



Safeguarding for All

Scope of policy: All staff, trustees and apprentices

Approved by: Senior Leadership Team / Trustees February 2026

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Safeguarding for All

1. Purpose

inspire+ places the safety and wellbeing of students, staff, volunteers, visitors, contractors and partners at the forefront of all its operations and acknowledges the range of activities that contribute to creating and maintaining an environment that promotes effective safeguarding practice.

The Safeguarding for All Policy provides a coherent framework of practice to be in place and for all related policies to address this priority. The policy is reviewed annually or when changes in law, policy, guidance or best practice occur to ensure it remains a key driver for safeguarding strategy.

2. Policy Statement

inspire+ recognises its statutory duties under the Education Act 2002, the Care Act 2014 and the Education and Training (Welfare of Children) Act 2021 to safeguard and promote the welfare of children receiving education and training delivered by the charity.

The policy applies to everyone, as safeguarding is everyone's responsibility.

inspire+ is committed to ensuring that it:

- Provides a safe environment for children, young people and apprentices to learn in.
- Identifies children, young people and apprentices who are suffering, or likely to suffer, significant harm — including radicalisation and extremism.
- Takes appropriate action to keep children, young people and apprentices safe both at home and during training.
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In pursuit of these aims, trustees will approve and annually review policies and procedures to:

- Raise awareness of safeguarding issues, including radicalisation and extremism.
- Establish clear accountability for safeguarding provision.
- Work with partner colleges to identify vulnerable groups and provide Early Help where appropriate
- Aid identification of children at risk of significant harm and ensure reporting processes are clear.
- Establish procedures for reporting and managing allegations against staff.
- Ensure safer recruitment and safe contractor use.
- Promote a culture of listening and ensure student voice informs safeguarding practice.
- Review information-sharing processes with professionals.
- Appoint a Senior Leadership Team member with lead responsibility for safeguarding, with appropriate training.

3. Legislative Framework

The Charity operates its Safeguarding for All Policy through its responsibilities under the Children Act 1989, Children Act 2004 (Section 11), Education Act 2002 (Section 175) and associated legislation.

The Charity also adheres to statutory guidance including:

- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (**2025**)
- [Lincolnshire Safeguarding Board](#)
- [Working Together to Safeguard Children \(2023\)](#)
- [Keeping Children Safe in Education \(2025\)](#)
- [Guidance for Schools and Colleges: Gender Questioning \(2025\)](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Advice for practitioners providing safeguarding services for children, young people, parents and carers](#)
- [Guidance for safe working practice for those working with Children and young people in education settings](#)
- [Preventing and tackling bullying](#)
- [Prevent duty guidance for England and Wales](#)
- [Prevent duty guidance for FE institutions in England and Wales](#)
- [Meeting digital and technology standards in schools and colleges](#)
- [Generative AI: product safety expectations \(2025\)](#)
- [Online Safety Act 2025](#)

4. Working in Partnership

The Charity will assist the local authority in exercising its statutory safeguarding functions. Where provision is offered through a partner organisation (such as a school or college), the Charity will work with staff in the partner setting to ensure local safeguarding procedures and protocols are followed.

Inter-agency collaboration remains central to effective safeguarding. The Charity will continue to:

- Refer concerns that a child, young person or apprentice may be at risk of significant harm to Children & Young People's Services (Social Care) or the Police.
- Participate actively in local safeguarding forums (including local FE safeguarding networks).
- Share information appropriately in line with statutory guidance and the principles of "Working Together to Safeguard Children."

5. Definition of Children and Vulnerable Adults

Throughout this policy, references to “apprentice” and/or “children and young people” refer to those under the age of 18.

The Charity recognises that some adults over 18 may be vulnerable to abuse. Procedures may be adapted to apply to vulnerable adults who:

- Receive personal care or nursing.
- Receive health or social care support.
- Have substantial learning or physical disabilities.
- Have physical or mental illness, including addiction.
- Have a reduced capacity due to age or illness.

6. Roles and Responsibilities

All staff must read and understand Part 1 of *Keeping Children Safe in Education 2025*.

Staff must confirm annually (and on induction) that they have read and understood the Safeguarding for All Policy, Part 1 of KCSIE and associated procedures.

The Charity maintains a Safeguarding Team comprising the DSL and Deputy DSLs, alongside the Safeguarding Trustee.

6.1 Key Contacts within the Charity

Designated Safeguarding Lead:

Steve Bull – Director of Strategy
Tel: 07999 039305 / 01476 578137 ext 2
Email: steve.bull@inspireplus.org.uk

Deputy Designated Safeguarding Lead(s):

Emma Sharpe – Head of Community
Tel: 07855 283013 01476 578137 ext 2
Email: emma.sharpe@inspireplus.org.uk

Kane Goswell – Assistant Operations Manager
Tel: 01576 578137 01476 578137 ext 1
Email: kane.goswell@inspireplus.org.uk

Safeguarding Trustee

Bill Lord
Tel: 07834 318490
Email: blord05@gmail.com

The Designated Safeguarding Leads will undertake the minimum of two-yearly internal safeguarding training. This will include training and updating on key areas of concern as stated

in 'Keeping Children Safe in Education' statutory guidance for schools and colleges and will include:

- Peer-on-peer abuse.
- So-called honour-based violence.
- Understanding the additional safeguarding vulnerability of learners with SEN and disabilities and how these barriers can be overcome.
- misinformation/disinformation, conspiracy theory influence, AI-generated content and online extremist narratives.

6.2 To promote and show commitment towards the policy inspire+ will:

- Appoint a nominated Trustee whose role is to ensure that inspire+ has an effective policy, locally agreed procedures are in place and that the policy and structures supporting safeguarding are reviewed annually
- Establish and maintain an environment where children, young people, apprentices and staff feel safe, including in a digital context and are encouraged to talk and are listened to
- Engage fully in the Early Help process to maximise the opportunity for timely intervention
- Ensure children, young people and apprentices know that there are members of staff whom they can approach if they are worried about a safeguarding issue and that their concerns will be taken seriously and acted upon as appropriate
- Include opportunities in the curriculum for apprentices to develop the skills they need to recognise abuse and stay safe
- Ensure a senior member of staff from the leadership team has the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Lead, DDSL), the lead responsibility for child protection remains with the DSL. The role of DSL and DDSL is explicit in the role holder's job description with time and training to undertake their duties
- Ensure that the DSLs and all deputies (DDSLs) undertake the two-day training provided by the Education Safeguarding Team and that this is updated every 2 years. In addition, that knowledge and skills are refreshed at regular intervals throughout the year.
 - Ensure digital safety systems meet updated expectations for filtering, monitoring and cyber-security, including annual self-assessment of filtering and monitoring arrangements.
 - Ensure staff understand new categories of online harms, including misinformation, disinformation and conspiracy theories, which the 2025 guidance identifies as risks affecting attendance, wellbeing and vulnerability to exploitation.
 - Ensure safeguarding practice now reflects revised SEND terminology — KCSIE 2025 aligns language with the SEND Code of Practice, removing outdated diagnostic labels such as "spectrum/disorder".
 - Ensure the DSL consults updated guidance regarding children in kinship care, reflecting expanded responsibilities of Virtual School Heads in KCSIE 2025.

6.3 To promote and show commitment towards the policy the Designated Safeguarding Lead will:

- Oversee the referral of cases of suspected abuse or allegations to Children and Young People's Services – Social Care and/or the Police.
- Provide advice and support to other staff on issues relating to child protection. Maintaining a proper record of any child protection referral, complaint or concern (even where that concern does not lead to a referral).
- Ensure that parents of children, young people and apprentices within the Charity are aware of the Charity's Safeguarding policy.
- Liaise with the appropriate Children and Young People's Social Care services, the Lincolnshire Children's Safeguarding Partnership and other appropriate agencies.
- Sharing pertinent and appropriate information with partner agencies and organisations.
- Ensure that staff receive annual training in safeguarding and child protection issues and are aware of the Charity child protection procedures.
- Provide an annual report to trustees of the Charity setting out how the Charity has discharged its duties. They are responsible for reporting deficiencies in procedure or policy identified by the Safeguarding Board, its subgroups or others to the governing body at the earliest opportunity.
- Have received training in child protection issues and inter-agency working, as required by the local Safeguarding Board, and will receive refresher training at least every 2 years.
- Ensure that the Charity has procedures and policies which are consistent with the local Safeguarding Board's procedures.
- Ensure that each year the governing body is informed of how the Charity and its staff have complied with the policy, including but not limited to a report on the training that staff have undertaken.
- Seek feedback from apprentices, making sure that they have a voice as to Charity safeguarding practice, policies and procedures.

6.4 To promote and show commitment towards the policy all staff will:

- Know the name of the designated persons and her/his role
- Know that they have an individual responsibility for referring safeguarding concerns to a designated member of the Safeguarding Team and understand the procedure.
- Follow the flowchart (appendix 3) for dealing with concerns, suspicions or disclosures of harm, abuse, risk of radicalisation, peer on peer abuse or any other safeguarding concern
- Know where the Safeguarding Policy is located have read and understood all associated procedures and appendices, including those on the local safeguarding board's website relating to Multi-Agency procedures, confirming annual compliance with this
- Actively involve themselves within regular safeguarding discussions, forums, meetings ensuring a good understanding of current safeguarding issues and procedures.
- Read and understand the 'Safeguarding for All Policy and Part 1 of the 'Keeping Children Safe in Education' 2025 statutory guidance for schools and colleges.
- Read and understand the 'Working Together to Safeguard Children' 2023 document.
- Recognise misinformation, disinformation, and conspiracy theories as safeguarding harms that can contribute to radicalisation, exploitation, bullying or attendance issues.

- Recognise that technology-related risks now explicitly include AI-generated abusive content, deepfakes, manipulated images and synthetic media.
- Understand updated SEND terminology and recognise safeguarding vulnerabilities in learners with additional needs without outdated diagnostic language.
- Recognise that absence (not just missing episodes) is now described in KCSIE 2025 as a key safeguarding indicator.
- Support cyber-security expectations within their role — including reporting cyber incidents, suspicious emails and breaches.
- Contribute to the culture of safety, which promotes a positive, supportive and secure environment, including online, which provides all with a sense of respect and value. Acknowledging the importance of and showing professional curiosity
- Challenge instances of prejudice-related behaviour of staff and students, including but not limited to instances of sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Fostering a culture that all forms of such abuse, including sexual violence/harassment, are unacceptable and will not be tolerated
- Understand that children and adults may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful
- Never agree with a student to maintain confidentiality where there is a safeguarding concern
- Have an awareness of behaviours and associated dangers/risks linked to issues such as drug and alcohol misuse, unexplained and or persistent absences from home/care/education, family circumstances, seeing/hearing or experiencing the effects of domestic abuse and violence, online/social media activity and consensual and non-consensual sharing of nudes and semi-nudes
- Identify concerns early to prevent them from escalating; being alert to the signs and indicators of abuse and neglect, suspicions or disclosures of harm, extra-familial harm, risk of radicalisation, modern slavery, trafficking or exploitation, sexual abuse (including sexual harassment/violence and exploitation), domestic abuse in their intimate relationships (teenage relationship abuse), criminal exploitation, grooming, anti-social or criminal behaviour, serious youth violence and county lines
- Be aware that students can abuse other students, referred to as 'child-on-child' or 'peer-on-peer' abuse, and can manifest itself in many ways, including face-to-face, online or both concurrently
- Understand that students can be at risk of harm inside and outside the college community, within or outside the home environment and online
- Recognise that technology is a significant component in many safeguarding and well-being issues. Online peer-on-peer abuse can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, including those that are AI-generated, misinformation, disinformation (including fake news) and conspiracy theories
- Understand that some groups can be more vulnerable to risk, such as those with Special Educational Needs and Disabilities (SEND), certain health conditions, females, gender questioning LGBTQ+, care leavers, children in care and those previously in care and separated migrant children • Recognise that mental health problems can, in some cases, be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation

- Be aware of the safeguarding response for children who are absent from education, especially for repeated or prolonged periods, as this is a key indicator of potential abuse and exploitation. This includes, but is not limited to, neglect, child sexual exploitation (CSE), and child criminal exploitation (CCE), particularly county lines. Prompt referral to children's services is required where such absence raises a safeguarding concern
- Raise any concerns about poor, unsafe or safeguarding practices to the DSL. If, for any reason, they are unable to do so, raise them to the Chief Executive Officer (CEO) or Chair of Trustees, through the Whistleblowing Policy or via the NSPCC whistleblowing helpline
- Attend training from the point of their induction and undertake annual refreshers, so they know:
 - Their personal responsibility
 - The need to be vigilant in identifying cases of abuse
 - How to support and to respond to a child, young person or vulnerable adult who tells of abuse

6.5 To promote and show commitment towards the policy trustees will:

- Designate a Trustee for child protection and safeguarding who will oversee the inspire+ policy and practice and champion safeguarding issues
- Appoint an appropriate senior member of staff from the leadership team to the role of Designated Safeguarding Lead
- Review safeguarding policies and procedures annually
- Liaise closely with the Designated Safeguarding Lead to monitor procedures and practice, and ensure compliance.
- Safeguarding Partnership Boards (Children and Adults) 'Interagency Procedures'
- Ensure a robust policy is in place around safer recruitment and audit the Single Central Record inspire+ Safeguarding for All Policy
- Ensure safe and timely management of concerns and allegations
- Ensure deficiencies or weaknesses in safeguarding arrangements are remedied without delay
- Understand that information on individual child protection cases or situations is confidential and will not be discussed.
- Keep up to date with Prevent and Safeguarding training
- Will receive termly and annual Safeguarding Reports In addition, staff will receive regular updates on local and national themes

7. The Prevent Duty

inspire+ recognises it has a legal responsibility to fulfil the Prevent duty statement. The Prevent duty statement is to have due regard to the need to prevent people from being drawn into terrorism.

Prevent is one of the four elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism. The PREVENT strategy:

- responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
- provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that need to be dealt with.

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

The Home Office works with local authorities, a wide range of government departments and community organisations to deliver the Prevent strategy. The police also play a significant role in Prevent, in much the same way as they do when taking a preventative approach to other crimes.

The Home Office uses a range of measures to challenge extremism in the UK, including:

- where necessary, preventing apologists for terrorism and extremism from travelling to this country.
- giving guidance to local authorities and institutions to understand the threat from extremism and the statutory powers available to them to challenge extremist speakers.
- funding a specialist police unit which works to remove online content that breaches terrorist legislation.

supporting community-based campaigns and activity which can effectively rebut terrorist and extremist propaganda and offer alternative views to our most vulnerable target audiences - in this context they work with a range of civil society organisations. • supporting people who are at risk of being drawn into terrorist activity through the Channel process, which involves several agencies working together to give individuals access to services such as health and education, specialist mentoring and diversionary activities.

- Prevent Duty awareness must now explicitly include understanding of misinformation, disinformation and conspiracy theories as pathways to radicalisation.
- Staff must understand that AI-generated materials (deepfakes, synthetic extremist propaganda, manipulated images/videos) can contribute to radicalisation and harm.
- Staff should recognise that exposure to harmful online ecosystems may appear via social media “rabbit holes”, algorithm amplification or anonymous peer-to-peer group chats.

7.1 CHANNEL

This is the referral process and forms a key part of the Prevent Duty. The referral process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

National Prevent Contact Number: **0800 011 3764** (this will then refer them to the correct point of contact). In an emergency please dial 999.

The Counter Terrorism & Security Act (2015):

- This Act places a duty on specified authorities, including Further and Higher Education, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent Duty).
- The Charity is committed to supporting vulnerable students through its safeguarding policies and procedures and recognises that this can support the Charity's contribution to the Prevent duty.
- The Charity has engaged positively with, and will continue to promote the value of, the Workshop to Raise Awareness of Prevent (WRAP) to ensure all staff have the skills and knowledge to refer any concerns appropriately. Referral for any issue concerning potential radicalisation to extremism should be managed as any other safeguarding referral.

7.2 Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and extremism and in some cases to then participate in terrorist groups. Radicalisation pathways now explicitly include online influences such as conspiracy communities, anti-democratic movements, misogynistic "incel" ideology, or AI-generated extremist content

7.3 Extremism

Extremism is defined by the Crown Prosecution System (CPS) as: "The demonstration of unacceptable behaviour by using any mean or medium to express views, which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts;
- Foster hatred which might lead to inter-community violence in the UK

Online extremist content increasingly uses synthetic media (AI-generated videos, deepfakes, manipulated images) to confuse, mislead or recruit vulnerable individuals.

7.4 Practice which Contributes to Prevent and Protects Apprentices and Employees from Radicalising Influences

- inspire+ Safeguarding Policy For All features reference to the Prevent agenda to ensure it is within the protective work we do to safeguard our apprentices, employees visitors.
- Training sessions on specific and wider Prevent Agenda issues maximise the opportunities for expert input to develop staff awareness
- Our work to promote Equality and Diversity within inspire+ through the enrichment activities incorporate British Values, contribute to good community relations and reduces the risk of radicalisation
- All staff are DBS checked and details held on a central record, with all recruitment processes in line with "Safer Recruitment" guidance
- We have appointed a Designated Safeguarding Lead and risk assessments are in place and checked annually

7.5 Ensuring Apprentices and Employees are resilient to Extreme Narratives

- inspire+ works with employers to ensure learners are not exposed to risks associated with extreme narratives and have an awareness of Prevent and British Values.
- Staff must have an open culture which allows freedom of speech and exploration of issues that affect learners locally, nationally & internationally. The team are expected to understand & embed British Values into the apprenticeship delivery to ensure apprentices are aware of them, can evidence, exemplify and understand.
- Apprentices through training provided will be required to understand how to keep themselves protected from risks associated with radicalisation, extremism, forms of abuse, grooming, bullying & staying safe online.

7.6 Identifying changes in Apprentice and/or Employees behaviour - Early Warning Signs

When an employee, young person or apprentice is being drawn into or attracted by an extremist ideology, it is likely that this will manifest itself in some way, i.e. there will be certain behaviours or changes in a person that are visible.

Employees are more likely to spot these behavioural differences because they have regular and continued contact with children, young people or apprentice.

The following 'early warning signs' for employees and apprentices and have all been identified from Prevent referrals over the last few years:

- Accessing extremist material online, including through networking sites (e.g. Facebook, YouTube)
- Graffiti symbols, writing or artwork promoting extremist messages or images
- Changes in behaviour and/or friendships
- Wearing clothing and/or logos that are indicative of an extremist group
- Voicing opinions drawn from extremist ideology or narrative
- Use of extremist or hate terms to exclude others or incite violence

If concerns have been raised about a child young person or apprentice the staff member will contact Designated Safeguarding Lead. They will make an assessment based on the information available. In extreme cases the case will be submitted to CHANNEL, a multi-agency support mechanism that can assess more serious concerns and work with the child and their family to reduce any risks of harm.

7.7 Procedures for referrals

It is important for staff members to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach or coach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer all concerns immediately to the Designated Safeguarding Lead. For specific procedures for referrals please follow referral flowchart (see appendix 3.)

7.8 Prevent Risk Assessment

Along with recommendations from Channel, inspire+ risk assesses Prevent to address each component of risk and how to mitigate. This document can be found in the Policy Folder located on the Core Team-Office Documents-Policy. This documents is reviewed three times per year and links to the safeguarding development plan.

7.9 Related Policies and Procedures

Key charity policies that contribute to the overarching Safeguarding for All Policy are listed below. Each of these policies addresses the charity strategy and operations relating to key charity activities and safeguarding provision is made within all activities.

Prevent Policy

Health and Safety Policy

Safer Recruitment Policy

Whistle Blowing Policy

Prevent Risk Register

Risk Assessment Policy

Anti-Harassment & Bullying Policy

Equality & Diversity Policy

Single Equality Scheme

Acceptable IT Use Policy

Fitness to Study Policy (Inclusion Policy)

8. Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Online sexual harassment now includes AI-generated sexualised images (deepfake pornography) of children.

Staff must recognise the rise of synthetic sexual imagery used to shame, control or manipulate young people.

Misogynistic and misogynoir narratives (often algorithm-driven) are recognised risk indicators.

8.1 inspire+ staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and, challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

8.2 Sexual harassment

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 school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment may now occur through AI chat tools, image-generation tools, or anonymous online platforms

Staff must understand the heightened complexity of distinguishing real vs synthetic sexual images.

Whilst not intended to be an exhaustive list, 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

8.3 Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

8.4 The response to a report of sexual violence or sexual harassment

The initial response to a report from an apprentice is incredibly important. inspire+ understands that not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about an apprentice or an apprentice makes a report to them, they should follow the referral process as set out in Appendix 3. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or deputy). When digital evidence includes deepfake or AI-generated material, staff must avoid making assumptions about authenticity and immediately refer to DSL. *Staff should not attempt to investigate image authenticity themselves.*

9. Protecting Apprentices and Students/Pupils at Risk

The Charity recognises that children, young people or apprentices who have been abused or witness to abuse can find it difficult to develop a sense of self-worth or view the world as a positive place. The charity may be the only stable, secure and predictable element of an 'at risk' learner's life. However, it is important to note that the behaviour of a child, young person or apprentice at risk may present as challenging, defiant or withdrawn.

inspire+ recognises that all children, young people and apprentices can be at risk of harm and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. In addition, certain groups of learners have the potential to be more vulnerable and at risk. These are:

- Children requiring mental health support
- Care Leavers
- Looked after children and previously Looked After Children
- Children and adults with Special Educational Needs and or Disabilities

Children, young people and apprentices with Special Educational Needs and/or Disabilities Evidence suggests that those with Special Education Needs and/or Disabilities (SEND) are more likely to suffer neglect or be abused. inspire+ safeguards all children, young people and apprentices but it particularly aware of the need to protect and safeguard this vulnerable group. Children, young people and apprentices with SEND are identified and recorded on application and stored within its MIS systems. Personal files are read by all staff who work with the child, young person or apprentice. Educational, Health and Care Plan (EHCP) outcomes are also recorded and regularly reviewed with the learner's parent/guardian/carer and Local Authority.

Children, young people and apprentices with SEND can face specific challenges which staff should be aware of:

- Higher risk of being left out
- Disproportionate impact of bullying
- Difficulties with communication which can make disclosures and investigations difficult

- Awareness that behaviour, mood and injury may relate to abuse and not just their SEND

inspire+ aims to identify apprentices at risk through a variety of methods:

- Application and enrolment screening
- School liaison and references
- EHCP consultations and review process
- Induction process
- Additional Learning Support team screening
- Disciplinary referrals
- Academic and support staff reporting and monitoring
- Welfare and mentoring staff reporting and monitoring
- Self-referral

inspire+ aims to protect and support apprentices by:

- Forging excellent working partnerships with employers, other education providers and agencies which, in turn, can help to inform as to an apprentices specific issues and needs.
- A curriculum which encourages confidence, self-esteem and self-motivation
- A whole organisation 'culture of safety' which promotes a positive, supportive and secure environment which provides all with a sense of being respected and valued
- Consistent implementation of learner codes of conduct and behavioural policies which ensure that apprentices know that some behaviour is unacceptable
- Continuing support and activities of additional learning, student liaison and welfare and guidance teams within the Charity and partner colleges such as IEG support and welfare team.
- Strong links with external partners as well as local and national agencies to ensure a multi-disciplinary approach to support for apprentices
- Development of a responsive and knowledgeable staff group, trained to respond appropriately in safeguarding situations
- Effective absence reporting, which can be an early indicator of concern
- Apprentices being encouraged to state how 'safe' they feel via learner voice opportunities and pastoral tutorials which also encourages apprentices to adopt safe and responsible practices
- Fortnightly meetings held where key members of staff discuss apprentice concerns and progress, collaboratively coordinate action and support for priority cases
- Collecting two emergency contact details at the point of enrolment

In order to protect apprentices, children and young people educating against common dangers and risks is important. The following safeguarding themes are covered within the structured tutorial programme delivered by tutors. Topics include:

- Sexual health and relationships
- Prevent
- Mental health and resilience
- Drugs and legal highs
- Pornography awareness
- Drugs and alcohol
- Anti-bullying
- Healthy eating
- Keeping safe online

Inspire+ also works closely with its partner college IEG and engages in cross-college events are also organised to support the development of children, young people and apprentices awareness of these issues and how to keep themselves safe.

Persistent or unexplained absence is now explicitly highlighted in KCSIE 2025 as a potential indicator of sexual abuse, criminal exploitation, CCE/CSE, county lines, or online grooming.

Staff must recognise risks from deepfake sexual images, AI-generated exploitation materials, grooming via anonymous platforms and algorithm-amplified harmful content.

SEND terminology now aligns with updated SEND Code of Practice — removing outdated “spectrum/disorder” terminology.

10. Early Help

The Charity adopts and works with its partner college model of ‘Team Around the Student’ (TAS), which is in line with the multi-disciplinary approach of ‘Team Around the Child’. This approach supports students who are at risk. Early Help assessment should include indicators of online harm, including disinformation-linked vulnerability, AI-enabled abuse, or digital exploitation risks.

11. Online Safety and Monitoring Online Usage

The Charity recognises that ensuring apprentices are safe online is a key safeguarding responsibility. As a result, the Charity uses its partner College, Inspire Education Group-Safe platform, a web filtering and key stroke filtering piece of software. The suppliers Smoothwall monitor all activity and report concerns into the College’s Safeguarding Team daily who will then in turn pass this onto the Charity’s Designated Safeguarding Lead. This is an enhanced tool and will assist us in monitoring online and key stroke activity. Online safety is also covered as part of Tutorials on Study Programmes.

It is important that all staff who interact with children, young people and apprentices including working online, continue to look out for signs a child, young person or apprentice may be at risk. Any such concerns should be dealt with in accordance with inspire+ Safeguarding for All Policy and where appropriate, the Safeguarding Team should be notified and made aware of any concerns.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views.
- **Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults.

- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing, and financial scams. For those risks, reports can be made to The Anti-Phishing Working Group at personal online behaviour that increases the likelihood of, or causes, harm; for <https://apwg.org/>

Online harms now explicitly include misinformation, disinformation and conspiracy theories. Staff must recognise AI-generated sexualised content, synthetic imagery, deepfakes and manipulated media as safeguarding risks. Filtering and monitoring systems must be reviewed annually using the DfE's 2025 self-assessment tools. Cyber-security standards (secure networks, MFA, regular patching, tested backups) are now explicitly linked to safeguarding expectations.

12. Links and Referrals within the Local Authority

Lincolnshire Safeguarding Children Partnership

[Lincolnshire Safeguarding Children Partnership – About the LSCP - Lincolnshire County Council](#)

To report a concern please call:

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

Adults safeguarding - 01522 782155 (Monday to Friday, 8am to 6pm)

or 01522 782333 (outside office hours)

Local Authority Designated Officer (LADO)

LADO Office

Tel: 01522 554 674

E-mail: LSCP_LADO@lincolnshire.gov.uk

Lincolnshire Police

Telephone on 01522 532 222 or Divisional Unit on:

Lincoln: 01522 885 316/7

Gainsborough: 01427 816 316/7

Sleaford: 01529 302 420 Ext 3873

Grantham: 01476 403 316/7

Spalding: 01775 722 233 Ext 2655/6

Boston: 01205 312 241/2

Skegness: 01754 764 316/7

Email: lscp@lincolnshire.gov.uk

Oversee and manage the process of investigation relating to allegations against individuals working with children or young people in a paid or voluntary capacity. This could also include concerns around an individual's conduct, which indicates they may pose a risk to children.

Cambridgeshire Safeguarding Children's Partnership (IEG/Apprenticeships)

To report a concern contact Children's Social Care Services on tell: 0345 045 5203 (8am-6pm Monday to Friday) or the Emergency Duty Team (Out of Hours) on 01733 234724.

Norfolk Safeguarding Children's Partnership (Apprenticeships)

To report a safeguarding concern please call: 0344 800 8020.

LADO: LADO@norfolk.gov.uk

13. Preventing Unsuitable People from Working with Children and Young People

The Trustees and Senior Leadership Team are responsible for ensuring that inspire+ follows safe recruitment processes, including:

- Ensuring that staff responsible for recruitment have the necessary guidance on how to conduct safer recruitment, including that they keep the required records of interviews and questions asked etc. in line with the Safer Recruitment and Selection Policy. Staff responsible for recruitment are required to access the guidance available from HR and seek their advice as required
- Operating safe recruitment practices for its employees and visitors including ensuring appropriate DBS, self-declaration, identity, right to work, health and reference checks are undertaken according to according to Part 3 of 'Keeping Children Safe in Education'. This is in conjunction with the Safer Recruitment and Selection Policy, Disclosure and Barring Service Policy and Employment References Policy
- Ensuring any new recruits who do not have a valid DBS disclosure will not be allowed unsupervised access to children under the age of 18 or vulnerable adults until this has been received. A risk assessment will be undertaken and agreed by the CEO on every occasion before the member of staff can commence employment
- Ensuring the upkeep of a single central record of all staff, volunteers, trustees and frequent visitors (visiting associates) in accordance with government guidance and the Disclosure and Barring Service Policy
- Referring to the DBS and any other relevant professional bodies anyone who has harmed, or poses a risk of harm, to a child/young person/vulnerable adult
- Ensuring existing staff complete and sign an annual self-declaration asking whether, since their last DBS check, they have received a conviction, caution, reprimand or a warning which has been recorded on a police central record, (includes 'spent' and 'unspent' convictions) or if any information has been held locally by police forces that are grounds to be considered relevant. This also includes any information that may be held on the DBS's children and adults barred list.

All new staff will be subject to the new Vetting and Barring Scheme (VBS) in line with the Charity's 'recruitment policy'. This is a checking process combining the previously used ISA and DBS.

All interviews for new staff include a safer recruitment trained member of staff present and a question in regard to safeguarding and at least one member of the interviewing panel will have undertaken the 'safer recruitment training'. Agency workers and contractors with 'intensive' or frequent contact with Children and /or vulnerable adults will be expected to have an enhanced DBS check. The Charity will carry out all necessary checks to ensure the vetting checks carried out by the agency are for the same person presented at the Charity.

Online pre-recruitment checks must include social media/online presence reviews.

Staff involved in recruitment must understand AI-generated online profiles, manipulated content and digital identity fraud as potential safeguarding risks

The associated 'Recruitment and Selection Policy' gives greater detail to the process. Records of all staff are kept confidentially by HR in the single central record.

13.1 Existing staff

If an existing member of staff changes job role they will be subject to a new DBS check.

It is the responsibility of every member of staff to disclose to the Charity any criminal convictions that are incurred during their employment. Failure to do so will be considered a disciplinary offence and in some circumstances may lead to dismissal.

13.2 Appointment of Agency Workers and Contractors

Agency staff will not be allowed unsupervised access to children under the age of 18 or vulnerable adults unless they have had a DBS check at an enhanced level without a break of service of more than 3 months.

Contractors will not be allowed unsupervised access to children under the age of 18 or vulnerable adults unless they have had a DBS check at an enhanced level. Access to charity premises and training will be restricted and adequate supervision maintained.

13.3 Trustees

inspire+ ensures that all new trustees will have an enhanced DBS check.

14. Training

All staff will receive training to familiarise them with child protection issues and responsibilities and the Charity procedures and policies. The Charity will undertake a rolling programme of training aimed at ensuring that:

- All newly recruited staff have a clear understanding of their role and responsibilities in safeguarding children and young people and are aware of the associated procedures.
- All senior managers and the designated trustees are familiar with their role and responsibilities.
- All staff are aware of their role and responsibilities and receive guidance on how to deal with suspicions or disclosures of abuse.
- Members of staff must renew their training every year and designated safeguarding staff undertake an annual update and Designed Safeguarding Training every two years.

- All Trustees will undertake the Education and Training Foundation Prevent training and Safeguarding training. The Safeguarding Trustee will receive regular updates and meet with the Designed Safeguarding Lead and Deputy Safeguarding Lead. The trustees will receive a termly Safeguarding Report from the DSL.

Where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, the NSPCC whistleblowing helpline is available on 0808 800 5000 or email help@nspcc.org.uk

15. Procedures

It is the duty by law of any member of staff, volunteer or visitor who receives a disclosure of abuse, or suspects that abuse may have occurred, to report it to a member of the safeguarding team. If a member of the team cannot be found then the matter should be brought to the attention of the most senior member of staff. All staff must follow the Safeguarding for all Flowchart (Appendix 3)

Written disclosures need to be recorded and passed onto the relevant DSL should be alerted to any new cases. Concerns and disclosures can also be made to the confidential email address safeguarding@inspireplus.org.uk

If appropriate, the member of the safeguarding team will refer cases of suspected abuse or allegations to the relevant Local Safeguarding Children's Partnership by telephone in accordance with the Local Safeguarding Partnership Procedures. In some cases it may be appropriate for the Police to also be contacted.

It is not the job of the Charity to investigate allegations; this is the responsibility of the Authorities. However, essential information may help these investigations and details such as learner's name, address, and date of birth, family composition, and reason for referral should be recorded. The name of the person who initially received the disclosure and whether or not the parents/guardians of the learner are aware of the referral should also be included. Staff must not attempt to verify authenticity of questionable digital content (including suspected deepfakes). Concerns linked to online harms, misinformation or AI-generated content should be treated with the same seriousness as physical-world concerns.

Advice and guidance can be obtained from the Local Safeguarding Children Partnership.

Support will be made available for staff dealing with safeguarding issues.

16. Professional Confidentiality

A member of staff must never agree with a learner to keep a secret and where there is a safeguarding concern this must be reported to a member of the students and may require further investigation by the appropriate authorities.

Staff will be informed of relevant information in respect of individual cases on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially by themselves.

Staff must understand that confidentiality applies equally to digital safeguarding data, including cyber-security incidents, filtering/monitoring outputs and AI-linked harms.

17. Creating and maintaining a culture of Safeguarding for All and Prevent at inspire+

17.1 Employees

All members of staff will be expected to have a good understanding of the Safeguarding for All and Prevent Policy and will be linked to their appraisal process. During staff induction training this will be shared with them and staff members will be asked to complete Safeguarding and Prevent CPD provided through Lincolnshire Safeguarding Partnership and other recommended providers. Staff will be asked to complete this annually alongside safeguarding refresher training conducted twice a year.

Safeguarding and Prevent will be a fixed agenda item on each team meeting. This will ensure that the profile of the Safeguarding and Prevent policy consistently high and that the culture within the charity support this agenda. Visual notice boards in common areas, regular training and support will ensure that employees are able to understand and implement the policy. Training needs will be updated through the charities and employees professional development logs and reflections as outlined within the charities CPD and training policy. The charity will ensure that employees are fully aware of how to recognise the signs and types of abuse during this training. During this training employees will be shown how to give advice and protect themselves and apprentices against radicalising influences and show techniques how to become resilient to extreme narratives. This aims to protect and prevent abuse towards apprentices.

17.2 Apprentices

Apprentices will receive training during a two-week induction which will include sessions and activities about the Safeguarding and Prevent agenda. This training will be revisited throughout the year as part of the charities Safeguarding and Prevent risk assessment and action plan. During this training apprentices will be shown how to protect themselves against any type of harm and abuse and be advised as to the correct procedures and members of staff to contact in the event of a safeguarding or Prevent concern. This will include how to protect themselves against radicalising influences and show techniques how to become resilient to extreme narratives. This aims to protect and prevent abuse towards apprentices. Regular safeguarding updates to cover various topics will be delivered to our apprentices on a termly basis. Staff and apprentices must be educated in recognising misinformation, disinformation and online manipulation as part of safeguarding culture.

- Digital resilience, critical thinking and healthy online engagement must now be explicitly taught.
- Staff must understand cyber-security practices that directly protect children's data and welfare.

18. Records and Monitoring

The Charity maintains up to date and accurate records of any cause for concern in regard to our staff and apprentices. There is also indication of the status of each individual case and when it is deemed appropriate to pass this information to other agencies. Our recording system will collate and share information with the relevant parties where relevant.

Members of staff receiving a disclosure of or noticing signs of abuse should use the safeguarding@inspireplus.org.uk email address or the Charity safeguarding referral form (found in the safeguarding folder on internal drive) to record these concerns as accurately and as soon as they can. These forms should be passed to a member of the safeguarding team and will be kept securely in a confidential cabinet in the room used by the safeguarding officer. A confidential database accessible only by safeguarding members is kept up to date and monitors the charity case load. This database also provides statistics that help to inform the nature of support and where extra resources may be needed by our apprentices.

Records will include:

- A clear and comprehensive summary of the concern
- The individual's wishes and feelings
- Details of how the concern was followed up on and resolved
- Details of any action taken, decisions reached, and the outcome
- When decisions are made to share or withhold information, who the information has been shared with, and why
- Discussions that have taken place with parents, other agencies, or if a decision has been made not to discuss it with parents, the rationale must be recorded
- Details of instances where referrals were not made to another agency, such as the Local authority, children's social care, or the Prevent program, etc
- Records must reflect consideration of online harms, including misinformation-linked behaviours and AI-generated content.
- When information is shared or withheld, staff must document: who it was shared with, why, and what the decision-making rationale was.
-

Signed:



Vincent Brittain, Chief Executive Officer

Next Review Date: February 2026

Appendix 1 - Key Definitions and Concepts

‘Safeguarding’ and ‘Child Protection’ – are often terms used interchangeably, and they have different meanings. Safeguarding is what we do for all children and young people, whilst Child Protection refers to the procedures we use for children and young people at risk of significant harm or who have been harmed.

Where local authorities believe a young person is suffering, or likely to suffer, significant harm, they have a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a young person.

Children in Need

Children and young people who are defined as being “in need” under Section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of service(s). A child with a disability is a child in need.

Significant Harm

The concept of significant harm is the threshold that justifies compulsory intervention into family life in the best interests of the child or young person and gives local authorities a duty to make enquires as to whether to take action (Section 47, Children Act 1989) to safeguard or promote the welfare of a young person who is suffering, or likely to suffer significant harm. The Act also gives powers to the Police to take emergency action to protect a young person from significant harm.

Child Sexual Exploitation

Child Sexual Exploitation is the term used for contact or non-contact child sexual abuse when there is any actual or attempted abuse of a child’s vulnerability or trust and an opportunity for the abused to enhance their social standing or receive payment from third parties. Non-contact abuse includes online grooming and sexual exploitation. (DoH 2014)

Abuse

Abuse now includes harms delivered through AI-generated materials, deepfake sexual imagery, synthetic grooming attempts, and online conspiracy-based radicalisation.

Appendix 2 - Types of Abuse and how to recognise them

As part of the annual training to staff and apprentices the following types of abuse and how to recognised will be covered.

Lists of signs and symptoms cannot provide a definitive diagnosis of abuse and many children or young people at some time of their life may exhibit one or maybe more of them. However, such signs and symptoms may suggest abuse if a young person exhibits either several of them, perhaps within a short space of time, or an extreme form of a particular symptom, or if a pattern of signs and symptoms emerges.

It is important that staffs are aware of the signs and symptoms and, whilst they may be indicative of some other problem or issue, the possibility that the young person is being abused

should not be discounted. Any concern about a young person who is showing signs of abuse or of being at risk of abuse should be followed up with the Students.

Physical Abuse

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

Possible signs:

- Bruises and scratches to face and head
- Pinch bruises or bite bruises
- Bruising around both eyes simultaneously
- Torn frenulum (skin linking upper jaw and lip)
- Fingertip bruising on front and back of chest (gripping)
- Finger or hand marks on any part of the body
- Ligature marks on either neck, arms or legs
- Cigarette burns
- Linear or shaped burns or bruises (e.g. iron/radiator)
- 'non-cascade' scalds
- Head injury, may be no outward sign of injury
- Poisoning
- Bald patches
- Recurrent unexplained/untreated injuries or lingering illness

Possible behaviour:

- Explanation inconsistent with injury
- Refusal to discuss injuries
- Fear of going home or parents being contacted
- Arms and legs kept covered in hot weather or fear undressing
- Frozen watchfulness/cowering/flinching at sudden movements
- Withdrawal from physical contact
- Fear of medical help
- Admission of excessive punishment
- Running away
- Self-destructive tendencies

Emotional Abuse

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 child 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may

involve serious bullying (including cyber bullying) causing children frequently 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, though it may occur alone. Includes harm from online harassment, targeted misinformation, or conspiracy-based manipulation causing fear, humiliation or distress.

Possible Signs

- Speech delay, poor verbal ability, lack of communication skills
- Bed wetting, soiling (without physical cause)
- Lack of concentration, learning problems
- Unreasonable fear of new situations
- Eating disorders (over eating and under eating)
- Inappropriate emotional responses to stressful situations
- Low self-esteem
- Self-mutilation
- Alcohol, drugs, solvent misuse

Possible Behaviour

- Over reaction to mistakes
- Obsessive behaviour (e.g. rocking, twisting hair, sucking thumb)
- Withdrawal from relationships with other children
- Fear of parents being contacted
- Extremes of passivity or aggression
- Attention seeking
- Chronic running away
- Compulsive stealing, scavenging for food or clothes
- Impaired capacity to enjoy life

Neglect

Is the persistent failure to meet a child's basic physical and/or psychological need, likely to result in a serious impairment of the child's health or development. Neglect may occur during pregnancy 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 harm and external harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers) or ensure access to appropriate medical care or treatment.
- It may also include neglect or, or unresponsiveness to a child's basic emotional needs.
- Digital neglect e.g., lack of supervision online, exposure to harmful content.
-

Possible Signs

- Unkempt appearance, poor personal hygiene
- Poor skin/hair condition
- Drop through height/weight centiles

- Small stature (where not a family characteristic)
- Constant tiredness
- Repeated accidents
- Untreated medical conditions
- Inappropriate clothing
- Constant hunger
- Frequent lateness, or non-attendance at school
- Accidental self-poisoning

Possible Behaviour

- Chronic running away
- Compulsive stealing
- Scavenging of food and clothes
- Low self-esteem
- Neurotic behaviour (e.g. rocking, thumb sucking, hair twisting)
- Inability to make social relationships
- Tendency to destroy things

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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 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 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Possible Signs

- Wetting and soiling themselves
- Sudden drop in performance/poor concentration
- Obsessed with sexual matters as opposed to normal exploration
- Changes from being happy and active to being fearful and withdrawn
- Unexplained sources of money/gifts
- Urinary infections, bleeding or soreness in the genital/anal areas
- Vaginal discharge – vaginal warts
- Soreness and bleeding to the throat
- Chronic ailments e.g. stomach pains, headaches without obvious cause
- Eating disorders
- Becomes severely depressed
- Has a poor self-image
- Uses drugs/alcohol to excess
- Not allowed to have friends around or to go out on dates
- Fearful of undressing for physical education
- Venereal infection
- Pregnancy

Possible Behaviour

- Overly compliant behaviour
- Behaves in a sexually inappropriate way in relation to their age
- Withdrawn and unhappy, insecure and “clingy”
- Plays out sexual acts in too knowledgeable a way for their age
- Regresses to behavioural pattern of much younger children
- Say of themselves that they are bad or wicked
- Arriving early at school/College/training and leaving late with few, if any, absences
- Excessive masturbation – exposing themselves
- Drawings of sexually explicit nature
- Attempts to sexually abuse another child
- Recurring nightmares and/or fear of the dark
- Had a “friend who has a problem” and then tells about the abuse of “a friend”
- Self-mutilates/attempted suicide
- Running away
- Prostitution

Peer-on-Peer Abuse

Peer-on-peer abuse can take place in various forms. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

Honour-Based Violence

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of motivation) and should be handled as such. If in any doubt, staff should speak to the students.

Female Genital Mutilation (FGM)

FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Teachers must personally report to the Police cases where they discover that an act of FGM appears to have been carried out. As per the requirements set out in ‘Keeping Children Safe in Education 2024’ teachers who fail to report such cases will face disciplinary action.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of once or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning difficulties, for example). In addition, some communities use religion and culture as a way to coerce a person into marriage.

Child Sexual Exploitation

Child Sexual Exploitation is the term used for contact or non-contact child sexual abuse when there is any actual or attempted abuse of a child's vulnerability or trust and an opportunity for the abused to enhance their social standing or receive payment from third parties. Non-contact abuse includes online grooming and sexual exploitation.

Possible Signs (of CSE)

- unexplained gifts or new possessions
- associating with other young people involved in exploitation
- having older boyfriends/girlfriends
- suffering with STDs or become pregnant
- changes in emotional well-being
- misuse of drugs and alcohol
- missing for periods of time/go home late
- regularly misses training

Specific Issues and Further Information

Further information and specialise advice is available on areas such as forced marriage, female genital mutilation, those affected by drugs and alcohol abuse in families, fabricated illness, children abused through prostitution, complex (organised or multiple) abuse involving one or more abusers and a number of children. Forced marriage is a marriage conducted without the full consent of both parties where duress is a factor. This should not be confused with an "arranged marriage". Forced marriage is regarded as a form of domestic abuse for adults, and where children are involved, as a form of child abuse. Initial concerns should be reported to the Designated Staff who will liaise with appropriate agencies.

Appendix 3 - Procedures for Handling and Responding to Disclosures and Allegations of Abuse including Prevent concerns

The following brief notes provide guidance for employees who receive a disclosure or who have concerns about allegations of abuse including Prevent concerns.

In addition staff are encouraged to contact the Designated Safeguarding Lead if they have any initial concerns about the possible child protection situation.

Remember the Charity adopts a child centred approach and the wishes of the child or young person are at the centre of all our activities.

Staff must assume digital evidence (images, messages, videos) may be manipulated and must not analyse authenticity.

Staff must report concerns involving misinformation/disinformation or extremist online influence as safeguarding issues.

Receiving a Disclosure

DO

- Take allegations or suspicions of abuse seriously
- Respond with tact and sensitivity to anyone who confides in you
- Re-assure the person that it is right to speak to someone
- Allow the person to speak in his/her own way and time
- Discuss the need to refer to the appropriate person in Charity
- Make brief notes using the persons own words

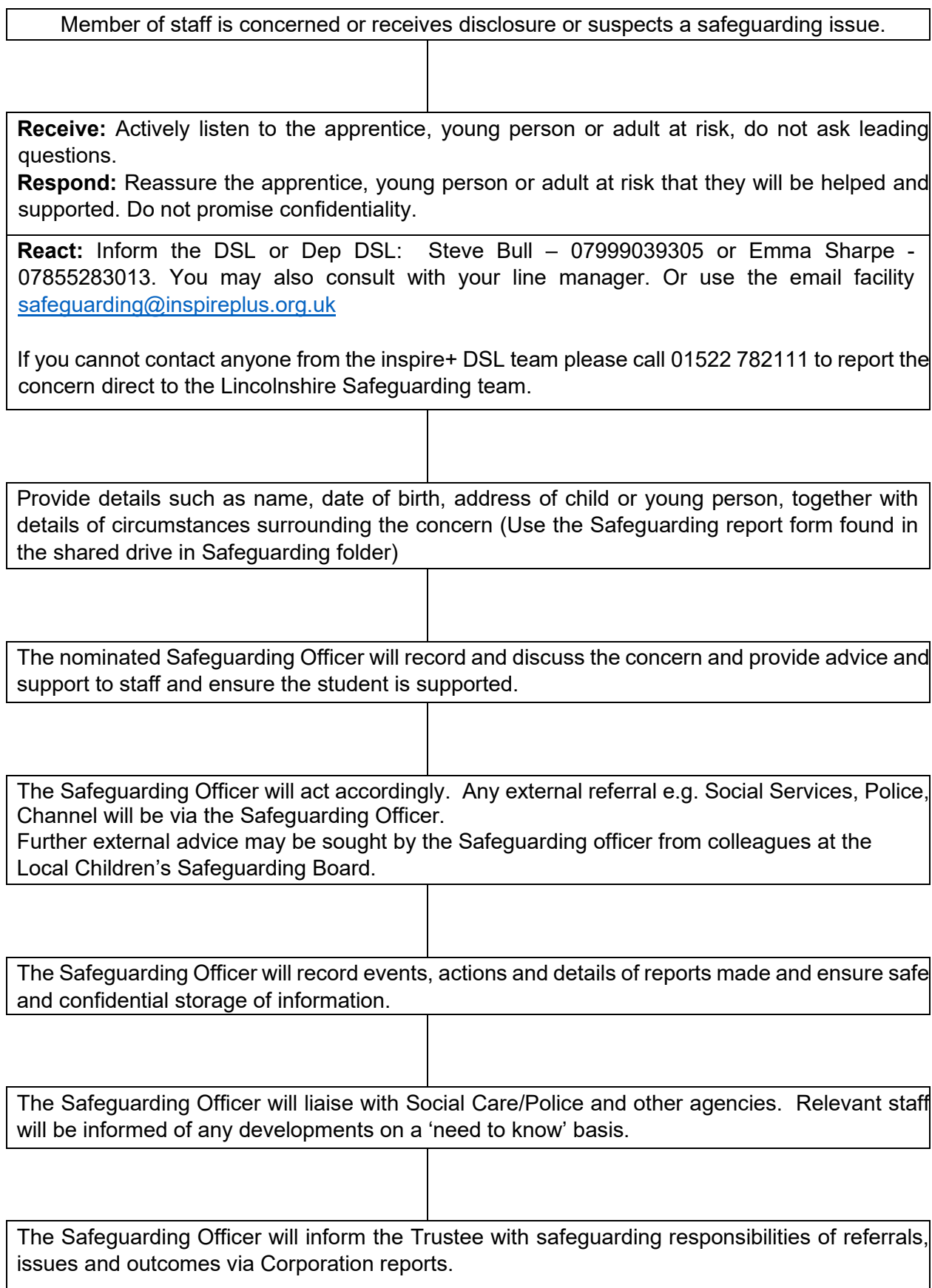
DON'T

- Promise confidentiality (only those who need to know will be told)
- Make judgements
- Investigate the allegation or suspicion of abuse
- Ask leading questions or probe for details
- Interpret what has been said or make assumptions about the situation
- Contact parents/carers before seeking advice

Following up a Disclosure, Allegation or Suspicion of Abuse

- Contact a member of the DSL as soon as practicable
- Provide written details (A Safeguarding Cause for Concern form can be downloaded from the shared drive in the safeguarding folder).
- All written information and rough notes will be retained by the DSL.
- The DSL will seek advice from the appropriate agencies
- Where there are serious concerns of 'significant harm' the DSL will refer immediately to the Lincolnshire Children's Safeguarding Board.
- If urgent hospital treatment is needed for a young person whilst on Charity premises or wherever training takes place, inform the DSL if this relates to a child protection issue.
- Both the young person, and if required, the member of staff to whom the disclosure was made can access support from partner college counselling and support services.

Flowchart: Dealing with Concerns



Appendix 4 - Support and Guidance for Apprentices and Staff

Employees can provide support and information to apprentices for further support. See below a list a possible support and guidance available for apprentices and staff.

- Keeping Children Safe in Education' – Sept 2024
- Forced Marriage Unit of the Foreign and Commonwealth Office
(<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/>)
NSPCC (www.nspcc.org.uk/)
- Child Exploitation and Online Protection Centre (CEOP) (www.ceop.police.uk/)
- National Domestic Violence Helpline
(<http://www.nationaldomesticviolencehelpline.org.uk/>) Women's Aid
(www.womensaid.org.uk/)
- Meeting Digital and Technology standards in schools and colleges.
<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/updates>
- NSPCC – Whistle Blowing Helpline – 0800 028 0285
- Police – 999
- NHS – 111
- Domestic Abuse line – 0808 2000 247
- NSPCC – 01733 207620
- www.Kooth.com – Offer online support for people with Mental Health concerns
- Samaritans – 0330 094 5717
- Womens Aid 24hr – 08454 103 123

The Charity also promotes 5 wells to wellbeing agenda. More information can be found at <https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/to-wellbeing/>

This policy has been assessed and considered for impact upon people who share the following protected characteristics and factors: race, gender and gender identity, disability (including learning difficulty), religion and belief, sexual orientation, age, pregnancy, maternity and marital status.