

Safeguarding and Prevent Policy

Policy Statement (Introduction & Ethos)

1.1 The Impact Futures Group are committed to safeguarding the welfare of all learners, staff, and stakeholders. We will ensure all learners are protected from harm, abuse, neglect, radicalisation, and extremism, while promoting British Values and providing safe and inclusive learning environments.

2. Introduction and Ethos

2.1. We believe that safeguarding is everyone's responsibility. All children, young people and adults, without exception, have the right to protection from abuse. We uphold the British Values of democracy, rule of law, individual liberty, mutual respect and tolerance. Our ethos is to create a safe, respectful and inclusive culture where safeguarding and Prevent duties are embedded across all aspects of our provision.

3. Our Commitment

3.1 We will

- Appoint trained Designated Safeguarding Leads (DSLs) and Designated Safeguarding Officers (DSOs).
- Provide annual safeguarding, Prevent, and Channel training for all staff, with updates during the year.
- Ensure training includes online safety, filtering and monitoring responsibilities, and ensure updates are shared as required and at least annually.
- Operate safer recruitment processes, including references, identity checks, and enhanced DBS checks.
- Ensure colleagues understand their duty to report concerns immediately.
- Maintain clear, accessible reporting systems (Tootoot, safeguarding email, emergency phone line).
- Respond swiftly and appropriately to all safeguarding and Prevent concerns.
- Promote awareness of online safety, peer-on-peer abuse, sexual violence/harassment, exploitation, and extremism.
- Provide support for learners through early help and referral to specialist agencies.
- Monitor and review our safeguarding and Prevent arrangements annually

4. Scope and Purpose

4.1 This policy applies to:

- (i) The learners and customers of the Impact Futures Group
- (ii) All employees (on all basis).
- (iii) Employers (organisations that work in partnership with us).
- (iv) Suppliers (external partners who are in receipt of and/or provide the Impact Futures Group training/delivery).
- (v) External stakeholders and visitors (please see visitor invitation form).

Its purpose is to ensure the safety and wellbeing of learners and staff, and compliance with statutory safeguarding and Prevent duties.

5. Context

5.1 This policy is developed in accordance with the following legislation and guidance:

- Keeping Children Safe in Education (KCSIE) 2025 (DfE statutory guidance).
- Working Together to Safeguard Children 2023 (HM Government).
- The Education and Training (Welfare of Children) Act 2021.
- Counter-Terrorism and Security Act 2015, Section 26 (Prevent Duty).
- Prevent Duty Guidance for Further Education Institutions in England and Wales 2021.
- Ofsted Safeguarding Policy and Further Education and Skills Inspection Handbook (2025).
- Sexual Violence and Sexual Harassment guidance (DfE 2021).
- The Care Act 2014 (safeguarding adults).

We address risks including: physical abuse, neglect, emotional harm, sexual abuse and exploitation, sexual violence and harassment, child-on-child/peer-on-peer abuse, online safety, radicalisation, extremism, county lines, forced marriage, honour-based violence, and risks to learners with SEND

5.2 Throughout this policy, the term “child” or “children” is used in line with Keeping Children Safe in Education (2025), which defines a child as anyone under the age of 18. However, this policy applies to all learners, including young people and adults, as safeguarding and Prevent responsibilities extend to every learner and staff member within the Impact Futures Group, regardless of age. The principles, procedures, and expectations outlined in this policy therefore apply equally to apprentices, adult learners, and those under 18, ensuring that all individuals are protected from harm, abuse, neglect, exploitation, and extremism.

5.3 This policy aligns with statutory safeguarding duties under the Human Rights Act 1998, Equality Act 2010, and the Public Sector Equality Duty (PSED)

5.4 Safeguarding covers a wide range of duties. Understanding key terms ensures consistency across the organisation.

- Safeguarding: protecting learners from maltreatment, preventing harm to health or development, ensuring safe environments, and enabling positive outcomes.
- Child protection: specific actions taken to protect children suffering or likely to suffer significant harm.
- Adult at risk: an adult with care and support needs who may be unable to protect themselves from harm or exploitation.
- Abuse: includes physical, emotional, sexual, neglect, financial, and discriminatory abuse.
- Exploitation: taking advantage of someone’s vulnerability for personal gain (e.g. sexual exploitation, county lines).
- Extra-familial harm: abuse that occurs outside the home environment, such as in peer groups, educational settings, workplaces or online spaces. It may involve sexual abuse, exploitation, serious youth violence, or criminal activity, and often requires a contextual safeguarding approach.
- Radicalisation: the process by which someone is drawn into extremist ideologies.
- The terms ‘victim’ and ‘alleged perpetrator(s)’ are used within this policy to reflect the language in *Keeping Children Safe in Education (2025)*. Staff should, however, use the terminology that the learner is most comfortable with and avoid using labels where inappropriate. This approach supports a respectful, trauma-informed culture when managing safeguarding incidents.

5.5 The Prevent Duty protects learners from being drawn into extremism or terrorism. It is about safeguarding, not silencing views. Staff should promote resilience to radicalisation by encouraging respectful debate, critical thinking, and awareness of risks. Prevent is about early intervention — identifying concerns before harm occurs.

5.6 Safeguarding and Prevent is a shared duty, but roles do vary. Below is an outline of key roles and responsibilities within our organisation.

Designated Safeguarding Lead	Overall responsibility for Safeguarding and Prevent Oversees safeguarding cases and referrals.
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	<p>Liaises with local authority, LADO, and Prevent teams.</p> <p>Ensures policy compliance and training delivery</p> <p>Ensure filtering and monitoring systems are effective, staff are aware of online risks, and training includes digital safeguarding.</p> <p>Work with IT and leadership teams to ensure online safety measures protect learners, staff, and systems from harmful content and misuse.</p> <p>Ensure the views of all children, young people and adults are understood and support is provided to staff involved in safeguarding cases (KCSIE 2025).</p> <p>DSLs and Deputies must always be available during operational hours (in person, or via remote access) to provide advice or support on safeguarding matters.</p>
Deputy Designated Safeguarding Lead	<p>Support DSL and deputise in their absence.</p> <p>Provide day-to-day support to DSOs staff.</p> <p>Lead on individual cases when delegated.</p>
Designated Safeguarding Officers	<p>Provide day-to-day support to staff including training.</p> <p>Lead on individual cases when delegated.</p>
Chief People Officer/HR	<p>Lead on safer recruitment – DBS checks, references, central record.</p> <p>Manage allegations against staff with DSL and LADO.</p> <p>Ensure safeguarding responsibilities are embedded in roles and appraisals.</p> <p>Support staff wellbeing in safeguarding cases.</p>
Quality Board Responsibility	<p>Have oversight and receive regular safeguarding reports.</p> <p>Ensure all staff receive appropriate safeguarding and child protection (including online safety) training at induction.</p> <p>Provide effective challenge and seek assurance and all safeguarding matters.</p>
Leaders and Managers	<p>Embed safeguarding in practice.</p> <p>Support staff raising concerns.</p> <p>Ensure teams are up to date and training complete.</p>
All Staff	<p>Safeguard learners by noticing, listening, recording, and reporting.</p> <p>Complete training and follow procedures.</p> <p>Maintain professional boundaries and safe working practices.</p>

2.1 This policy is to be read in conjunction with the 'Staff Guide to Safeguarding and Prevent'. This guide provides more in-depth details linked to Safeguarding and Prevent including

- **Detailed definitions** of abuse types (physical, emotional, sexual, neglect).
- **Expanded Prevent Duty** explanation (radicalisation, online grooming, case studies).
- **Specific safeguarding themes** (CSE, county lines, domestic abuse, FGM, forced marriage, honour-based abuse, self-harm, substance misuse, mental health, peer abuse, online safety).
- **Do's & Don'ts** for staff when responding to disclosures.
- **Step-by-step reporting flowcharts**.
- **Safe working practices** (boundaries, lone working, professional conduct).
- **Case studies** to illustrate scenarios.
- **Staff induction & training overview** (with examples of CPD).
- **Multi-agency working** explanation.
- **Confidentiality examples** (when to share, when not).
- **Allegations against learners** (child-on-child/peer-on-peer abuse detail).
- **Supporting learners with SEND**.

- **Quick reference contacts** & local referral details.

2.2 Every staff member is responsible for safeguarding and prevent. We all have a duty of care and therefore we expect all staff to complete mandatory training when they join the company and then continue with annual refresher training. Any updates will be shared via staff briefings, training and/or meetings.

2.3 All staff must follow the **Recognise, Respond, Record, Report, Refer** process:

1. **Recognise** – signs of abuse, neglect, or radicalisation.
2. **Respond** – listen, reassure, explain that information must be shared.
3. **Record** – on Tootoot, write factual, dated notes.
4. **Report** – When your concern is submitted via Tootoot, it will go directly to the Safeguarding team.
5. **Refer** – The Safeguarding team will assess the concern and take appropriate action.
6. **In case of Emergency** – contact 999

Early Help and Contextual Safeguarding – staff should recognise when a learner may benefit from early help. Early help means providing support as soon as problems emerge. Staff should also consider contextual safeguarding, recognising that harm can occur outside the home, including online, within peer groups, or workplaces.

All staff must use Tootoot to report a concern, and learners must be encouraged to download the app on enrolment and use it if they have a concern (but they will also be provided with additional contact information and can speak to their DC or any member of staff if needed). Tootoot provides a confidential space, where learners or staff can report any worries or concerns. It is easy to use and navigate with an instant notification once someone replies.

Staff or learners can log into Tootoot on a computer, tablet or mobile

- Simply navigate to Tootoot <https://tootoot.co.uk/login/>
- Search 'Imapct Futures'
- Sign in - *the username will be the learners/staff members email address and they will be prompted to set a password for first use.*
- Complete an incident report and the Safeguarding Team will take it from there.

The Safeguarding team can also be contacted via telephone: 01753 291 999 or Email:

safeguarding@impactfutures.co.uk / safeguarding@thechildcarecompany.co.uk, **however the recommended contact method is Tootoot** as this ensures there is a record of the concern and also, the concern is directed to the most appropriate person.

2.4 We follow safer recruitment procedures including DBS checks, references, and risk assessments.

Allegations: Against staff: must be referred to DSL and CPO immediately. LADO must be informed.

Low-level concerns: logged and reviewed in line with KCSIE 2025. Low-level concerns are behaviours that do not meet the harm threshold but may indicate that a person's conduct could pose a risk if not addressed early.

2.5 Safeguarding overrides GDPR and confidentiality where safety is at risk. Information is shared with relevant agencies in line with Working Together to Safeguard Children (2023) and Information Sharing Guidance.

Information sharing should always be guided by the seven golden rules of information sharing as set out by the DfE (KCSIE 2025). Staff must not let fears about GDPR prevent the sharing of safeguarding information.

2.6 The Quality Board are responsible for oversight and receive regular safeguarding reports. They will ensure all

staff receive appropriate safeguarding and child protection (including online safety) training at induction. Updates will be provided regularly to ensure effective challenge and assurance.

2.7 This policy is reviewed annually or sooner if legislation or statutory guidance changes.

3. Appendices

3.1 Appendix 1: Staff Guide to Safeguarding and Prevent (available in Beacon)

3.2 Appendix 2: Categories of Abuse

Abuse is a behaviour towards a person that either deliberately or unknowingly causes a person harm, endangers their life, human or civil rights. It can be passive, e.g. failing to take action or to care for someone, failing to raise the alarm about or abuse; or active e.g. hitting, stealing or doing something that causes harm.

Abuse can be a one-off or something that is repeated. Abuse can be triggered or made worse by an incident or event such as the COVID-19 pandemic in 2020.

Abuse can be:

- (a) Physical.
- (b) Neglect or acts of omission e.g. being left in wet or soiled clothing, or malnutrition.
- (c) Sexual (including child-on-child/peer-on-peer involving sexual violence or sexual harassment).
- (d) Psychological/emotional (including the use of text, social networks and email).
- (e) Violation of rights e.g. preventing an individual speaking his/her thoughts and opinions.
- (f) Institutional e.g. failure to provide a choice of meals or failure to ensure privacy or dignity; or
- (g) Discriminatory in nature e.g. racial, sexual or religious harassment.
- (h) On-line abuse: cyberbullying, intimidation, exploitation, grooming, radicalisation, exposure to or sharing of harmful content, and online harassment. Abuse and risk can occur both online and offline concurrently, and may involve misogynistic or misandrist content, coercive behaviour, or the use of digital platforms to threaten or manipulate others. All staff should be alert to these risks and understand that online and offline harms often overlap. Staff will be aware of the UKCIS guidance on *Sharing nudes and semi-nudes: how to respond to an incident* (DfE, 2023).
- (i) Child criminal exploitation including children being used to carry drugs or money from urban to rural areas. In the case of at-risk adults, it may also include physical abuse such as inappropriate restraint, forcing, forcible administration of medication, neglect or abandonment. Indicators of serious violence can include unexplained absences, new possessions, changes in peer groups, or signs of assault or fear. Learners involved may be at risk of criminal exploitation.
- (j) Financial abuse such as exerting improper pressure to sign over money from pensions or savings, etc.
- (k) Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse) or via digital or online forms of domestic abuse. All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Sexual Abuse & Consent:

- (a) Sexual abuse includes sexual violence, sexual harassment and Criminal Sexual Exploitation (CSE).
- (b) Sexual abuse involves forcing or enticing a young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the learner is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving learners in looking at, or in the production of, sexual images, watching sexual activities, encouraging learners to behave in sexually inappropriate ways, or grooming a learner in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other learners.
- (c) Harassment and bullying are abusive ways of treating others. People who harass or bully use cruel comments, gestures, threats, or actions. They try to insult, demean, exclude, shame, or hurt others. Sometimes, people who harass

and bully do it with sexual comments or actions. This is called sexual harassment or sexual bullying. This can be towards all genders by all genders.

Sexual harassment and bullying include things like these:

- (d) Making sexual jokes, comments, or gestures.
- (e) Spreading sexual rumours (in person, by text, or social media).
- (f) Posting sexual comments, pictures, or videos.
- (g) Taking or sending sexual pictures or videos.
- (h) Asking someone for naked pictures of themselves ("nudes").
- (i) Asking for sex or offering to have sex.
- (j) Touching or grabbing someone in a sexual way.

What should you do if you're being sexually harassed?

If you can, tell the person to stop. When it happens the first time, let them know the behaviour is not OK with you. Be calm, and clear. Then walk away. In some cases, that will be enough, but not always. They may not stop. They might even laugh off your request, tease you, or bother you even more.

Tell someone. This is not something you should try to handle on your own. Talk to a parent, relative, your Development Coach or report it through to the Safeguarding Team via Tootoot. It might feel awkward at first to bring it up. But don't let that stop you. If the person you talk to doesn't listen and help, find someone else who will. **We will always listen.**

Report it. If this happens during your learning sessions or at your job, report it to someone in charge. Most workplaces have a sexual harassment policy or a bullying policy to protect you. They need to know in order to help you. And to stop it from happening to others too.

Get support. Your Development Coach or Safeguarding team via Tootoot, we can support you to find someone to talk to. Bystanders can play a big role in stopping harassment and bullying. When people do nothing, shrug it off, or look the other way, it sends a message that it's no big deal to harass. If people say something, it sends a social message that it's not OK.

Signs of sexual abuse can be:

- (a) Sudden changes in behaviour and educational performance.
- (b) Displays of affection which are sexual and age inappropriate.
- (c) Self-harm, self-mutilation or attempts at suicide.
- (d) Alluding to secrets which they cannot reveal.
- (e) Tendency to cling or need constant reassurance.
- (f) Regression to younger behaviour, for example thumb sucking, playing with discarded toys, acting like a baby.
- (g) Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger.
- (h) Unexplained gifts or money.
- (i) Depression and withdrawal.
- (j) Fear of undressing for PE.
- (k) Sexually transmitted disease.
- (l) Fire setting.

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 learner. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a learner.

Signs can be:

- (a) Bruises and abrasions around the face.
- (b) Damage or injury around the mouth.
- (c) Bi-lateral injuries such as two bruised eyes.

- (d) Bruising to soft area of the face such as the cheeks.
- (e) Fingertip bruising to the front or back of torso.
- (f) Bite marks.
- (g) Burns or scalds (unusual patterns and spread of injuries).
- (h) Deep contact burns such as cigarette burns.
- (i) Injuries suggesting beatings (strap marks, welts).
- (j) Covering arms and legs even when hot.
- (k) Aggressive behaviour or severe temper outbursts.
- (l) Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional Abuse:

(a) The persistent emotional maltreatment of a learner such as to cause severe and adverse effects on the learner's emotional development. It may involve conveying to a learner that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the learner 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 learners. These may include interactions that are beyond a learner's developmental capability as well as overprotection and limitation of exploration and learning or preventing the learner participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing learners frequently to feel frightened or in danger, or the exploitation or corruption of learners. Some level of emotional abuse is involved in all types of maltreatment of a learner, although it may occur alone.

Signs can be:

- (a) Over reaction to mistakes.
- (b) Lack of self-confidence/esteem.
- (c) Sudden speech disorders.
- (d) Self-harming.
- (e) Eating disorders.
- (f) Extremes of passivity and/or aggression.
- (g) Compulsive stealing.
- (h) Drug, alcohol, solvent abuse.
- (i) Unwillingness or inability to interact with others.
- (j) Excessive need for approval, attention and affection.

Neglect:

The persistent failure to meet a learner's basic physical and/or psychological needs, likely to result in the serious impairment of the learner's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a learner 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 learner's basic emotional needs.

Signs can be:

- (a) Constant hunger.
- (b) Poor personal hygiene.
- (c) Constant tiredness.
- (d) Inadequate clothing.
- (e) Frequent lateness or non-attendance at the training centre.
- (f) Untreated medical problems.
- (g) Poor relationship with peers.
- (h) Compulsive stealing and scavenging.

- (i) Rocking, hair twisting and thumb sucking.
- (j) Running away.
- (k) Loss of weight or being constantly underweight.
- (l) Low self-esteem.

Mental Health:

All staff should be aware that mental health problems may, in some cases, indicate that a learner has suffered or is at risk of suffering abuse, neglect, or exploitation. Staff must act immediately if a safeguarding concern arises linked to mental health and should follow the Recognise–Respond–Record–Report–Refer process.

Child-on-child/Peer-on-peer abuse:

Throughout this policy, the term “*child-on-child abuse*” is used in line with *Keeping Children Safe in Education (2025)*. Within our provision, this includes any abuse between learners under 18 years of age. For learners aged 18 and above, similar behaviours are treated as *peer-on-peer abuse*.

Child-on-child/peer-on-peer abuse is behavior by an individual or group of individuals which can be a one-off incident or repeated over time. Child-on-child/peer-on-peer abuse is behaviour that intentionally hurts another individual or group either physically or emotionally. All child-on-child/peer-on-peer abuse is unacceptable and will be taken seriously. Child-on-child/peer-on-peer abuse can take on many forms including serious bullying (including cyberbullying), relationship abuse, domestic abuse, child sexual exploitation, youth and serious youth violence, financial abuse, harmful sexual behaviour and /or gender-based violence and is often motivated by prejudice against particular groups steered by a dislike for a person.

Staff should not downplay child-on-child sexual harassment as ‘banter’ or ‘part of growing up’.

Signs can be:

- (a) Race
- (b) Religion
- (c) Gender
- (d) Sexual orientation
- (e) Special educational needs or disabilities
- (f) Where a child is adopted, in care or has care responsibilities
- (g) Is suffering from health problems
- (h) Has an actual or perceived difference (e.g. physical or cultural difference)

Bullying and Harassment

Bullying can include a variety of behaviors from one individual/group to another individual/group such as name calling, offensive language, coercion, hitting, pushing, theft or damage to belongings, cyber, spreading harmful messages, hate crime or mate crime which is befriending someone with the intent to exploit them in some way.

Serious Violence

Serious violence refers to violent offences such as assault, knife crime, and gang-related activity, as well as behaviours that place individuals or others at risk of significant harm. It can also be linked to child criminal exploitation (CCE), county lines activity, and other forms of coercion or control. Learners involved in or exposed to serious violence may experience physical injury, trauma, or exploitation.

Signs can be:

- a) Unexplained absences from learning or home
- b) Possession of unexplained money, gifts, or expensive items
- c) Increased interest in or possession of weapons
- d) Changes in friendships or associations with older individuals or groups
- e) Sudden decline in academic or workplace performance
- f) Signs of assault, injury, or fear of certain people or places

- g) Secretive behaviour or reluctance to share information about activities or whereabouts
- h) Use of new, unfamiliar slang or symbols linked to gangs or violence
- i) Displaying aggression, intimidation, or anxiety about safety

3.3 Appendix 3: Additional Advice and Support This list provides the main organisations responsible for statutory guidance, advice, and resources in relation to safeguarding. It signposts to organisational homepages rather than individual publications to avoid outdated links. All staff should use the organisation's search function (or GOV.UK search) to find the most current guidance.

Abuse or Safeguarding Concern	Key Organisation / Source	Organisation Website
Abuse – Faith-based abuse	Department for Education (DfE)	https://www.gov.uk/government/organisations/departments-for-education
Abuse – Relationship abuse	Home Office	https://www.gov.uk/government/organisations/home-office
Bullying (including cyberbullying)	Department for Education (DfE)	https://www.gov.uk/government/organisations/departments-for-education
Children in the courts	Ministry of Justice (MoJ)	https://www.gov.uk/government/organisations/ministry-of-justice
Children missing education	Department for Education (DfE)	https://www.gov.uk/government/organisations/departments-for-education
Children missing from home or care	Department for Education (DfE)	https://www.gov.uk/government/organisations/departments-for-education
Children and adults missing strategy	Home Office	https://www.gov.uk/government/organisations/home-office
Children with family members in prison	Barnardo's / NICCO	https://www.nicco.org.uk/
Child exploitation – County Lines	Home Office	https://www.gov.uk/government/organisations/home-office
Child sexual exploitation	Department for Education (DfE)	https://www.gov.uk/government/organisations/departments-for-education
Trafficking / safeguarding children	DfE & Home Office	https://www.gov.uk/government/organisations/departments-for-education https://www.gov.uk/government/organisations/home-office
Drugs – advice for schools	DfE & Home Office	https://www.gov.uk/government/organisations/departments-for-education https://www.gov.uk/government/organisations/home-office
Drugs – national drugs strategy	Home Office	https://www.gov.uk/government/organisations/home-office
Drugs – general information	Talk to Frank	https://www.talktofrank.com/
Drug & alcohol prevention resources	Mentor UK / ADEPIS	https://mentoruk.org.uk/
Harmful online challenges / hoaxes	Department for Education (DfE)	https://www.gov.uk/government/organisations/departments-for-education
Honour-based violence – FGM	Home Office / DfE / Department of Health	https://www.gov.uk/government/organisations/home-office https://www.gov.uk/government/organisations/departments-for-education

		/department-for-education https://www.gov.uk/government/organisations/department-of-health-and-social-care
Forced marriage	Home Office / FCDO	https://www.gov.uk/government/organisations/home-office https://www.gov.uk/government/organisations/foreign-commonwealth-development-office
Fabricated or induced illness	DfE / Department of Health / Home Office	https://www.gov.uk/government/organisations/department-for-education https://www.gov.uk/government/organisations/department-of-health-and-social-care https://www.gov.uk/government/organisations/home-office
Health & wellbeing – PSHE resources	Public Health England (now OHID)	https://www.gov.uk/government/organisations/office-for-health-improvement-and-disparities
Medical conditions in school	Department for Education (DfE)	https://www.gov.uk/government/organisations/department-for-education
Mental health & behaviour	Department for Education (DfE)	https://www.gov.uk/government/organisations/department-for-education
Homelessness guidance	Department for Levelling Up, Housing and Communities (DLUHC)	https://www.gov.uk/government/organisations/department-for-levelling-up-housing-and-communities
Online safety – sexting	UK Council for Internet Safety (UKCIS)	https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
Radicalisation / terrorism – Prevent duty	Home Office / DfE	https://www.gov.uk/government/organisations/home-office https://www.gov.uk/government/organisations/department-for-education
Educate Against Hate	DfE & Home Office	https://educateagainsthate.com/
Gangs & youth violence	Home Office	https://www.gov.uk/government/organisations/home-office
Violence against women & girls strategy	Home Office	https://www.gov.uk/government/organisations/home-office
Sexual violence & sexual harassment in education	Department for Education (DfE)	https://www.gov.uk/government/organisations/department-for-education
Serious violence strategy	Home Office	https://www.gov.uk/government/organisations/home-office

Safeguarding and Prevent Glossary

This glossary explains key acronyms, safeguarding themes, and terms used in Safeguarding and the Prevent Duty. It is designed for staff in Further Education and apprenticeships to provide clear definitions and practical context. It is not exhaustive but covers the most commonly used terms in policies, training, and practice. Always refer to the Designated Safeguarding Lead (DSL) for advice if you are unsure about a term or its application.

PREVENT – Prevent Duty

A legal requirement for education providers to have due regard to preventing people from being drawn into terrorism.

CONTEST – Counter-Terrorism Strategy

The UK's strategy for countering terrorism, which includes Prevent as one strand.
Context in FE: Awareness helps staff understand the

<i>Context in FE: Staff must recognise signs of radicalisation and refer concerns to the DSL.</i>	<i>broader safeguarding context.</i>
CHANNEL – Channel Programme A multi-agency safeguarding programme that supports people at risk of being drawn into terrorism. <i>Context in FE: Staff may be asked to share information or attend meetings regarding learners.</i>	WRAP – Workshop to Raise Awareness of Prevent Government-approved training to help staff understand Prevent and spot signs of radicalisation. <i>Context in FE: Staff may attend WRAP as part of CPD requirements.</i>
British Values The core values of democracy, rule of law, individual liberty, mutual respect and tolerance for different faiths and beliefs. <i>Context in FE: Embedding British Values into teaching helps counter extremist narratives.</i>	CSE – Child Sexual Exploitation Sexual abuse where a child or young person is exploited in exchange for something (money, gifts, affection). <i>Context in FE: Look for sudden changes in behaviour, secrecy, or unexplained gifts.</i>
CCE – Child Criminal Exploitation When children are exploited to commit crimes, often linked to county lines. <i>Context in FE: Signs include unexplained travel, possession of expensive items, or association with gangs.</i>	County Lines A criminal network using children and vulnerable adults to transport drugs or money across areas. <i>Context in FE: Often involves coercion, violence, and exploitation of learners.</i>
FGM – Female Genital Mutilation Illegal practice involving partial or total removal of female genitalia for non-medical reasons. <i>Context in FE: Staff have a mandatory duty to report known cases involving under-18s to the police.</i>	Forced Marriage A marriage where one or both people do not consent and pressure or abuse is used. <i>Context in FE: Potential indicators include extended overseas travel and withdrawal from education.</i>
DA – Domestic Abuse Controlling, coercive, threatening behaviour or violence between intimate partners or family members. <i>Context in FE: May present as isolation, low self-esteem, or unexplained injuries.</i>	HBA – Honour-Based Abuse Violence or abuse committed to protect perceived honour. <i>Context in FE: May involve threats, assault, or restricting freedoms.</i>
Neglect Persistent failure to meet a child's basic needs, likely to cause harm. <i>Context in FE: Signs include poor appearance, hunger, and frequent absences.</i>	Physical Abuse Causing physical harm through hitting, shaking, burning, etc. <i>Context in FE: Look for injuries with inconsistent explanations.</i>
Emotional Abuse Persistent emotional maltreatment that harms emotional development. <i>Context in FE: Indicators include low self-worth, withdrawal, and anxiety.</i>	Sexual Abuse Forcing or enticing a child to take part in sexual activities. <i>Context in FE: May be physical contact or non-contact (e.g. online).</i>
DSL – Designated Safeguarding Lead The senior person responsible for safeguarding and child protection. <i>Context in FE: All safeguarding concerns must be referred to the DSL or deputy.</i>	DDSL – Deputy Designated Safeguarding Lead Staff member(s) who support the DSL and the DSOs in their duties. <i>Context in FE: May take referrals when DSL is unavailable.</i>
LADO – Local Authority Designated Officer Manages allegations against adults working with children. <i>Context in FE: Contacted if there is a concern about staff conduct.</i>	DSO – Designated Safeguarding Officer Point of contact for staff and learners, supports DSL and DDSL <i>Context in FE: The DSO is a trained safeguarding professional who assists the DSL and DDSL with Safeguarding referrals.</i>

Early Help Support provided to children and families before issues escalate. <i>Context in FE: May involve referrals to external services or agencies.</i>	DBS – Disclosure and Barring Service Provides criminal record checks to help make safer recruitment decisions. <i>Context in FE: All staff in regulated activity require a valid DBS check</i>
KCSIE – Keeping Children Safe in Education Statutory guidance from the DfE on safeguarding in education. <i>Context in FE: Staff must be familiar with Part One and Annex B at minimum.</i>	SEND – Special Educational Needs and Disabilities Learners with learning difficulties or disabilities requiring special educational provision. <i>Context in FE: Safeguarding approaches may need adapting for SEND learners.</i>
DfE – Department for Education Government department responsible for education and children's services. <i>Context in FE: Publishes safeguarding guidance such as KCSIE.</i>	OFSTED – Office for Standards in Education Inspects and regulates services that care for children and young people. <i>Context in FE: Safeguarding is a key focus during inspections.</i>

Document control

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Document Title	Safeguarding and Prevent Policy
Version	1
Original Author	Becki Lee
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Policy Owner	DSL
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Author of Revision	Becki Lee
Date of Revision	29 th Sept 2025
Revision Number	2
Reason for Revision	Full review, retirement of previous policy, new branding
Amendments	<p>New branding, removal of additional information that will be used to create a 'Staff Guide' to support the policy. In summary, the policy has been fully reviewed and therefore the previous version has been retired. This new policy has been updated to contain the legally required information as per outline below:</p> <ul style="list-style-type: none"> • Detail re: statutory duties under KCSIE, Working Together, Prevent Duty, Care Act, etc. • Clear procedures for recognising and reporting concerns. • Identifies roles and responsibilities across all levels. • Provides overview of training and safe recruitment expectations. • Embeds local referral pathways and multi-agency working. <p>29.09.25 – Policy reviewed in line with KCSIE September 2025 updates. The 'Staff Guide' will provide more in depth, practical guidance for staff. A learner 'Staying Safe' handbook has also been produced.</p>

Signed: *Rebecca Lee*

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