

Safeguarding and Wellbeing Policy

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1.0 Purpose and commitment

This policy explains how t2 group safeguards and promotes the welfare of every learner across its apprenticeship provision. It establishes the standards that employees, contractors, subcontractors and employer partners must follow when they identify, receive, record, share or respond to a concern.

t2 group believes that nobody should experience abuse, neglect, exploitation or avoidable harm. The welfare of children is paramount, and adults at risk must be supported in ways that uphold their rights, wishes, dignity and wellbeing. Safeguarding is everyone's responsibility and concerns must never be assumed to be someone else's problem.

We are committed to a culture in which learners feel safe, are listened to, know how to seek help, and have confidence that concerns will be acted on promptly and appropriately. Safeguarding practice will be proportionate, person-centred, trauma-informed and inclusive. (HM Government, 2026; Department for Education, 2026a).

2.0 Scope

This policy applies to all t2 group activity, whether learning takes place online, in an employer's workplace, at a t2 group or partner venue, during assessment, at an external event, or through telephone and digital contact. It applies to children and adult learners and to concerns arising inside or outside the learning or working environment.

It applies to all employees, agency workers, contractors, volunteers, consultants, subcontractors and any person acting on behalf of t2 group. Employer partners are expected to cooperate with safeguarding enquiries, provide safe workplaces and notify t2 group promptly of concerns that may affect an apprentice.

This policy primarily reflects law and statutory guidance applicable in England. Where a learner lives or works in another UK nation, the Designated Safeguarding & Wellbeing Lead will apply the relevant devolved legislation, procedures and referral routes.

3.0 Legal and regulatory framework

t2 group's arrangements are informed by the following legislation and guidance, as amended or replaced:

- Children Acts 1989 and 2004, and Children and Social Work Act 2017
- Working Together to Safeguard Children 2026 (HM Government, 2026)

- Keeping Children Safe in Education 2026, where applicable to children under 18 and education provision (Department for Education, 2026a)
- Care Act 2014 and the Care and Support Statutory Guidance, particularly adult safeguarding duties and the six safeguarding principles (Department of Health and Social Care, 2014)
- Counter-Terrorism and Security Act 2015 and Prevent duty guidance for England and Wales (Home Office, 2023a)
- Safeguarding Vulnerable Groups Act 2006 and Protection of Freedoms Act 2012
- Domestic Abuse Act 2021, Modern Slavery Act 2015 and Serious Crime Act 2015 (Home Office, 2022; Home Office, 2026)
- Equality Act 2010, Human Rights Act 1998 and Mental Capacity Act 2005
- Data Protection Act 2018 and UK General Data Protection Regulation
- Health and Safety at Work etc. Act 1974
- DfE information-sharing advice for safeguarding practitioners (Department for Education, 2024a)
- Ofsted Further Education and Skills Inspection Toolkit and operating guidance in force from September 2026 (Ofsted, 2026)
- Online Safety Act 2023 and the DfE filtering and monitoring standards for schools and colleges (Department for Education, 2024b)
- NICE guideline NG225 on self-harm and the suicide prevention strategy for England (NICE, 2022; Department of Health and Social Care, 2023)

Where guidance is updated during the life of this policy, t2 group will apply the current requirement and update its procedures without waiting for the scheduled annual review.

4.0 Definitions

Modern slavery is an umbrella term covering a range of serious forms of exploitation. In England and Wales, the statutory framework includes slavery, servitude, forced or compulsory labour and human trafficking. Exploitation can take many forms and may involve coercion, deception, threats, abuse of vulnerability or restriction of freedom.

4.1 Safeguarding

Safeguarding means taking action to protect people from abuse, neglect, exploitation and avoidable harm; preventing concerns where possible; recognising risks early; and working with the person and relevant agencies to secure appropriate help and protection. (HM Government, 2026).

4.2 Child

A child is anyone who has not yet reached their 18th birthday. A learner's 18th birthday does not end action already required to protect them, and transition into adult services must be planned safely where relevant (Children Act 1989; Department for Education, 2026a).

4.3 Adult at risk

For this policy, an adult at risk is a person aged 18 or over who has needs for care and support, is experiencing or at risk of abuse or neglect, and because of those needs is unable to protect themselves from that abuse or neglect. A learner may also be vulnerable to harm without meeting the statutory Care Act threshold; in those cases t2 group will still offer support and consider appropriate referrals (Care Act 2014, s.42; Department of Health and Social Care, 2014).

4.4 Abuse, neglect and exploitation

These terms include acts of commission and omission and may occur once or repeatedly. Harm can occur in person or online, at home, in a relationship, in a workplace, in the community, or within an institution. The person causing harm may be known to the learner, hold a position of trust, be another learner, or be unknown (Department for Education, 2026a; Department of Health and Social Care, 2014).

5.0 Forms of harm and indicators

Employees must remain alert to patterns, changes in behaviour and the learner's wider circumstances. A single sign does not prove abuse, and the absence of visible signs does not mean a learner is safe.

Concerns may include:

- physical, sexual, emotional or psychological abuse
- neglect and acts of omission, including self-neglect
- domestic abuse, including coercive or controlling behaviour and economic abuse
- financial or material abuse
- discriminatory, organisational or institutional abuse
- modern slavery, forced labour, trafficking or domestic servitude
- criminal or sexual exploitation, including county lines and cuckooing
- child-on-child abuse, sexual harassment, harmful sexual behaviour, bullying and cyberbullying
- stalking, image-based abuse, technology-facilitated abuse and online grooming
- forced marriage, so-called honour-based abuse, female genital mutilation and breast ironing
- radicalisation or susceptibility to terrorist influence

- hate crime, harassment or targeted abuse linked to identity or protected characteristics
- self-harm, suicidal thoughts, severe mental distress or risks arising from mental ill health
- unsafe working practices, abuse within care settings, or failure to meet health and safety duties
- homelessness, unsafe accommodation, missing episodes, substance misuse or exploitation linked to debt

Possible indicators include unexplained injuries, fearfulness, withdrawal, distress, sudden changes in attendance or performance, controlling relationships, unexplained money or possessions, hunger, poor hygiene, being collected by unknown people, concerning online activity, or disclosures from the learner or somebody else. Employees must report concerns rather than investigate them (Department for Education, 2026a; Home Office, 2022).

6.0 Safeguarding principles

Practice under this policy will be guided by the following principles (Department of Health and Social Care, 2014; HM Government, 2026):

Principle	How it is applied
Learner-centred	The learner's voice, safety, identity, communication needs and desired outcomes will inform decisions.
Early help	Concerns will be recognised and addressed as early as possible, before risk escalates.
Proportionate	Action will be appropriate to the level and immediacy of risk.
Inclusive	No learner will receive a lesser response because of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity, marriage or civil partnership, language, immigration status or socioeconomic circumstances.
Partnership	t2 group will work with learners, employers, parents or carers where appropriate, and statutory or specialist agencies.
Accountable	Decisions, rationale, actions and outcomes will be recorded, reviewed and subject to oversight.

7.0 Roles and responsibilities

Role	Core responsibility
Chief Executive Officer	Provides oversight and governance of Safeguarding and Wellbeing processes
Senior Leadership Team	Sets the safeguarding culture, approves policy, ensures adequate resources, receives assurance and holds leaders to account.
Safeguarding & Wellbeing Lead	Holds lead responsibility for safeguarding and online safety; manages referrals and complex cases; provides advice; maintains policy and procedures; oversees training, case records, quality assurance, risk analysis and reporting.
Deputy DSLs and safeguarding team	Act on delegated responsibilities, respond to concerns, maintain records, support learners and employees, liaise with agencies and deputise when required. Ultimate lead responsibility remains with the DSL.
Managers	Ensure employees understand and follow this policy, complete training, escalate concerns promptly and cooperate with safeguarding actions.
Learner-facing employees	Create safe professional relationships, check learner welfare, recognise indicators, listen, record facts and report concerns immediately.
All employees and representatives	Maintain professional curiosity, complete required training, follow safer working practice, protect information and report concerns about learners, colleagues or organisational practice.
Employer partners	Provide a safe workplace, suitable supervision and policies; respond to concerns; share relevant information; allow safeguarding contact with apprentices; and cooperate with risk assessments and referrals.
Learners	Treat others respectfully, use systems responsibly, report concerns and engage with support where they are able. A learner is never responsible for abuse committed against them.

8.0 Safer recruitment and professional conduct

t2 group will apply safer recruitment practices proportionate to each role. These include clear role descriptions, identity and right-to-work checks, employment history and references, criminal record and barred-list checks where legally permitted and required, consideration of overseas checks, and safeguarding questions during selection. Recruitment decisions and any risk assessments will be recorded. (Department for Education, 2026a, Part three).

Employees must maintain professional boundaries in every form of contact. They must use approved systems and business devices, must not undertake private or intimate relationships with learners, never exploit a position of trust, and report any situation that could be misunderstood. Personal social-media connections, secret communications, favouritism, inappropriate gifts, unnecessary physical contact and transporting learners outside authorised arrangements are prohibited unless a specific organisational procedure and risk assessment permits the activity.

Breaches may be managed under disciplinary, capability or safeguarding procedures and may be referred to the local authority designated officer, police, Disclosure and Barring Service, professional regulator or another appropriate body.

9.0 Training, induction and safeguarding culture

All employees will receive safeguarding and Prevent information at induction and regular updates thereafter. Training will be role-appropriate and cover recognition, disclosure, reporting, online safety, professional boundaries, child and adult safeguarding, mental health, exploitation, domestic abuse and local referral routes. DSLs and deputies will complete advanced and refresher training appropriate to their responsibilities (Department for Education, 2026a).

Safeguarding will be embedded through learner induction, reviews, curriculum and enrichment, employee communications, safeguarding champions, learner voice, thematic campaigns and employer engagement. t2 group will test whether learners understand how to keep themselves safe and how to report a concern, rather than relying only on evidence that information was delivered (Ofsted, 2026).

10.0 Responding to a disclosure or concern

When an any person (learner, employer or another third party) shares a concern with an employee at t2 group, that employee must (Department for Education, 2026a):

1. Listen calmly and give the person time to speak. Do not express shock, blame or disbelief.

2. Take the concern seriously. Do not promise confidentiality; explain that information will be shared only with people who need it to help keep someone safe.
3. Ask only open questions needed to clarify immediate safety, such as 'Tell me what happened' or 'Are you safe now?'. Do not investigate, lead the person or ask them to repeat their account unnecessarily.
4. If there is immediate danger, serious injury or urgent medical need, call 999. Stay with the person where safe to do so and follow emergency instructions.
5. Write a factual record as soon as possible, using the person's own words where relevant. Include date, time, location, people present, observed injuries or behaviour, immediate action and any wishes expressed.
6. Report the concern to the Safeguarding & Wellbeing team through MyConcern without delay. Urgent concerns must also be escalated directly to the DSL or deputy and must not rely solely on an electronic notification.
7. Preserve potential evidence. Do not confront the person alleged to have caused harm, contact witnesses, search devices or conduct an informal enquiry.

If the concern involves someone employed at t2 group, the DSL, a senior leader or organisational practice, you should follow the guidance set out in section 17 of this policy and do not alert the person concerned unless directed by the case manager.

11.0 Reporting and escalation routes

Situation	Required action
Immediate danger or life-threatening emergency	Call 999 first. Then notify the DSL or deputy as soon as it is safe and record the concern on MyConcern.
Urgent safeguarding concern without immediate emergency	Contact the DSL or deputy immediately and submit a MyConcern record. Do not wait until the next working day.
Non-urgent welfare or safeguarding concern	Submit a factual record on MyConcern as soon as possible and within the same working day wherever practicable.
Concern about an employee or person in a position of trust	Report directly to the DSL and the appropriate person within the People Team . If the concern is about the DSL, report to the Chief Executive or designated senior leader.
Concern about t2 group's response	Use the escalation, complaints or whistleblowing route. Employee retain the right to contact statutory agencies directly if they believe a person remains at risk.

Situation	Required action
Learner self-referral	Use the Learner Voice form, speak to any employee, or contact the Safeguarding & Wellbeing Team directly. Learner Voice form: Report a concern or request support

12.0 Recording and case management

MyConcern is t2 group's central safeguarding case-management system. Records must be factual, timely, clear and sufficiently detailed to show what was known, what was decided, why action was taken or not taken, who was consulted, the learner's wishes, referrals, follow-up and outcome (Department for Education, 2026a; Ofsted, 2026).

- Record the learner's words accurately and distinguish between fact, observation, professional judgement and third-party information.
- Do not diagnose, speculate, use blaming language or include irrelevant personal information.
- Upload relevant correspondence securely and avoid duplicating safeguarding information in email, local drives, notebooks or ordinary learner records.
- Record consent and capacity considerations, including the reason for sharing without consent where applicable.
- Keep cases under review until risk has reduced, responsibility has transferred appropriately, or closure is justified and recorded.

12.1 MyConcern system outage

Where MyConcern is unavailable, please follow the procedure below:

1. Email Safeguarding@t2group.co.uk with details of the concern
2. Ensure full learner details are shared
3. The Safeguarding and Wellbeing Team will acknowledge your concern once reviewed and make contact
4. Once service to MyConcern is restored, you will need to transfer the record to the MyConcern platform

13.0 Confidentiality, consent and information sharing

Safeguarding information is confidential but is not secret. It will be shared on a lawful, necessary and proportionate basis with people who need it to protect a learner or another person. Data protection

law does not prevent information sharing for safeguarding purposes (Department for Education, 2024a; Information Commissioner's Office, 2021).

Where safe and appropriate, employees will be open with the learner about what will be shared, with whom and why. For an adult with capacity, consent should normally be sought. Information may be shared without consent where there is a risk of serious harm, another person may be at risk, a child is involved, a serious crime may have occurred, coercion affects the decision, there is a legal requirement, or the public interest in safeguarding outweighs the person's expectation of confidentiality.

Decisions must consider necessity, proportionality, accuracy, timeliness, security and the minimum information required. The decision and rationale must be recorded, including when a decision is made not to share (Department for Education, 2024a).

14.0 External referrals and multiagency working

The DSL or an authorised deputy will determine whether to consult or refer to children's social care, adult social care, the police, Prevent or Channel, health services, a local authority designated officer, the Disclosure and Barring Service, a professional regulator, the Department for Education or another appropriate agency (HM Government, 2026).

A referral will not be delayed because information is incomplete if delay could increase risk. t2 group will cooperate with statutory enquiries, strategy discussions, safeguarding meetings and requests for relevant information. The learner and where appropriate, their parent or carer, will be involved unless doing so could increase risk, prejudice an investigation or conflict with the learner's rights and wishes.

If a referral is not accepted and t2 group remains concerned, the DSL will use the relevant local escalation or professional-disagreement procedure and continue to monitor safety (HM Government, 2026).

15.0 Prevent duty and British values

t2 group treats susceptibility to radicalisation as a safeguarding concern. Employees must report concerning changes, communications or behaviour through normal safeguarding routes and must avoid making assumptions based on religion, ethnicity, political opinion or identity. There is no single profile or checklist that proves radicalisation (Home Office, 2023a).

The DSL will assess the concern, seek advice from local Prevent partners where required and consider a Prevent referral. Channel is a voluntary, multi-agency early-support process; referral does not in itself criminalise a learner (Home Office, 2023b; Department for Education, 2026b).

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t2 group promotes democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. Learning will support respectful discussion and critical thinking. Political issues will be presented in a balanced way, and external speakers or resources will be subject to proportionate checks.

16.0 Online safety, filtering and monitoring

The same safeguarding standards apply to online, blended and face-to-face learning. t2 group will maintain proportionate technical and procedural controls for systems it manages, including acceptable-use expectations, access controls, reporting routes and review of online-safety risks.

Filtering and monitoring must support, not replace, vigilance, education and professional judgement (Department for Education, 2024b; Department for Education, 2026a).

Employees must use approved communication channels and devices, keep contact professional, avoid disappearing-message functions and personal accounts, and record safeguarding-relevant contact. Concerns may include grooming, harassment, extremist material, pornography, scams, image-based abuse, cyberbullying, doxxing, coercive control, misinformation and technology-facilitated exploitation (UK Council for Internet Safety, 2024).

17.0 Allegations and low-level concerns about t2 employees

An allegation may meet the harm threshold where a person working for or representing t2 group has:

- behaved in a way that has harmed or may have harmed a child or adult at risk
- possibly committed a criminal offence against or related to a learner
- behaved towards a child in a way indicating they may pose a risk of harm
- behaved in a way that indicates they may not be suitable to work with children or adults at risk, including relevant conduct outside work

All allegations and low-level concerns must be reported promptly. The DSL and the People Team will agree immediate safeguards and the appropriate case-management route. Where the concern relates to a child, the local authority designated officer will be consulted when the threshold may be met. Police, DBS, professional regulators and commissioning bodies will be notified where required.

A low-level concern is behaviour inconsistent with the employee code of conduct (as set out in the Employee handbook and supporting policies) that does not appear to meet the harm threshold. It must still be recorded and reviewed for patterns. No person should investigate or confront the subject of an allegation unless authorised to do so (Department for Education, 2026a, Part four).

18.0 Child-on-child abuse and harmful sexual behaviour

Whilst t2 group have a minimum number of children under the age of 18, we recognise that abuse between children or learners will never be dismissed as banter, part of growing up or an inevitable feature of the workplace. It may include bullying, sexual harassment, sexual violence, coercion, initiation or hazing, image sharing, abuse in intimate relationships and group-based harm (Department for Education, 2026a, Part five; Ofsted, 2021; Hackett, 2010).

t2 group will consider the safety and support needs of the person harmed, the needs and risks presented by the person alleged to have caused harm, the wider peer group, workplace and online context, and the wishes of those involved. Protective action may be required before an external agency reaches a conclusion.

19.0 Learners with SEND and additional vulnerabilities

Learners with special educational needs, disabilities, communication needs or neurodivergence may face additional barriers to recognising, communicating or escaping harm. Indicators may be incorrectly attributed to a condition, learners may depend on others for care, and some may be disproportionately targeted by bullying or exploitation (Jones et al., 2012; Department for Education, 2026a).

Employees will make reasonable adjustments, use the learner's preferred communication method, avoid assumptions about capacity, seek specialist advice where required and ensure the learner's voice is heard. Communication difficulty must never be treated as absence of concern.

20.0 Mental health, self-harm and suicide risk

Mental-health difficulties are not automatically safeguarding concerns, but they may be a sign or consequence of abuse, neglect or exploitation and can create an immediate risk of harm. Employees must report concerns where risk is escalating, the learner cannot keep themselves safe, there is suspected abuse, or mental ill health is affecting safety in learning or work (Department for Education, 2026a; NHS England, 2023).

Where a learner expresses suicidal thoughts or serious self-harm risk, employees must ask clear questions needed to establish immediate safety, contact emergency or urgent health services when required, and escalate to the Safeguarding & Wellbeing Team without delay. A learner at imminent risk must not be left alone unless doing so is necessary for employee safety. Safety planning and follow-up must be recorded (NICE, 2022; Department of Health and Social Care, 2023; Dazzi et al., 2014).

21.0 Contextual safeguarding, exploitation and domestic abuse

Safeguarding concerns may arise from relationships and environments beyond the education setting, including home, work, transport, peer groups, neighbourhoods and online spaces. The DSL will consider how these contexts interact and whether other learners or service users may also be at risk (Firmin, 2020; HM Government, 2026).

Children who see, hear or experience the effects of domestic abuse are victims in their own right. Responses must consider the safety of both the learner and any children. Contact with family members or an alleged perpetrator must not take place if it could compromise a safe address, planned move, court process or specialist safety plan (Domestic Abuse Act 2021; Home Office, 2022).

Where exploitation, trafficking or modern slavery is suspected, the DSL will consider police, local-authority and National Referral Mechanism routes as applicable. Employees must not attempt to rescue, mediate or confront suspected perpetrators (Home Office, 2026).

22.0 Employer and workplace safeguarding

Learners both engage in learning and work within an employer's environment. t2 group will therefore establish clear safeguarding expectations with employer partners and maintain professional contact with learners throughout their programme (Ofsted, 2026; Health and Safety Executive, n.d.).

- Employers must provide safe supervision, appropriate working hours, suitable risk controls and clear routes for reporting bullying, harassment, unsafe practice or abuse.
- t2 group will consider safeguarding information, regulatory findings and workplace concerns when assessing whether learning can continue safely.
- Employees who observe immediate unsafe practice must act to protect people, contact emergency services where necessary and report the concern to the Safeguarding & Wellbeing Team.
- Learners will not be expected to raise a concern directly with an employer where doing so could increase risk. The DSL will agree a safe communication plan.
- Information will be shared with employers only where lawful, necessary and proportionate, with the learner's privacy and safety central to the decision.

23.0 Attendance, engagement and unseen learners

A change in attendance, unexplained non-engagement or loss of contact may indicate welfare or safeguarding risk. All employees must apply t2 group's Learner Non-Engagement Policy, use professional curiosity and consider the learner's known circumstances rather than treating absence only as a performance or conduct issue (Department for Education, 2026a; Ofsted, 2026).

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Repeated or high-risk non-engagement will be escalated in line with the RAG process and safeguarding thresholds. Attempts to make contact, information from the employer and any welfare concerns must be recorded. Where contact cannot be established and risk is significant, the DSL will consider a welfare check or referral to statutory services.

24.0 Support for learners

t2 group will provide a listening response, practical adjustments within the apprenticeship, regular check-ins and signposting or referral to specialist services. Support will be agreed with the learner wherever possible and reviewed for effectiveness. The Safeguarding & Wellbeing Team do not replace emergency, medical, therapeutic, legal or social-care services.

Learners may contact the Safeguarding & Wellbeing Team through a member of staff or the Learner Voice form. Where it is safe and appropriate, t2 group may coordinate with employers, parents or carers, health services, local authorities, police, domestic-abuse services, housing providers or other specialist organisations.

Learner Voice: [submit a concern or request support](#)

Further support links can be found in Appendix C

25.0 Support for Employees

Safeguarding incidences can be distressing. Employees may seek support and debriefing from their manager, the Safeguarding & Wellbeing Team, People Team or the Employee Assist Programme. Case information must only be discussed within authorised professional support arrangements. Managers should consider workload, emotional impact and whether additional supervision is required (Ofsted, 2026).

26.0 Complaints, whistleblowing and escalation

Learners and others may complain if they believe a safeguarding concern was not handled appropriately. Complaints will be considered under the complaints procedure without delaying any action needed to protect a person.

Employees must use the whistleblowing procedure where they believe unsafe practice, concealment, retaliation or organisational failure has occurred. No person will be treated unfairly for raising a genuine concern in good faith. If internal escalation does not protect a person, Employees may contact the relevant local authority, police, regulator or prescribed body directly.

27.0 Monitoring, assurance and review

The DSL will monitor the effectiveness of this policy through case audits, timeliness and outcome data, referral patterns, learner and employee feedback, training completion, employer assurance, lessons learned from incidents, local and national intelligence, and scrutiny by senior leaders.

Reports will protect personal information while enabling leaders to understand themes, unequal impacts, recurring workplace risks, emerging harms and the effectiveness of actions. Lessons will lead to updates in training, curriculum, procedures, resources, risk assessment or partnership arrangements (Ofsted, 2026; HM Government, 2026).

This policy will be formally reviewed at least annually and sooner following a serious incident, significant learning review, material change in law or guidance, system change, organisational change or evidence that arrangements are not effective.

Appendix A Safeguarding response flow



Appendix B Emergency and Support Routes

Route	When and how to use it
Emergency police, ambulance or fire	999 - for immediate danger, serious injury or urgent threat to life
Police non-emergency	101 - where police advice or reporting is needed but there is no immediate danger
NHS urgent advice	111 - urgent medical help when it is not a 999 emergency
Local authority safeguarding	Use the children's or adults' safeguarding route for the area in which the learner lives or where the concern occurred
Prevent	Use the local Prevent referral route or seek advice from the regional Prevent team through the DSL
t2 group	MyConcern for staff; Learner Voice form for learners; direct contact with the DSL or deputy for urgent matters

Appendix C Key Contacts

Chris Fortune, Designated Safeguarding & Wellbeing Lead

Email: chris.fortune@t2group.co.uk

Tel: 07909575552

Stacy Preston, Designated Safeguarding & Wellbeing Lead

Email: stacy.preston@t2group.co.uk

Tel: 02920 799133 / 07876824157

Emma Pridmore, Deputy Safeguarding & Wellbeing Lead

Email: emma.pridmore@t2group.co.uk

Tel: 02920 799133 / 07823 342179

Safeguarding Email inbox

safeguarding@t2group.co.uk

Appendix D Additional advice and support

There is a wealth of information available to support schools and colleges. The following list is not exhaustive but should provide a useful starting point:

Abuse

Centre of Expertise on Child Sexual Abuse has introduced new resources to help education professionals identify and respond to [concerns of child sexual abuse and abusive behaviours](#).

[Signs and indicators of child sexual abuse | CSA Centre](#)

[What to do if you're worried a child is being abused](#) – DfE advice

[Domestic abuse: Various Information/Guidance](#) – Home Office advice

[Faith based abuse: National Action Plan](#) – DfE advice

[Forced marriage resource pack](#)

[Disrespect NoBody campaign](#) – GOV.UK

[Tackling Child Sexual Abuse Strategy](#) – Home Office policy paper

[Together we can stop child sexual abuse](#) – HM Government campaign

Bullying

[Preventing bullying including cyberbullying](#) – DfE advice

Children missing from education, home or care

[Children missing education – DfE statutory guidance](#)

[Children who run away or go missing from home or care](#) – DfE statutory guidance [Missing Children and Adults strategy](#)

Children with family members in prison

The [Prisoners' Families Helpline](#) offers free, confidential support and advice for families in [England and Wales who are in](#) contact with the criminal justice system

Child exploitation

[Modern Slavery: statutory guidance for England and Wales \(under s49 of the Modern Slavery Act 2015\) and non-statutory guidance for Scotland and Northern Ireland \(accessible version\) -](#)

[GOV.UK](#) – Modern Slavery Statutory Guidance.

[Interim guidance for ICTGs](#) - Independent Child Trafficking Guardianship Service

[Safeguarding children who may have been trafficked](#) – DfE and Home Office guidance

[Care of unaccompanied migrant children and child victims of modern slavery](#) – DfE statutory

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guidance

[Modern slavery: how to identify and support victims](#) – Home Office statutory guidance

[Child exploitation disruption toolkit](#) – Home Office guidance

[Preventing Child Sexual Exploitation](#) – The Children’s Society and Home Office

[County Lines Toolkit For Professionals](#) – The Children's Society in partnership with Victim Support and National Police Chiefs’ Council

[Multi-agency practice principles for responding to child exploitation and extra-familial harm](#) – non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice

[What is county lines and child criminal exploitation? - Missing People](#) advice

[SafeCall - Missing People](#) - SafeCall is a national free, confidential and anonymous helpline and support service for young people and family members that are affected by missing, county lines and criminal exploitation. Confidential support and webinars are also available to professionals

[County Lines Support and Rescue | Catch22](#) - A specialist support and rescue service for young people and their families who are criminally exploited through county lines. (The service currently operates from London, Merseyside, the West Midlands, West Yorkshire and Greater Manchester.)

Confidentiality

[Gillick competency Fraser guidelines](#) – Guidelines to help with balancing children’s rights along with safeguarding responsibilities.

Drugs

[From harm to hope: A 10-year drugs plan to cut crime and save lives](#) – Home Office strategy

[Honest information about drugs](#) – Talk to Frank website

[Drug and Alcohol education – teacher guidance & evidence review](#) – PSHE Association

Honour or faith-based abuse, including FGM and forced marriage

[Female genital mutilation: information and resources](#) – Home Office guidance

[Female genital mutilation: multi agency statutory guidance](#) – DfE, Department for Health, and Home Office

[Forced marriage](#) – Forced Marriage Unit (FMU) resources

[Forced marriage](#) – Government multi-agency practice guidelines and multi-agency statutory guidance

[FGM resource pack](#) – HM Government guidance

Health and well-being

[Rise Above: Free PSHE resources on health, wellbeing and resilience](#) – Public Health England

[Supporting pupils at schools with medical conditions](#) – DfE statutory guidance

[Mental health and behaviour in schools](#) – DfE advice

[Overview - Fabricated or induced illness](#) – NHS advice

Homelessness

[Homelessness code of guidance for local authorities](#) - Ministry of Housing, Communities and Local Government guidance

Information sharing

[Government information sharing advice](#) – Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.

[Information Commissioner's Office: Data sharing information hub](#) – Information to help schools and colleges comply with UK data protection legislation including UK GDPR

Online safety advice

[Childnet](#) – Provides guidance for schools on cyberbullying

[Educateagainsthate](#) – Provides practical advice and support on protecting children from extremism and radicalisation

[London Grid for Learning](#) – Provides advice on all aspects of a school or college's online safety arrangements

[NSPCC E-safety for schools](#) – Provides advice, templates, and tools on all aspects of a school or college's online safety arrangements

[Safer recruitment consortium](#) – 'Guidance for safe working practice', which may help ensure staff behaviour policies are robust and effective

[Searching screening and confiscation](#) – Departmental advice for schools on searching children and confiscating items such as mobile phones

[South West Grid for Learning](#) – Provides advice on all aspects of a school or college's online safety arrangements

[Online Safety Audit Tool](#) – From UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring

Private fostering

[Private fostering: local authorities](#) – DfE statutory guidance

Radicalisation

[Prevent duty guidance](#) – Home Office guidance

[The Prevent duty: safeguarding learners vulnerable to radicalisation](#) - DfE advice

[Educate Against Hate website](#) – DfE and Home Office guidance

[Prevent for FE and Training](#) – Education and Training Foundation (ETF)

[Extremism and Radicalisation Safeguarding Resources](#) – Resources by London Grid for Learning

[Managing risk of radicalisation in your education setting](#) – DfE advice

Serious violence

[Serious violence strategy](#) – Home Office strategy

[Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) – Home Office

[Youth Endowment Fund](#) – Home Office

[Gangs and youth violence: for schools and colleges](#) – Home Office advice

[Tackling and girls strategy](#) – Home Office strategy

[Violence against women and girls: national statement of expectations for victims](#) – Home Office guidance

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