and indicators of child-on-child abuse, radicalisation and extremism and other online harms that may occur simultaneous to physical risks students are exposed to.

To enhance online safety the college has in place monitoring and filtering systems which supports our safeguarding commitment.

Staff and parents/carers can access further guidance to minimise risks to child-on-child abuse and online abuse using the links below:

- UK Safer Internet Centre
- https://swgfl.org.uk/resources/safe-remote-learning/
- https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people
- https://www.ygam.org/support-and-advice/

Cyber Crime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded.
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

Please refer to Appendix 5 in Safeguarding and Child Protection Policy, Part 1: Online Safety Roles and Responsibilities.

Prevent Duty

To safeguard students who are vulnerable to radicalisation and extremism, everyone should be vigilant and understand the risk in their community and educational setting by putting in place measures to counter extremism and religious hatred and promote social cohesion and democratic resilience.

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

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in the above aims (1) or (2).

The types of behaviour below are indicative of the kind of promotion or advancement which may be relevant to the definition and are an important guide to its application. The following context below is also an essential part of the definition.

Aim 1 (negate or destroy fundamental rights and freedoms): Behaviour against a group, or members of it, that seeks to negate or destroy their rights to live equally under the law and free of fear, threat, violence, and discrimination. Including:

- *Using, threatening, inciting, justifying, glorifying or excusing violence towards a group in order to dissuade them from using their legally defined rights and freedoms.*

Aim 2 (undermine, overturn or replace liberal democracy): Attempts to undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights. Including:

- Advocating that the UK's parliamentary democracy and democratic values and rights are not compatible with their ideology, and seeking to challenge, overthrow, or change our political system outside of lawful means.
- Using, threatening, inciting, justifying, glorifying or excusing violence towards citizens, in order to dissuade them from participating freely in the democratic process.
- Subverting the way public or state institutions exercise their powers, in order to further ideological goals, for example through entryism, or by misusing powers or encouraging others to do so.
- Using, threatening, inciting, justifying, glorifying or excusing violence towards public officials including our armed forces, police forces and members of local, devolved or national legislatures, in order to dissuade them from conducting their obligations freely and fearlessly, without external interference.
- Establishing parallel governance structures which, whether or not they have formal legal underpinning, seek to supersede the lawful powers of existing institutions of state.

Aim 3 (enabling the spread of extremism): Intentionally creating a permissive environment for behaviour in aim 1 or aim 2. Including:

- Providing an uncritical platform for individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2.
- Facilitating activity of individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2, including through provision of endorsement, funding, or other forms of support.
- The dissemination of extremist propaganda and narratives that call for behaviour in either aim 1 or aim 2.
- Attempts to radicalise, indoctrinate and recruit others to an ideology based on violence, hatred or intolerance, including young people.

- Consistent association with individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2 without providing critical challenge to their ideology or behaviour.
- If any behaviour listed in aim 1 or aim 2 has occurred previously, a refusal by the individual, group or organisation that conducted the behaviour to rescind, repudiate or distance themselves from the behaviour.

'Radicalisation' is the process of a person legitimising support for, or use of, terrorist violence.

'Terrorism' is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism.

As with other safeguarding risks, staff, parents and carers should be alerted to changes in behaviours which could indicate the need for help and/or protection. Staff should use their judgement and professional curiosity in identifying children who might be at risk of radicalisation and act proportionately.

Children and vulnerable adults are vulnerable to grooming for sexual exploitation, criminal exploitation or county lines; or anyone who has experienced adverse childhood experiences, combined with specific influences from family and peers or online connections, may increase someone's vulnerability and susceptibility to being radicalised and engaging in extremist ideologies and influences on and offline.

Extremist influences could include, but are not limited to:

- family members having direct contact or involvement with extremist or terrorist groups.
- staff members of an education or community setting promoting an extremist ideology
- peers promoting an extremist ideology or sharing extremist material.
- access or exposure to online extremist material via social media or the internet - for example, propaganda including pictures, videos, blogs and fake news.
- exposure to extremist, terrorist or other violent activity in overseas settings
- access or exposure to extremist leaflets, magazines or stickering
- exposure to extremist groups hosting marches, protests or stalls.

It is important that settings are extra-vigilant to concerns around radicalisation and extremism and must report concerns following the colleges safeguarding referral procedures (Appendix 1). For further guidance on understanding and identifying radicalisation risk in the college setting click on this link.

The Educate against Hate website is a trusted resource centre to raise awareness and help protect against radicalisation, build resilience to all types of extremism and promote shared values.

Should an allegation be made against a staff member being suspected of radicalising students and sharing extremist views, this will be addressed and dealt with in line with the managing allegations against staff process, disciplinary and code of conduct policy and procedures.

For additional information on read the Prevent Duty Guidance 2023

Child-on-Child Abuse

There is potential for abuse to go on between young people, internal and external to college. Staff should remain vigilant to the signs of child-on-child abuse.

To minimise the risk of child-on-child abuse, it is important to challenge inappropriate behaviours that are abusive in nature at all times. The dangers of downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children and young people accepting it as normal and not coming forward to report it.

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

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Awareness of what is child-on-child abuse is embedded in the curriculum offer and all staff are expected to ensure the colleges values and behaviour expectations are upheld to minimise risks and address concerns timely following the safeguarding referral process (Appendix 1).

Sexual Violence and Harmful Sexual Behaviour

The Crime and Policing Act 2026 introduced in April 2026 introduces a mandatory reporting duty for teachers and other professionals who work with children. Teachers and other professionals are legally required to report suspected child sexual abuse if they witness it, receive a disclosure of it, or see images/hear recordings that cause them to suspect it.

The duty will apply to anyone in regulated activity with children and failure to report could result in professional and criminal sanctions, including a possible prison sentence.

Therefore, it is important for everyone within the college community to be able to identify the indicators of harmful sexual behaviour, harassment and violence; and be aware to the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of college.

Although, we have a statutory duty to safeguard against child-on-child abuse, sexual violence and harassment, we also extend this duty to safeguard everyone within the college community against this behaviour and risk of harm.

The umbrella term '**harmful sexual behaviour'** (HSB) is widely used in child protection and applies to behaviour occurring online, face-to-face, or both. HSB should always be considered within a child protection context and exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive or violent.

Behaviour that is problematic, abusive or violent is developmentally inappropriate and may cause developmental damage.

Sexual harassment refers to 'unwanted conduct of a sexual nature' which can occur both online and offline and inside and outside of college. In this context it specifically relates to child-on-child sexual harassment. Such behaviour can:

- violate a child's dignity,
- make them feel intimidated, degraded or humiliated, and
- create a hostile, offensive or sexualised environment

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes. Schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.
- displaying pictures, photos or drawings of a sexual nature
- Up skirting (this is a criminal offence), and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence which may include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos. Making, taking and sharing nude photographs and or AI generated images of is a criminal offence. UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people provides detailed advice for schools and colleges.
- sharing of unwanted explicit content
- sexualised online bullying or unwanted sexual comments and messages, including, on social media.
- sexual exploitation; coercion and threats, and coercing others into sharing images of themselves or performing acts they're not comfortable with online.

When referring to **sexual violence** we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents. (NOTE - sexual assault covers a wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).
When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of college.

Everyone in the college community, including parents/carers are expected to challenge inappropriate and harmful behaviours by exercising the college's zero tolerance to sexual harassment and violence, which includes misogynistic/misandrist views and behaviours e.g.,. making sexual comments, deliberately brushing against or interfering with someone's clothes, coercive and threatening behaviours/language etc. Refer to KCSIE Part 5 Child on child sexual harassment and violence for more information on indicators and statutory response to managing risks/incidents.

If you are a teenager worried about sexual behaviour, as well as contacting the safeguarding team can receive help and advice from Shore Space, an organisation aimed at offering anonymous help, advice and a safe space for teenagers.

Domestic Abuse

Domestic Abuse is 'any incident of threatening, coercive and controlling behaviour, violence or abuse (psychological, physical, sexual, financial or emotional abuse) between persons over 16 years who are or have been, intimate partners/peers or family members, regardless of gender or sexuality' is acknowledged as a safeguarding high risk of concern.

The definition Domestic Abuse captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour.

Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, college safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

The government has introduced the Domestic Abuse Act 2021 to ensure this type of abuse is understood. Refer to the Governments Domestic Abuse statutory guidance 2022 for additional awareness and best practice standards to inform our response to dealing with Domestic Abuse.

In addition to recognising and responding to indicators of abuse, the safeguarding team will also respond to information received relating to students who have been subject to Domestic abuse. To prevent and respond to ongoing risks of harm the safeguarding team will listen to the voice of the child and in liaison with parents/carers, internal college staff and our safeguarding partners, implement appropriate referrals to voluntary or statutory support.

For additional information or support visit Women's Aid or Mankind or the links below:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safe Young Lives: Young people and domestic abuse
- Domestic abuse: specialist sources of support includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)

Serious violence

All staff should be aware of the indicators, which may signal a child/vulnerable adult is at risk from, or are involved with serious violent crime. These may include increased absences, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate they have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy. Professionals should also be aware of the local risks and that violence can often peak in the hours just before or just after school/college, when students are travelling to and from college. These times can be particularly risky for young people involved in serious violence.

- Barnet serious violence strategy 2024-2027
- Enfield serious violence duty strategy 2024-2025

Child Sexual Exploitation (CSE)

CSE may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.
CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited, believing they are in a genuine romantic relationship.

Child Criminal Exploitation (CCE)
Some forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing serious violence to others and can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt.
Children/vulnerable adults can be coerced into carrying weapons or begin to carry a knife for a sense of protection from harm from others. As children/vulnerable adults involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

County Lines
The Serious Violence Strategy, published by the Home Office, uses county lines as a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'.

They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons. Indicators can include but are not limited to:

- going missing from home and/or education and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters.
- have their bank accounts used to facilitate drug dealing.

Modern Slavery

Modern slavery encompasses exploitation, including sexual exploitation, criminal financial exploitation, human trafficking and slavery, servitude and forced or compulsory labour.

Exploitation can take many forms, including forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information and training for professionals on exploitation and modern slavery is available here - Modern slavery training: Awareness Booklet

Trafficking

Human trafficking is generally defined as the recruitment, transportation, transfer, harbouring, or receipt of a person for the purpose of exploitation. Exploitation can include sexual exploitation, forced labour, slavery, servitude, criminal exploitation, financial exploitation, or the removal of organs.

Under the Modern Slavery Act 2015, a person commits a trafficking offence if they arrange or facilitate the travel of another person with a view to that person being exploited. The travel can be within the UK or across international borders and can be voluntary or forced.

Indicators may include:

- County lines involvement
- Forced criminality (such as drug supply, theft, or cannabis cultivation)
- Sexual exploitation
- Domestic servitude
- Forced labour
- Debt bondage
- Financial exploitation

Gender Based Violence

Gender-based violence/violence against women and girls (VAWG) Violence against Women and Girls (VAWG) is both a form of discrimination and a violation of human rights. 'Any act of gender-based

violence that results in or is likely to result in physical, sexual or psychological harm or suffering to women [or girls], including threats of such acts, coercion or arbitrary deprivation of liberty'. United Nations Declaration on the Elimination of Violence towards Women (1993, Article 1). VAWG can include any of the following: misogyny, stalking sexual assault/rape; Domestic abuse or any harmful cultural practices.

Forced Marriage
Is forcing a person into a marriage which is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Force marriage should be reported to the Forced Marriage Unit (FMU) on

- Telephone: +44 (0) 20 7008 0151 / 999 for an Emergency
- Email: fmu@fco.gov.uk

As of 26th February 2023, the Marriage and Civil Partnership Act 2022 has raised the legal age to get married or enter a civil partnership to 18. This means that 16 to 17-year-olds will no longer be able to marry or enter a civil partnership under any circumstances, including with parental or judicial consent.

Honour base violence (HBV)
Encompasses crimes which have been committed to protect or defend the hour of a family and/or community, including FGM, forced marriage and practise such as breast ironing. All forms or HBV are abuse and should be handled and escalated as such.

Female Genital Mutilation
Female genital mutilation (FGM), sometimes known as 'female circumcision' or 'female genital cutting', is illegal in the UK. It is also illegal to take abroad a British national or permanent resident for FGM, or to help someone trying to do this.

FGM is internationally recognised as a violation of the human rights of girls and women. UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However, women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.

Indicators can include:

- Family members making preparations to take a child on holiday, arranging vaccinations or planning absence from school/college.
- The child may also talk about a 'special procedure/ceremony' that is going to take place.
- Prolonged absence from school,
- Noticeable behaviour changes on return and long periods away from classes or other normal activities,
- Finding it difficult to sit still, look uncomfortable or may complain of pain between their legs.

If you have concerns that a girl or young woman may be at risk of FGM staff must inform the Police by calling **999** or contact the Foreign and Commonwealth Office if you know a British national who's already been taken abroad Telephone: **020 7008 1500.** A member of the safeguarding team will be

available to support you through this process. For more information read the Home Office FGM mandatory reporting fact sheet aimed at care professionals and teachers.

Risk to self and/or others

May include but is not exclusive to self-harm, suicidal tendencies or potential risk of harming others which may or may not include children. This may be because of an individual experiencing a significant level of mental health problems, emotional trauma and/or stress/anxiety.

Staff are expected to implement the Fitness to Study Policy if concerns arise regarding a student or applicant being identified as a risk to themselves or others within the college community.

Self-Harm
Is a term that covers a range of behaviour used as a coping mechanism where an individual harm themselves by physically inflicting pan or excess to deal with emotional pain. Common methods of deliberate self-harm include:

- Cutting
- Over-eating or Undereating
- Burning your skin
- Inserting objects into your body
- Hitting yourself off walls
- Taking an overdose
- Swallowing hazardous substances
- Exercising excessively
- Scratching and Hair pulling

Discriminatory Abuse
Includes behaviour towards a student that is racist, sexist, based on a person's disability and other forms of harassment.

Institutional Abuse
Is inappropriate or disrespectful or insufficient care, which affect the whole setting and denies of restricts dignity, choice of fulfilment of persons at risk.

Financial or Material Abuse
Is stealing possessions or money from a child or vulnerable adult of bullying to force them to hand over money or possessions.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Safeguarding risks and indicators detailed in this document are not exhaustive.

For further information, advice and support available refer to. Keeping Children safe in education Annex A (page 172-180) and read