



Safeguarding and Child Protection Policy

Any concerns of a safeguarding nature should be immediately reported to Forest 1st Tutoring. *Designated Safeguarding Lead: Nicola Collings*
07791799962 forest_1st_tutoring@outlook.com

NSPCC Helpline 0808 800 5000 Childline 0800 1111

This is a core policy that forms part of the induction for all staff and tutors. It is a requirement that all members of staff and tutors have access to this policy and sign to say they have read and understood its contents. It will be reviewed annually and/or following any updates to national and local guidance and procedures.

If a child or vulnerable adult is in immediate danger you should dial 999. At FFT, we follow guidance carefully from HCC:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren>

ritten with online support from:



Hampshire
Safe Guarding
Children
Partnership

Safeguarding Policy Statement

Safeguarding is the cornerstone of our commitment to ensuring the safety and well-being of children and vulnerable adults while working with our tutors. At Forest 1st Tutoring, we are dedicated to safeguarding and promoting the welfare of all our pupils. Our safeguarding responsibilities encompass actions to prevent harm, promote well-being, create secure environments, educate on rights, respect, and responsibilities, and respond to specific issues and vulnerabilities. This overarching policy is closely linked to other policies providing more detailed information.

Forest 1st Tutoring acknowledges its statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is a collective responsibility, involving everyone directly connected, including staff, tutors, directors, parents, families, and learners. The welfare of children is paramount in all our work and decision-making processes.

Staff always act in the best interests of the child when concerns arise. Forest 1st Tutoring firmly believes in prioritising the best interests of children. All children have the right to be heard, and their wishes and feelings are valued. We are committed to providing a caring, positive, safe, and stimulating environment that supports the academic development of individuals.

Aims

1. To provide our staff with the framework to promote and safeguard the well-being of children and fulfil statutory responsibilities.
2. To ensure consistent good practice throughout the organisation.
3. To demonstrate our unwavering commitment to protecting children.

All pupils working with our tutors can talk to them about concerns or situations causing them worry. Staff will actively listen to the pupils, take their concerns seriously, and communicate them to the safeguarding lead. Additionally, we provide information to pupils about external sources of support within the community and local or national organisations. Our company reviews this policy annually, aligning it with guidance from DfE, HSCP, HCC, and other relevant authorities.

Our Core Safeguarding Principles

- **Prevention:** Fostering a positive, supportive, and safe culture, curriculum, and pastoral opportunities, alongside implementing safer recruitment procedures.
- **Protection:** Following established procedures, ensuring that all staff and tutors are trained and supported to recognise and respond appropriately to safeguarding concerns.
- **Support:** Providing support to all learners, tutors, staff, and, when necessary, specific interventions for those at risk of harm.
- **Working with Parents and Other Agencies:** Ensuring timely and appropriate communication and actions in response to safeguarding concerns. Safeguarding and promoting the welfare of children and vulnerable adults is a shared responsibility; everyone who comes into contact with children and their families plays a role (KCSIE Sept 2023).

Aims of Safeguarding Policy

Forest 1st Tutoring aims to safeguard children by:

- Adopting child protection guidelines through a code of behaviour for staff and tutors.
- Sharing information about child, safeguarding, and best practices with various stakeholders.
- Sharing information with relevant agencies and involving parents/carers, children, when appropriate.
- Implementing safer recruitment and staff/tutor selection procedures.
- Providing effective management and support for staff and tutors through supervision and training.
- Creating a safe, secure, valued, and respectful working environment for children.
- Ensuring effective communication between tutors, DSLs, clients, and external agencies.
- Regularly reviewing the policy and procedures against government guidance and Hampshire County Council policy and updating them as needed.
- Implementing this policy in compliance with the Department for Education's statutory guidance, "Keeping Children Safe in Education" 2023 (KCSIE).

2.1 Policy Context

This policy is developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance, including:

- DfE Keeping Children Safe in Education – Sept 2023 (KCSIE)
- Working Together to Safeguard Children 2018 (WTSC)
- Framework for the Assessment of Children in Need and their Families 2000
- The Education Act 2002
- Modern Slavery Act 2015
- Ofsted: Education Inspection Framework 2021
- Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)
- Mental Capacity Act 2005

2.2 Covid 19

Recognising the impact of Covid-19, we acknowledge that some learners may have been exposed to adversity and trauma, including bereavement, anxiety, stress, or low mood, resulting in increased welfare and safeguarding risks. We are aware of the emotional challenges faced by vulnerable children and adults. Our staff will remain vigilant and act promptly on any safeguarding concerns, sharing them with designated safeguarding leads. We are committed to collaborating with other agencies to provide necessary services and support to learners, especially in an online learning context.

2.3 Definitions of Safeguarding

In line with KCSIE 2023, safeguarding and promoting the welfare of children encompasses:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring children grow up in safe and effective care
- Taking action to enable all children to have the best outcomes

Forest 1st Tutoring recognises that safeguarding includes various specific issues, such as abuse and neglect, bullying, children with family members in prison, child sexual exploitation, and more.

Safeguarding at Forest 1st Tutoring

3.1 Referral to Appropriate Authorities

Forest 1st Tutoring is dedicated to referring safeguarding concerns to the appropriate organisation, typically the Designated Safety Officer, to assess a child or vulnerable adult's needs and take ongoing action, as necessary.

3.2 Forest 1st Tutoring Commitments

To ensure children and vulnerable adults are adequately protected, we commit to:

- Appointing a Designated Safeguarding Lead (DSL) who is appropriately trained.
- Ensuring all staff and tutors are compliant with our Safeguarding Policy and Procedure, familiar with indicators of child abuse, and trained to respond to concerns.
- Providing a copy of our Safeguarding policy to clients upon request.
- Reviewing our Safeguarding policy annually.
- Testing procedures regularly and monitoring referrals for consistency and best practice.
- Making the policy available on the company website.
- Following best practice and safer recruitment principles in staff and tutor recruitment.
- Providing a secure working environment for children, ensuring they feel safe, secure, valued, and respected.

3.3 Complaints

Forest 1st Tutoring's Complaints Procedure is available to anyone wishing to report concerns. All reported concerns are treated seriously and processed through the appropriate channels. Allegations against staff are managed following the process outlined in the policy.

Roles & Responsibilities

4.1 Designated Safeguarding Lead (DSL)

Forest 1st Tutoring has appointed a DSL: Nicola Collings. The DSL has overall responsibility for overseeing safeguarding systems, including online safety. The

DSL undergoes specific training, including Prevent training and provide guidance and support to staff and tutors.

4.2 Members of Staff/Tutors

All staff and tutors have a responsibility to:

- Provide a safe learning environment for children.
- Identify children who may benefit from early help and understand the early help process.
- Comprehend Forest 1st Tutoring's safeguarding policy, staff code of conduct, and reporting systems.
- Know the process of making referrals to local authority children's social care and statutory assessment under the Children Act 1989.
- Respond appropriately when a child discloses abuse or neglect and understand the impact of such incidents.
- Reassure children that their concerns are taken seriously and they will be supported and kept safe.
- Recognise and respond to indicators of abuse and neglect and understand the need to take all concerns seriously.

4.3 Children

Children have the right to:

- Feel safe, be listened to, and have their wishes and feelings considered.
- Confidently report abuse, knowing their concerns will be treated seriously.
- Achieve academic success and reach their potential.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

4.4 Parents and Carers

Parents and carers should:

- Be aware of, understand, and adhere to Forest 1st Tutoring's policies and procedures.

- Talk to their children about safeguarding issues and support the company's safeguarding approaches.
- Identify behaviours indicating that a child is at risk and seek help and support.
- Request a copy of the safeguarding policy if needed.

5.0 Confidentiality & Information Sharing

Forest 1st Tutoring recognises its duty and authority to hold, use, and share relevant information with appropriate agencies to protect the safety and welfare of children. Staff cannot promise confidentiality in situations that may compromise a child or vulnerable adult's safety or well-being. Information sharing should respect consent when possible, but staff must prioritise safeguarding concerns. Safeguarding decisions consider the Mental Capacity Act (2005).

7.0 Staff/Tutor Induction & Training

All members of staff have signed to confirm that they have been provided with Part 1 of KCSIE (Sept 2023) which outlines safeguarding information for staff. Those members of staff who do not work directly with children or vulnerable adults will be required to read Annex A (attached). Forest 1st Tutoring

7.2 Allegations / Concerns against Staff or Tutors

Forest 1st Tutoring will respond to allegations. We recognise that it is possible for any member of staff, including tutors and visitors to behave in a way that:

- Indicates they have harmed a child or may have harmed a child.
- Means they have committed a criminal offense against or related to a child.
- Behaved towards a child, children in a way that indicates he or she may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations of abuse can be made by children, and they can be made by other concerned adults.

- All staff/tutors/parents/carers should feel able to raise concerns about poor or unsafe practice and potential failures in Forest 1st Tutoring safeguarding regime. Nicola Collings will take all concerns or allegations received seriously.
- Nicola Collings will agree the course of action to be taken in respect of the child & staff member.
- A staff member may be suspended or have his or her working arrangements reviewed, pending the investigation.
- If an allegation is made against the DSL then staff/ parents will be able to call 0808 8005000 or email help@nspcc.org.uk.
- Support and advice will be available from another senior member of Forest 1st Tutoring staff, to individuals against whom allegations have been made.
- It is a disciplinary offense not to report concerns about the conduct of a colleague that could place a child at risk.
- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding safeguarding failures internally.
- Staff can call 0808 8005000 or email help@nspcc.org.uk.
- Forest 1st Tutoring has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff/tutor has committed one of a number of listed offenses, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at Fleet Education Services, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the DSO.

Harm Thresholds

- Any concerns or allegations about staff will be recorded and dealt with appropriately in line with national guidance. Ensuring concerns are dealt with effectively will protect those working in or on behalf of Forest 1st Tutoring from potential false allegations or misunderstandings.
- Concerns that do not meet the 'harm threshold' Forest 1st Tutoring may also need to take action in response to 'low-level' concerns about staff, which typically would be behaviours inconsistent with our staff code of conduct, including inappropriate conduct outside of work and concerns that do not meet the allegations threshold.

- Where low-level concerns are reported to the LADO, these will be recorded in writing and reviewed so potential patterns of concerning, problematic, or inappropriate behaviour can be identified. Where a pattern is identified, Forest 1st Tutoring will implement appropriate action.

7.3 DBS Referral

If Forest 1st Tutoring removes an individual (paid worker or unpaid volunteer) from any DBS regulated activity (or would have, had the person not left first) because the person poses a risk of harm to children, Forest 1st Tutoring will make a referral to the Disclosure and Barring Service. It is an offense to fail to make a referral without good reason. Suspension should be considered when:

- There is cause to suspect a child or vulnerable adult is at risk of significant harm, or
- The allegation warrants investigation by the police, or
- The allegation is so serious that it might be grounds for dismissal.

Any disciplinary investigation should be carried out once the investigation has been completed.

8.0 Code of Conduct

- The code of conduct outlines the conduct Forest 1st Tutoring expects from all our staff and tutors, including anyone who is undertaking duties for the organisation, whether paid or unpaid.
- As part of our approach to safeguarding, Forest 1st Tutoring has created and embedded a culture of openness, trust, and transparency in which our values and expected behaviour as set out in our code of conduct are constantly lived, monitored, and reinforced by all staff (including tutors, volunteers, and contractors) and where all concerns are dealt with promptly and appropriately.
- All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the company's safeguarding regime. The leadership team will take all concerns or allegations received seriously.
- The behaviour code aims to help us protect children from abuse and reduce the possibility of unfounded allegations being made.
- Forest 1st Tutoring is responsible for making sure everyone taking part in our services has seen, understood, and agreed to follow the code of

conduct, and that they understand the consequences of inappropriate behaviour.

- All staff/tutors (including temporary agency or temporary staff) are expected to adhere to a code of conduct in respect of their contact with learners and their families. Children will be treated with respect and dignity.
- While it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff/tutors are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.

Forest 1st Tutoring recognises that in certain situations, concerns or instances of wrongdoing within the organisation may go unreported due to doubts about appropriate resolution. All staff and tutors have a legal obligation to report concerns when they suspect a failure to safeguard children and vulnerable adults.

Reporting Concerns:

- The organisation provides resources for staff and learners to report concerns about the welfare of children and vulnerable adults.
- If reporting within the organisation is not feasible, staff/tutors may use the Ofsted whistle-blowing line or the NSPCC whistleblowing helpline.
- The Managing Director is responsible for ensuring these contact numbers are accessible to staff, learners, and parents.

Safer Recruitment:

- Safer recruitment practices are vital for creating a secure environment. This includes scrutinising office staff and tutors who work directly with children and vulnerable adults to ensure they pose no risks.
- Forest 1st Tutoring adheres to the Keeping Children Safe in Education (2023) Safer Recruitment processes and guidance from the Disclosure and Barring Service (DBS).

Checks to Be Performed:

- Verification of applicants' identity and their right to work in the UK.
- Enhanced DBS checks for individuals involved in regulated activities.

- Checks on academic and vocational qualifications for tutors.
- Inquiries about an applicant's physical and mental health.
- Online searches for additional suitability checks.

References:

- Applicants must provide details of at least two referees, typically previous or recent employers.
- All references are collected before interviews and are verified from the referee directly.
- References from current employers are mandatory; for those not currently employed, verification from previous employers/schools/colleges is sought.

DBS Checks:

- Full DBS checks, including barred list checks, for individuals involved in regulated activity. This will be paid for and completed by the applicant for the post.
- Supervision and clear reporting and acting procedures for staff in regulated activity roles.
- Ensuring that DBS checks are on the update service or renewed as required.

Policy Compliance, Monitoring, and Evaluation:

- The policy is reviewed regularly to stay updated with safeguarding issues.
- All staff, including tutors and temporary staff, are provided with a copy of the policy.
- Parents and caregivers are informed about the policy's availability on the organisation's website.

Record Keeping:

- Safeguarding concerns, discussions, and decisions are documented and shared with the Designated Safeguarding Lead.
- Records are maintained confidentially and stored securely, complying with data protection legislation.
- Records are transferred to subsequent schools/colleges when necessary.

Multi-Agency Working:

- Forest 1st Tutoring collaborates with local authorities and partner agencies to coordinate responses in safeguarding children.

Security:

- All staff members are responsible for maintaining awareness of building and ground security and adhering to safety measures, including those related to Covid-19.
- Behaviour that threatens security is taken seriously and may result in restricted access to the organisation's services.

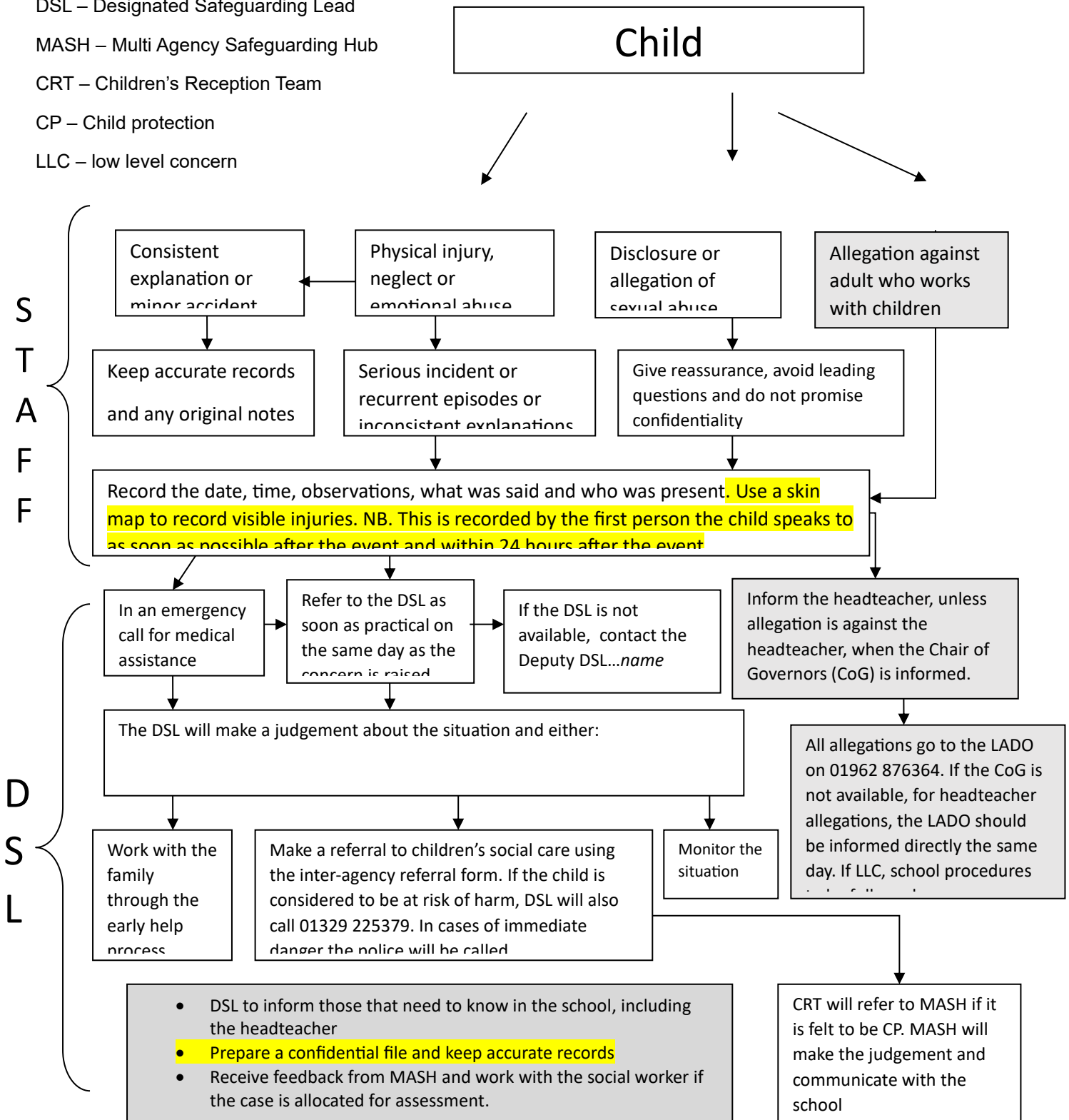
Policy Approved By: Nicola Collings

Date: October 29th 2023

Revised: 14th February 2024

Annex 1 - Flowchart for child protection procedures

DSL – Designated Safeguarding Lead
MASH – Multi Agency Safeguarding Hub
CRT – Children’s Reception Team
CP – Child protection
LLC – low level concern



* In the cases of known FGM, the teacher who was made aware will also make contact with the police

Annex 2 - Example Recording form

Child's name:			
Date and time:		D.J.:	
Name and role of person raising concern:			

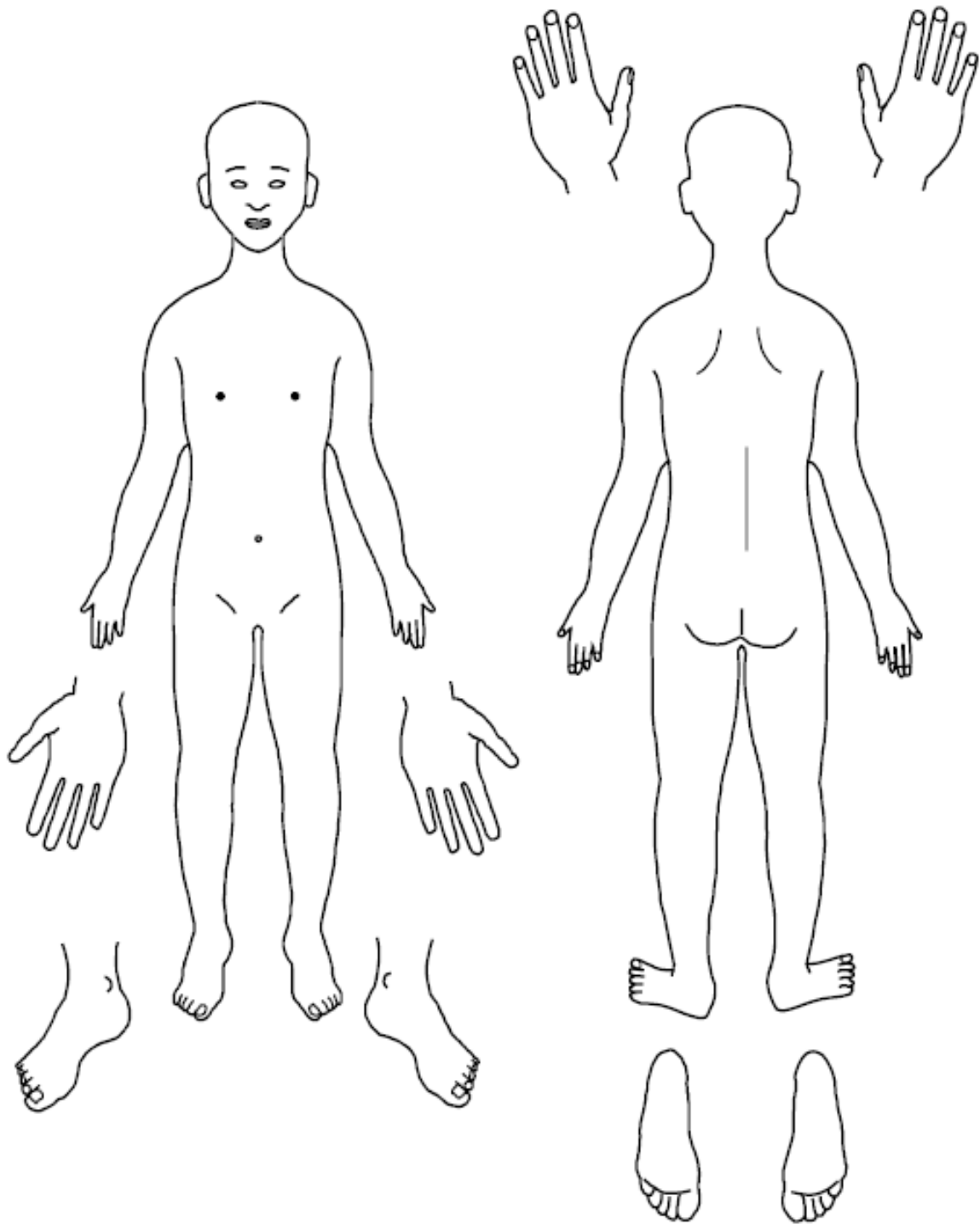
Details of concern (where? when? what? who? behaviours? Use child's words)

Actions taken			
Date	Person taking action	Action taken	Outcome of action

Name:

Designation:

Annex 3 - Skin map



Name of Child: _____

Date of birth: _____ Date of recording: _____

Name of completer: _____



Any additional information:

Appendix 1: Recognising Indications of Abuse and Neglect

All staff are informed about the definitions and signals of abuse and neglect outlined in "Working Together to Safeguard Children" (2018) and "Keeping Children Safe in Education 2023." Fleet Education Services acknowledges that in assessing whether a child or vulnerable adult might be experiencing actual or potential significant harm, there are four categories of abuse: Physical, Sexual, Emotional abuse, and Neglect. Staff are encouraged to consult with the Designated Safeguarding Lead (or deputy) if they have uncertainties.

All members of staff should follow these steps when concerned about a child or vulnerable adult and should reach out to the DSL if they are unsure.

1. Be Vigilant
2. Question Behaviours
3. Seek Assistance
4. Refer

Abuse and Neglect

All staff members should be acquainted with the indicators of abuse and neglect, enabling them to recognise situations where children or vulnerable adults may require help or protection.

Staff and tutors should comprehend that abuse, neglect, and safeguarding concerns are seldom isolated incidents and typically overlap with one another.

Staff members should recognise that safeguarding incidents and behaviours can occur both inside and outside the school or college environment.

It is important to assess whether children are at risk of abuse or exploitation beyond their families. Additional types of harm include sexual exploitation, criminal exploitation, sexual abuse, and serious youth violence, including county lines.

Reports of abuse can come from children, vulnerable adults, or their family members, and all reports will be treated seriously in accordance with the policy.

Technology can be a significant element in safeguarding and well-being issues. Children and vulnerable adults can be vulnerable to online abuse in addition to face-to-face situations, and often, abuse occurs simultaneously online and offline.

Recognizing abuse and neglect indicators allows us to respond to issues at the earliest opportunity and provide appropriate support and services to the child and their family.

Harm can encompass ill-treatment that is not necessarily physical, such as the impact of witnessing the ill-treatment of others, which is especially relevant regarding domestic abuse.

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect
- Signs of Abuse in Children and Vulnerable Adults:

The following non-specific signs may indicate something is amiss:

- Significant changes in behaviour
- Displaying fear of the parent/carer
- Extreme anger or sadness

- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Low self-esteem
- Self-injury
- Depression

Risk Indicators:

These factors, while not proof of abuse, indicate potential significant harm and necessitate careful assessment and discussion with the designated/named/lead person, manager, or an experienced colleague in their absence.

Appendix 2: Specific Types of Abuse

This section outlines the various specific safeguarding issues that members of staff and tutors must be alert to:

A2.1 Mental Health

Staff/tutors should recognise that mental health problems can serve as potential indicators of abuse, neglect, or exploitation in children or vulnerable adults. Only trained professionals should diagnose mental health issues.

Children and vulnerable adults who have experienced abuse, neglect, or adverse childhood experiences may carry the impact into their adolescence and adulthood. Staff must be aware of how these experiences can affect mental health, behaviour, and education.

Staff/tutors are in a prime position to observe learners daily and identify those who display signs of mental health problems or are at risk of developing them.

If staff have concerns about a child or vulnerable adult's mental health that also raise safeguarding concerns, they should promptly share this information with the DSL and follow referral procedures.

Staff/tutors must understand that children and vulnerable adults might not always provide informed consent regarding their information or matters related to safeguarding. In such cases, professionals like social workers and parent carers should be involved, unless the child or vulnerable adult is believed to be at an increased risk or if it is in the public interest to prevent a crime or protect others from harm.

A2.2 Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Fleet Education Services acknowledges that CCE and CSE are forms of abuse wherein individuals or groups exploit children's vulnerabilities to coerce them into participating in sexual or criminal activities. This may be in exchange for something the victim needs or wants, financial gain, increased status, or

through threats or violence. CCE and CSE can affect both male and female children, including those trafficked for exploitation.

CCE doesn't always involve physical contact; it can also occur through the use of technology.

Indicators of CCE include unexplained gifts or possessions, associations with individuals involved in exploitation, changes in emotional well-being, drug and alcohol misuse, frequent absences from home, and missed school or educational activities.

If staff suspect a child may be at risk of CSE or CCE, they must immediately report it to the DSL.

A2.3 Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse where children are sexually exploited for financial gain, power, or status. Children may be deceived into believing they are in a consensual relationship, attend parties with drugs and alcohol, or be groomed online.

Indicators of CSE include going missing, regularly coming home late, missing school or not participating in education, receiving unexplained gifts, associating with others involved in exploitation, having older partners, suffering from sexually transmitted infections, mood swings, drug and alcohol misuse, and displaying inappropriate sexualized behaviour.

Children under 13 cannot legally consent to sex. Sexual activity with a child under 16 is an offense, and consensual sex with a 16 or 17-year-old by a person in a position of trust is also an offense.

A2.4 Nude and Semi-Nude Image Sharing by Children / 'Sexting'

The sharing of nude or semi-nude images, videos, or live streams by individuals under 18 is illegal, even if it's consensual.

Fleet Education Services recognises that consensual and non-consensual sharing of such imagery can be a safeguarding issue. All concerns should be reported to and handled by the DSL.

The UK Council for Child Internet Safety provides guidance on how to respond to image sharing incidents, which should be followed by DSLs working with all age groups, not just older learners.

A2.5 Serious Violence/Gangs

All staff should be aware of indicators that may suggest children or vulnerable adults are at risk of or involved in serious violent crime. These indicators include increased school absences, changes in friendships, declining performance, signs of self-harm or changes in well-being, unexplained gifts, and new possessions.

High levels of deprivation and social exclusion in neighbourhoods are associated with high rates of gun and knife crime. Staff should be aware that children may carry weapons out of fear and the need for self-protection.

Any concerns regarding serious violence should be reported and treated in line with child or vulnerable adult protection concerns. The initial response is crucial, and staff must take allegations seriously, providing support to children and vulnerable adults to keep them safe.

A2.6 County Lines

Criminal exploitation of children and vulnerable adults is widespread and often associated with county lines criminal activity, where drug networks or gangs groom and exploit children to transport drugs and money from urban to suburban and rural areas.

County lines exploitation can affect any child under 18, even if the activity appears consensual. It may involve force, enticement, and violence.

Age is a significant power imbalance factor, but it can also stem from other factors like gender, cognitive ability, physical strength, status, and access to resources.

A2.7 Child-on-child Abuse/Up-skirting

Staff and tutors recognise that children can abuse other children inside and outside of school and online.

Child-on-child abuse can manifest as bullying, abuse in intimate personal relationships, physical abuse, sexual violence, sexual harassment, consensual and non-consensual sharing of sexual imagery, and causing someone to engage in sexual activity without consent.

Fleet Education Services does not tolerate abuse and seeks to create a safe environment for children. Staff are encouraged to challenge inappropriate behaviours and to support children in reporting abuse confidently.

A2.8 Sexual Violence and Sexual Harassment Between Children

Fleet Education Services follows guidance from KCSIE 2023 and the DfE's 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges' when addressing concerns related to child-on-child sexual violence or harassment.

Sexual violence and harassment can occur between children of any age and sex, both online and in person.

Children may not always feel ready or know how to report abuse. Staff should maintain professional curiosity and build trusted relationships with children to facilitate communication.

Victims of sexual violence or harassment will be assured that they are being taken seriously and will receive support.

The DSL will assess the risk and needs of victims and make case-by-case decisions based on factors like the nature of the incident, the ages of the children involved, any power imbalance, and ongoing risks.

If the DSL is unsure how to proceed, they will seek advice from Children's Services or the Police.

Types of Abuse

Abuse can take various forms, including domestic abuse, honour-based abuse (HBA), violence against women and girls (VAWG), female genital mutilation (FGM), forced marriage, child trafficking, modern slavery, cybercrime, and discriminatory abuse.

Domestic Abuse

Domestic abuse encompasses controlling, coercive, threatening behaviour, violence, and abuse among intimate partners or family members. It can manifest as psychological, physical, sexual, financial, or emotional abuse, and it can also affect children.

Honour-Based Abuse (HBA) and Violence Against Women and Girls (VAWG)

HBA involves crimes committed to preserve family or community honour, such as FGM and forced marriage. VAWG encompasses various gender-based violence, including domestic abuse, FGM, sexual violence, and trafficking.

Female Genital Mutilation (FGM)

FGM is a harmful practice involving injury to female genital organs without medical justification. It causes physical and psychological harm and is illegal in the UK.

Forced Marriage

Forced marriage is a crime that occurs without free consent, often due to coercion, threats, or cultural practices. Reporting and support procedures are in place to address this issue.

Child Trafficking and Modern Slavery

Child trafficking and modern slavery are considered abuse. Children and vulnerable adults can be trafficked both internationally and within the UK.

Institutions have a duty to prevent radicalisation and protect individuals from extremist influences. This duty extends to all forms of extremism, including terrorist organizations and radical ideologies.

Cybercrime

Individuals with interests in computing and technology may become involved in cyber-dependent or cyber-enabled crimes.

Children Missing from Education

Children missing from education can be an indicator of various safeguarding issues, such as neglect, abuse, or exploitation.

Institutional Abuse

Institutional abuse refers to when institutions create barriers to accessing needed services, leading to substandard care and violation of rights. It often occurs in the care of children and vulnerable adults.

Financial or Material Abuse

Financial abuse involves controlling or manipulating a person's access to money or resources, leading to their financial disadvantage.

Discriminatory Abuse

Discriminatory abuse occurs when individuals are denied proper treatment or services based on their protected characteristics, such as gender, race, disability, or religion.

USEFUL RESOURCES AND WEBSITES

Useful websites for practitioners who work with children and young people:

- ✓ Department for Education:
<https://www.gov.uk/government/organisations/department-for-education>
- ✓ NSPCC: <http://www.nspcc.org.uk/>
- ✓ CEOP (Online Safety): <http://ceop.police.uk/>
- ✓ Safe Networks (NSPCC):
<http://www.safenetwork.org.uk/Pages/default.aspx>

Practitioners who work with children and vulnerable adults may find the following resources useful:

- ✓ Working Together to Safeguard Children (2018)
- ✓ Keeping Children Safe in Education (2023)
- ✓ What to do if you're worried a child is being abused - Advice for practitioners
- ✓ Safeguarding Vulnerable Groups Act (2006)
- ✓ Children Act 1989
- ✓ Every Child Matters 2004
- ✓ The Childcare Act 2006
- ✓ The Counterterrorism and Security Act 2015
- ✓ The Children and Social Care Act 2017
- ✓ Children Act 2004
- ✓ Education Act 2011
- ✓ Mental Capacity Act 2005