



# Multi Trades Training

## Safeguarding Policy

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Signature		Date	15/08/2025

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## Statement and Purpose

This statement outlines the general responsibilities and requirements that Multi Trades Training ('Multi Trades', 'we', 'our' or 'the provider') expect from members of staff, learners, and employees in their day-to-day activities in relation to safeguarding and anti-radicalisation.

The purpose of the policy is:

- To provide protection for all children and vulnerable adults who come into contact with Multi Trades
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

We will endeavour to safeguard children and vulnerable adults by:

- Valuing them, listening to and respecting them
- adopting child protection guidelines through procedures for staff and volunteers
- recruiting staff and volunteers safely ensuring all necessary checks are made
- sharing information about child protection and good practice with children, parents, staff and volunteers
- sharing information about concerns with agencies on a need to know basis and involving parents and children in safeguarding issues
- providing effective management for staff and volunteers through supervision, support and training.

We are also committed to reviewing our policy and practice annually through the Equality and Diversity appraisal as part of the Self-Assessment Review (SAR) and Quality Improvement Plan (QIP) which is contributed to by learners.

This document also contains appendices:

- Appendix A: Definitions and Indicators of Abuse in relation to safeguarding.
- Appendix B: Safeguarding Learners and Staff who are vulnerable to exploitation, forced marriage, female genital mutilation, or trafficking
- Appendix C: The Prevent Duty and Safeguarding
- Appendix D: Reporting
- Appendix E: Key changes to KCSIE.

## Scope

MTT believes that it is unacceptable for any learner to experience any kind of abuse and recognises its responsibility to safeguard the welfare of all learners by commitment to practice that protects them and looks to minimize potential harm.

We recognise that:

- The welfare of the young person is paramount
- all children and vulnerable adults regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse
- working in partnership with children, their parents, carers and other agencies is essential in promoting young people's welfare
- we need to comply with the Prevent Duty (detailed later)

## Definitions

Multi Trades is committed to safeguarding and promoting the welfare of learners and expects all learners, staff and employers to share this commitment. The following outlines how we will meet this commitment.

### ***What is safeguarding?***

Safeguarding and promoting the welfare of children and vulnerable adults' means:

- Protection from maltreatment (abuse or neglect).
- Preventing the impairment of health and development
- Ensuring life circumstances are consistent with the provision of safe and effective care
- Enabling children to have optimum life chances and enter adulthood successfully

Safeguarding is intended to keep children and vulnerable adults safe from a range of potential harm and looks at preventative action, not just reaction. We are committed to displaying, promoting and delivering the safeguarding message within its centers, with its learners and with employers and partners.

### **Who are we safeguarding?**

Our safeguarding arrangements are to protect children and vulnerable adults. The term '**child**' means anyone under the age of 18 and the term '**vulnerable adult**' means a person who may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him/herself, or unable to protect him/herself against harm or exploitation.

*However*, we are mindful that a number of other situations may render a person 'vulnerable' such as - victims of domestic violence, young people living away from home or in temporary accommodation, migrants, living in a drug-misusing family, living in areas of high crime, likely to face racism and young people who themselves may have caring responsibilities.

## What are we safeguarding from?

- Sexual abuse or inappropriate relationships
- Physical and emotional abuse or neglect
- Exploitation e.g., financial, sexual, forced marriage
- Domestic violence
- Bullying including cyber bullying, bullying in the workplace
- Victimisation (race, sexuality, gender, disability etc.)
- Accidents (road, home, in the workplace)
- Self-harm
- Unsafe activities and environments
- Crime

## Roles & Responsibilities

The **‘Working Together to Safeguard Children Act 2006’** states that

*‘all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced’.*

In light of this we are committed to supporting all of its staff to understand the requirements placed upon them by this act. This is done through a variety of ways including information, advice and guidance, training and support resources delivered through the intercompany bulletins. The quality department is responsible for monitoring the safeguarding requirement.

This document sets out the arrangements we have put in place to safeguard young people (i.e. under 18 years old) within the learning environment. Our approach reflects the legislative context and also takes account of relevant guidance and good practice relating to the education sector. Detailed definitions and indicators of abuse in this context are set out in Appendix A.

The following issues and activities are within the scope of this policy:

- Every Child Matters initiative involving children
- Work placements involving learners under the age of 18
- The training of learners under the age of 18
- The employment of staff.

We will fulfil our local and national responsibilities as laid out in the following document hyperlinks:

- Working Together to Safeguard Children (DfE 2018) Updated July 2022
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE 2025)
- The Children Act 1989/2004
- The Education Act 2011 s175 / s157
- Mental Health and Behaviour in Schools: DfE 2018
- Vulnerable Groups Act 2006
- Guidance to the prevent duty Updated 2021
- Counter-Terrorism and Security Act 2015

This policy will contribute to safeguarding our learners and promoting their welfare by:

- Clarifying standards of behaviour for staff and learners.
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values.
- Introducing appropriate work within the curriculum.
- Encouraging learners to participate.
- Alerting staff to the signs and indicators that all might not be well.
- Developing staff awareness of the causes of abuse;
- Developing staff's awareness of the risks and vulnerabilities their learners
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks staff/learners face of being exposed to violence, extremism, exploitation, or victimisation.

This policy is supported by a series of operating procedures relating to the above activities.

The Board of Governors have overall responsibility for the ratification of this policy and the CEO is named person with responsibility for this policy and for its regular review. A number of Multi Trades staff are available to act as contact points in case of any query.

## Work Placements Involving Learners

The recommended approach is for the workplace assessor to ensure that staff and learners are not compromised by permitting learners on work placement to work closely on a 1:1 basis with a single member of staff.

The agreed position is that learners will work within a team placement thus minimising the risk of the learner working too closely with one individual or alternatively working unsupervised. If there are specific concerns relating to a particular set of circumstances (e.g., where there may be substantial unsupervised access by a member of the salon staff to children under 18) then this must be raised with the director at the earliest opportunity in order that an assessment of the risk may be undertaken. This will allow the necessary checks and balances to be put in place to minimise the risks to all parties.

## The recruitment of learners under the age of 18

Multi Trades engages learners of all ages who can demonstrate that they are able to meet the initial assessment for the course they have chosen, and who will benefit from the social and learning environment which we provide. Additional risk assessments are formulated for learners with specific identified needs to maintain duty of care.

## Staff employment issues

Safer Recruitment process and Disclosure Barring Service (DBS) checks (formerly CRB) are made on all potential and existing teaching and assessing staff and associates who come into direct contact with learners and potential learners in line with Keeping Children Safe in Education guidelines.



As a responsible employer we ensure that we exempt people with specific convictions from applying for, or indeed holding, particular job roles where there is an acknowledged risk associated with access to children or vulnerable adults.

As a direct consequence, all vacant positions within the company are routinely reviewed and a consideration of the risks undertaken.

We subscribe to the DBS update service and practices Safer Recruitment. All offers of employment to all posts subject to a DBS are conditional with the individual meeting the required standard and a failure to do so would result in an immediate withdrawal of the offer of employment.

Failure to disclose or the provision of a false statement of disclosure by a potential employee may result in disciplinary action with a potential sanction up to and including summary (instant) dismissal of the employee. All DBS disclosures are risk assessed against the job role on an individual basis by the Designated Safeguarding Lead and Directors.

All information regarding DBS checks are confidential and stored in line with the Data Protection Act.

### All staff and visitors will:

- Be familiar with this safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix One for current definitions and indicators);
- Record concerns and give the record to the Designated Safeguarding Lead at each site ; and
- Deal with a disclosure of abuse from a child in line with this policy, you must inform the Designated Safeguarding Lead immediately, and provide a written account as soon as possible.
- Not disclose to a parent or adult any information held on a learner if this would put the child at risk of significant harm.

Periodically, when the role of an existing member of staff changes it may be necessary to review the job role and for the existing staff member to be required to undertake a DBS check. It is anticipated that such applications will be kept to a minimum as all employees, associates and assessors are contractually obliged to notify the company, as their employer, of any post-employment criminal convictions that may impact upon their future employment with us.

If the individual is found to be in breach of this contractual obligation then disciplinary action may be taken with a potential sanction up to and including summary dismissal.

In the event of an employee or associate having suspicions regarding the contact of another employee or individual engaged within the Multi Trades business with a child/children or vulnerable adult, then at their earliest opportunity they should raise this with the DSL /CEO.

This is in order that any potential risks can be minimised with immediate effect and to allow an investigation into the allegations to take place.

### Staff support:

We recognise the stressful and traumatic nature of child protection work and vulnerable adults.

We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate

### Additional information and support

Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

## Reacting to Safeguarding disclosures or incidents

Multi Trades has adopted the **5 Rs** –

1. Recognition
2. Response
3. Reporting
4. Recording
5. Referral.

Concerns, incidents or disclosures should follow these principles and in the first instance be reported to the Designated Safeguard Lead (DSL).

Should an accusation of abuse be aimed at a member of staff the CEO will decide whether the individual will be suspended pending further enquiry.

### Overcoming barriers to disclosure

Learners may not disclose to anyone about what is happening for a number of reasons – threats, fear of punishment, guilt/shame, thinking that they will not be listened to or believed and an inability to communicate. Behaviour and attitude of staff should be one of vigilance, openness and confidentiality in order to create a culture consistent with safeguarding practices.

We expect staff to be mindful of the support available to learners and seeks to encourage learners to access this at appropriate times throughout the learning process.

### Communication

This policy will be communicated as part of all staff induction processes and as part of the annual teambuilding and CPD training process. All staff are required to undertake training and regular refresher training. The policy is available on the Safeguarding system 'RecordMy'

## Monitoring and Review arrangements

We will review the policy annually as part of our annual self-evaluation and assessment reporting (SAR) arrangements. This will be revised as, and when, necessary in response to actions from the qualifications regulators, legislation, or feedback from external agencies, customer and learner feedback.

## Associated Policies

This policy should be read in conjunction with:

- GOV013 MTT Equality & Diversity (which includes Bullying & Harassment)
- GOV019 MTT Prevent Policy & Action Plan
- DOC004 MTT Safe Use of IT, Internet Safety
- DOC001 MTT British Values Policy

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## Appendix - A

### Definitions and Indicators of Abuse

The Department of Health identifies that there are six categories of Abuse; Physical, sexual, psychological/emotional, financial, neglect and Acts of Omission and Discriminatory

Definition of Abuse: ***A violation of an individual's human and civil rights by any other person or persons.***

#### **What is abuse and neglect?**

It is generally accepted that there are four main forms of abuse. The following definitions are based on those from Working Together to Safeguard Children (HM Government 2005 and National Assembly for Wales 2000); Protecting Children – A Shared Responsibility (Scottish Executive 1998). Co-operating to Safeguard Children (NI 2002) and the Regional ACPC Policies and Procedures (2005) have slightly different definitions. Safer Practice, Safer Learning (Niace, DFES) 2007

#### **Physical abuse**

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 (Munchausen by Proxy). Physical abuse, as well as being a result of an act of commission can also be caused through omission or the failure to act to protect.

#### **Emotional / Psychological abuse**

Emotional/ Psychological abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional, intellectual 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 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, intellectual interaction. It may involve seeing or hearing the ill-treatment of another. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional/ psychological abuse is involved in all types of ill-treatment of a child, though it may occur alone.

#### **Sexual abuse**

Sexual abuse involves sexual assault, sexual acts or rape to which children or vulnerable adults have not consented to, or could not or was pressured into consenting to. The activities may involve inappropriate physical contact, including penetrative (e.g., rape, buggery or oral sex) or non-penetrative acts (oral sex).

They may include non- contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Abusers are indifferent to gender and both males and females are vulnerable to abusive situations from individuals from all walks of life.

### **Neglect & Acts of Omission**

Neglect is the persistent failure to provide access to appropriate health, social and educational services which could result in serious impairment of an individual's health and welfare (DOH 2000). Neglect could and may occur during stressful life situations which impact severely on the mental wellbeing of individuals, resulting in the inability to cope with day to day activities of living and the provision of care.

Neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or danger, failure to ensure adequate supervision including the use of adequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional/ intellectual needs.

It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time. These six definitions do not minimise other forms of maltreatment.

### **Other forms of harm**

Chapter 10 of Working Together to Safeguard Children (HM Government 2005), Safer Practice' Safer Learning (NIACE 2007) and other inter-agency guidance draws attention to other sources of stress or harm for children and families such as social exclusion, domestic violence, the untreated mental illness of a parent or carer, or drug or alcohol misuse.

All these areas may have a negative impact on a child's health, development and wellbeing and may be noticed by someone caring for a child. If it is felt that a child's well-being is adversely affected by any of these circumstances, the same procedure for reporting concerns should be followed. For example, children who are involved in prostitution and other forms of commercial sexual exploitation should also be treated primarily as victims of abuse and their circumstances require careful assessment by the statutory agencies.

### **Safeguarding issues**

*(Additional Information sourced from Keeping Children Safe in Education 2022)*

This policy and accompanying information, i.e., Keeping Children Safe in Education, raise staff awareness of issues and the behaviours that can be linked to the risk of harm including, but not limited to:

### **Child-on-child abuse**

Children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online and if staff have concerns regarding child-on-child abuse they should raise the report at the end of this policy or speak to their designated safeguarding lead (or a deputy).

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos<sup>11</sup> (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

### **Child Criminal Exploitation (CCE)**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims

For further information about sexual harassment see Part 5 and Annex B. of the complete document on Recordmy.

UKCIS guidance: [Sharing nudes and semi-nudes advice for education settings](#)

For further information about 'upskirting' see Annex B.

### **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

### **Domestic Abuse**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

*(Source 'Keeping Children Safe in Education 2022)*

## **Recognising abuse**

Recognising abuse is not easy, and it is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. You do, however, have a duty of care to act if you have a concern about a child's welfare or safety.

The following information is not designed to turn you into an expert but it will help you to be more alert to the possible signs of abuse

### **Physical Abuse**

Most children will collect cuts and bruises in their daily life. These are likely to be in places where there are bony parts of their body, like elbows, knees and shins. Some children, however, will have unexplained bruising, the cause of which could be non-accidental.

An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury. A delay in seeking medical treatment for a child when it is obviously necessary is also a cause for concern.

Bruising may be more or less noticeable on children with different skin tones or from different racial groups and specialist advice may need to be taken.

**Patterns of bruising that are suggestive of physical child abuse include:**

- Bruising in children who are not independently mobile
- Bruising in babies
- Bruises that are seen away from bony prominences
- Bruises to the face, back, stomach, arms, buttocks, ears and hands
- Multiple bruises in clusters multiple bruises of uniform shape
- Bruises that carry the imprint of an implement used, hand marks or fingertips although bruising is the commonest injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising. Any child who has unexplained signs of pain or illness should be seen promptly by a doctor

**Other physical signs of abuse may include:**

- Cigarette burns
- Adult bite marks
- Broken bones
- Scalds
- Ligature marks
- Incision marks

**Changes in behaviour which can also indicate physical abuse:**

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example wearing long sleeves in hot weather
- Depression
- Withdrawn behaviour
- Running away from home
- Reluctance to integrate with others
- Anxiety in the presence of the abuser
- Drowsiness from misuse of medication

**Emotional / Psychological abuse**

Emotional /psychological abuse can be difficult to measure, and often children who appear well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional/psychological abuse can also take the form of children not being allowed to mix/play with other children and ultimately result in lack of intellectual stimulus

Changes in behaviour which may indicate emotional/psychological abuse include:

- Fear
- Sudden speech disorders
- Developmental delay, either in terms of physical or emotional progress
- Inability to integrate and communicate with others
- Passivity
- Confusion



- Apathy
- Lack of eye contact
- Disturbed sleep patterns
- Low self esteem
- Reluctance to talk openly
- Munchausen syndrome
- Neurotic behaviour, e.g., sulking, hair twisting, rocking
- Development of ADHD
- Self-harm

### **Sexual abuse**

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers.

Usually, in cases of sexual abuse it is the child's behaviour which may cause you to become concerned, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital/anal areas
- Bruising or bleeding near genital/anal areas
- Breaching
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains/discomfort when walking or sitting down
- pregnancy

### **Changes in behaviour which can also indicate sexual abuse include:**

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- having nightmares running away from home
- sexual knowledge which is beyond their age or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia, bulimia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

### **Neglect & acts of omission.**

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- constantly dirty or smelly
- loss of weight, or being constantly underweight
- inappropriate dress for the conditions

**Changes in behaviour which can also indicate neglect may include:**

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning their being left alone or unsupervised
- withdrawal from intellectual stimulus
- The above list is not meant to be definitive but as a guide to assist you. It is important to remember that many children and young people will exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring.

There may well be other reasons for changes in behaviour, such as a death or the birth of a new siblings in their family, relationship problems between their parents/carers moving away from familiar surroundings and friends etc.

### **Discriminatory Abuse**

Some of the signs and symptoms of discriminatory abuse may be very similar to emotional/psychological abuse and involve references to diversities such as disabilities, racial and socio economic influences. This can also have a major impact on the wellbeing and social integration of individuals.

## Appendix B

### Safeguarding Learners and Staff who are vulnerable to exploitation, forced marriage, female genital mutilation, or trafficking

Our safeguarding policy above, through the policies, provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Multi Trades keeps up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum, our Designated Safeguarding Lead knows where to seek and get advice as necessary.

#### What we do when we are concerned

Where risk factors are present but there is no evidence of a particular risk we will discuss this in a notified meeting. In this situation, depending on how worried we are and what we agree with the parent and the young person.

We will review the situation after taking appropriate action to address the concerns. If the concerns about the learner are significant and meet the additional needs/complex need criteria, they will be referred to the MASH (Multi Agency Safeguarding Hub) Tel: 020 8708 3885. This includes concerns about a young person who is affected by the behaviour of a parent or other adult in their household.

#### Contact points for advice and support

The following member of staff has been designated as the Child Protection Contact and has undergone specific training, to be able to respond to incidents, and to advise and support other members of staff.

**Rob Jones– 07733 171 338 –[rob.jones@mttraining.co.uk](mailto:rob.jones@mttraining.co.uk)**

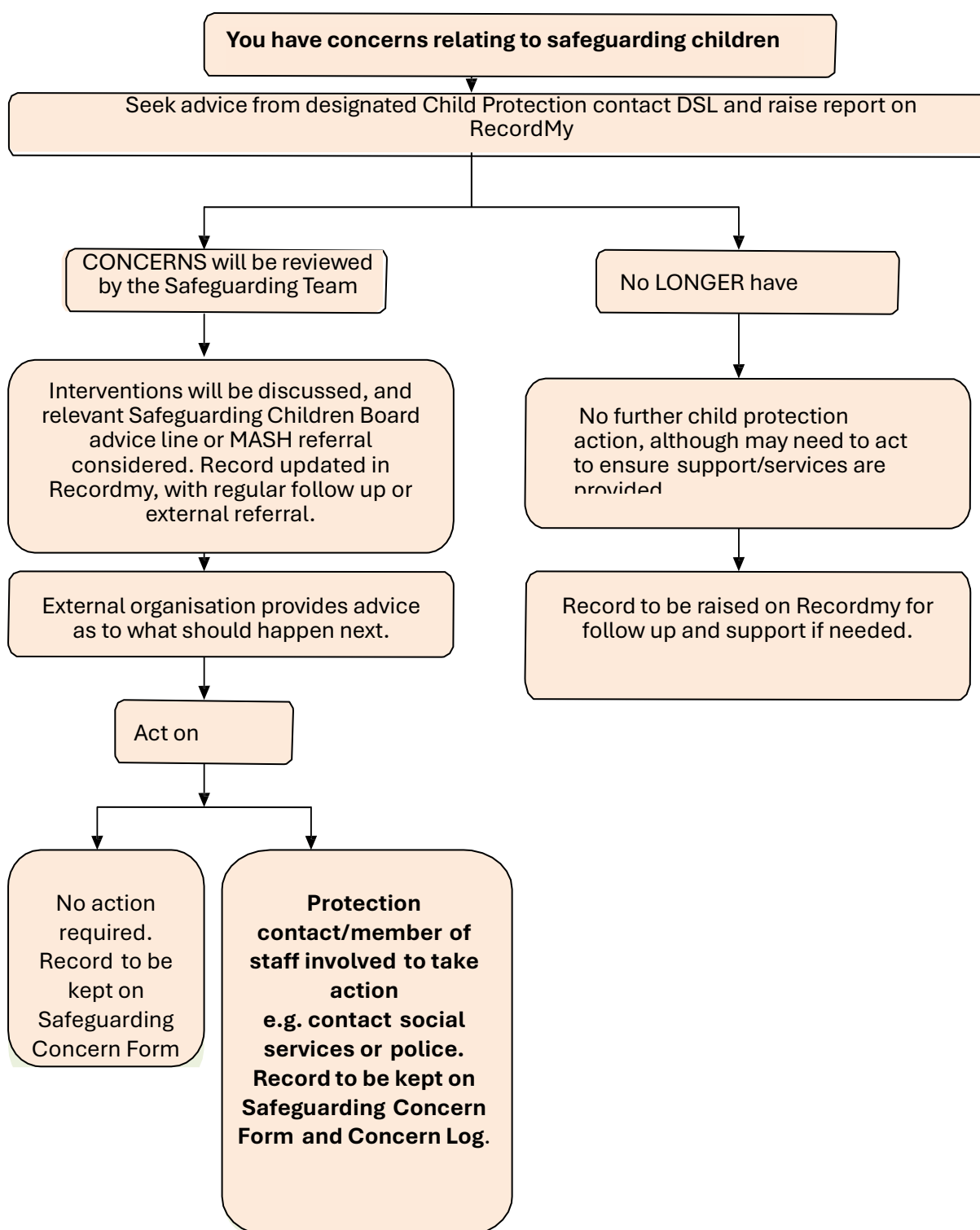
#### Responding to a Disclosure / Allegation of Abuse

If you encounter a safeguarding incident, you should follow these basic guidelines, which are based on material produced by the NSPCC.

- **Stay** calm.
- **Listen** carefully to what is said.
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – **do not promise to keep secrets**.
- **Allow** the child to continue at her/his own pace.
- **Ask questions for clarification only**, and at all times avoid asking questions that suggest a particular answer.
- **Reassure** the child or person that they have done the right thing in telling you.

- **Tell them** what you will do next and with whom the information will be shared. Tell them that you will be speaking to the Safeguarding contact person (Lyana Godsell) who is responsible for their protection, and that they may contact the relevant Safeguarding Children Board if we feel it is necessary. Explain to the learner that the Safeguarding Children Board will advise us as to what we should do next.
- **Record in writing** what was said using the child's own words as soon as possible – note date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated. Use the Safeguarding Concern Form and the Safeguarding Concern Log for reporting abuse.
- **Contact the Safeguarding Contact Person (Craig Barwick)**, as detailed above for further advice and for onwards referral, as necessary.
- **DO NOT talk to other people about the incident.** Others should only be made aware of this on a 'needs to know' basis.

# Incident Reporting Procedure



If your concerns relate to the behaviour of a member of staff, contact should be made with the CEO/DSL so that a decision can be taken on whether additional HR procedures should be followed.

## Local Authority Child Protection Contact Details.

MTT staff, assessors and delivery teams should contact the Designated Safeguarding Lead (DSL), at the earliest opportunity so that the DSL can investigate any potential safeguarding issues. In the event that the DSL is unavailable, through absence, the team should contact their Local Authority Child Protection department.

Information can be found on the Government website: <https://www.gov.uk/report-child-abuse-to-local-council>

Searches for Safeguarding support by council area can be used.

Example No 1 Berkshire:

<https://www.berkshirewestsafeguardingchildrenpartnership.org.uk/scp/professionals/pan-berkshire-safeguarding-children-procedures>

Example No 2: Hammersmith & Fulham, <https://www.lbhf.gov.uk/children-and-young-people/local-safeguarding-children-partnership/child-safeguarding-contacts>

Information on contacts for London and boroughs can be found at :

<https://www.londonscb.gov.uk/contacts/safeguarding-contacts/>

[Emergency.DutyTeamOutOfHours@essex.gov.uk](mailto:Emergency.DutyTeamOutOfHours@essex.gov.uk)

The Essex Safeguarding Adults Board (ESAB) raises awareness and promotes the welfare of vulnerable adults by the development of an effective co-operative. This group of people come from a wide range of public and voluntary services and other organisations and is committed to ensuring that the work done effectively brings about good outcomes for adults. It is an organisation that draws on expertise and experience from a number of sources.

Call: [AskSAL](#) on 08452 66 66 63.

### **PLEASE NOTE;**

***Tutors, trainers, assessors and anyone who comes into contact with learners should all be familiar with the contact details for Safeguarding referrals in the location of the learners in case the DSL is unavailable for support.***

### **Remember also**

- NSPCC Helpline 0808 800 5000
- Police 999 if the issue is urgent

# Appendix C - The Prevent Duty and Safeguarding

## Prevent for Further Education and Training

### Introduction

Prevent is part of a Government initiative to develop a robust counter terrorism programme (CONTEST) as the UK faces a range of terrorist threats. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Multi Trades values the freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both learners and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make our learners and young people vulnerable to future manipulation and exploitation. Multi Trades is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

We seek to protect all learners and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

We will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

All FE providers have a duty to safeguard their learners. Prevent is about safeguarding our learners to keep them both safe and within the law. The Prevent Duty is not about preventing

learners from having political and religious views and concerns but about supporting them to use those concerns or act on them in non-extremist ways. Providers from across the sector will find resources here to support them in adopting the Prevent Duty.

The Prevent policy seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, charities, the internet and health

A system of 5 threat levels have been created which represents the likelihood of an attack in the near future:

- Critical: An attack is expected imminently
- Severe: An attack is highly likely
- Substantial: An attack is a strong possibility
- Moderate: An attack is possible but not unlikely
- Low: An attack is unlikely

Work based learning is a major teaching and learning environment for the 16–25 age group, in particular for young people from ethnically diverse and socially and economically disadvantaged areas.

The age and profile of our students makes it crucial to be involved in the Prevent strategy. We all have a part to play in fostering shared values and promoting cohesion. Providers should focus on the risks of violent extremism, which represents the greatest threat at national level, while recognising that other forms of violence and extremism can and do manifest themselves within colleges and other training settings.

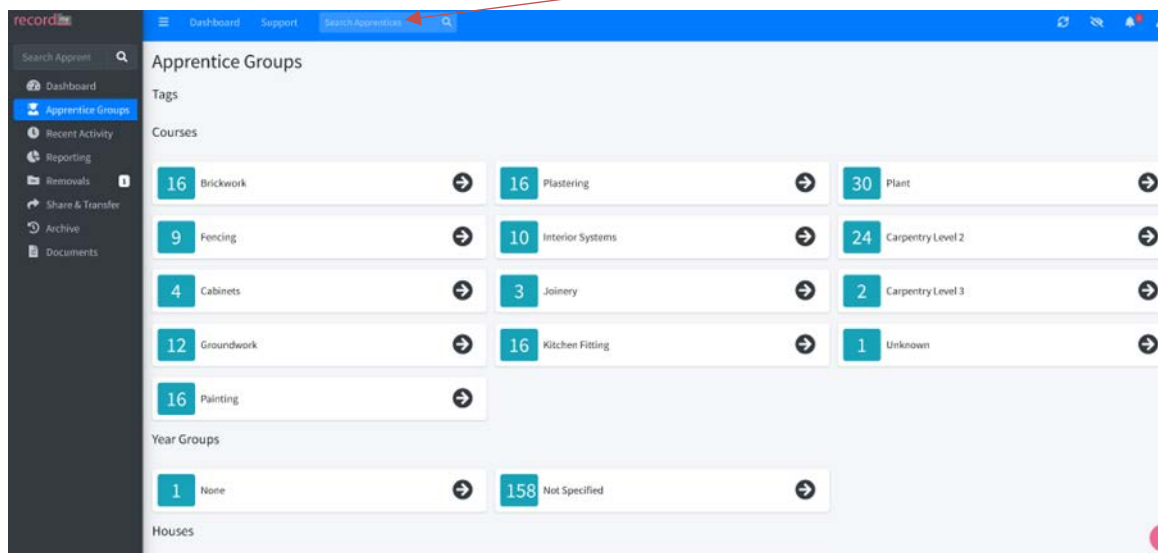
**Please see the [Prevent Policy and Action Plan](#) for specific advice and contact details.**



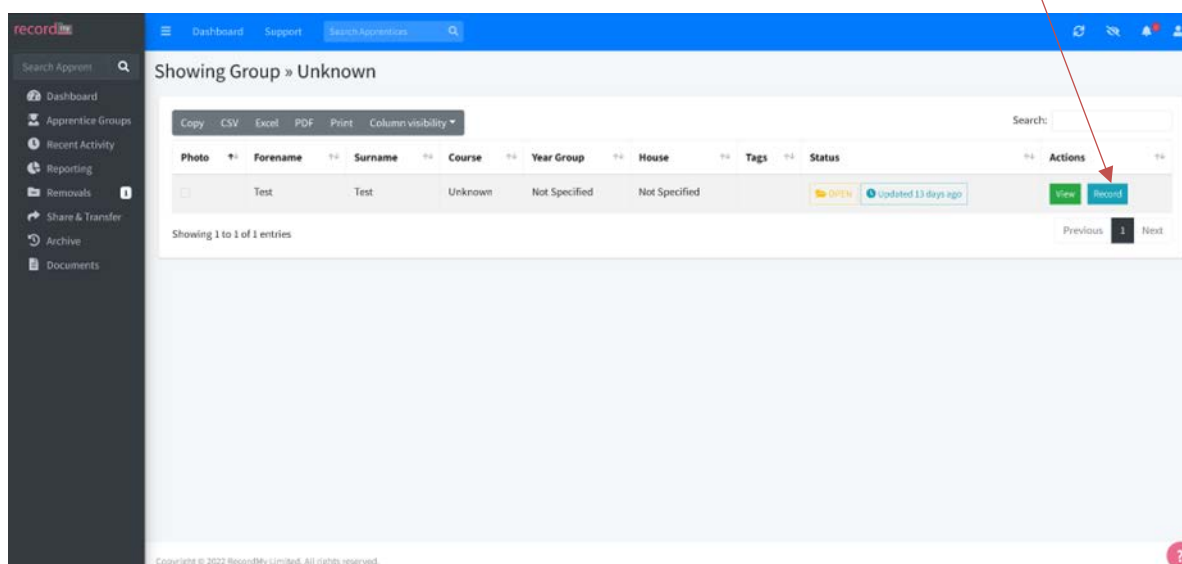
## Appendix D – Reporting

MTT uses the Safeguarding platform RecordMy. All tutors and Skills Coaches have access and can raise a concern or report.

To make a report select the learner by cohort, or by searching h



Once the learner is selected you will see this screen and then select RECORD



Once open, select the appropriate form from the selection along the top.

The screenshot shows the 'Record » Test Test' form in the Record system. The top navigation bar has tabs for Safeguarding, Mental Health, Well Being, Health and Safety, Prevent, and Learners at risk of leaving course. The form fields are empty, with labels for Apprentice Name, Course, Age of Apprentice, Staff member in charge at time, Date/Time, Incident Date/Time, Details, and Follow up comments. A red question mark icon is visible in the bottom right corner.

Then just complete the prepopulated form, add any files necessary via the 'Add Files' tab.

The screenshot shows the 'Record » Test Test' form in the Record system with prepopulated data. The top navigation bar has tabs for Safeguarding, Mental Health, Well Being, Health and Safety, Prevent, and Learners at risk of leaving course. The form fields are filled with test data: Apprentice Name (Test), Course (Brick), Age of Apprentice (18), Staff member in charge at time (Jan Douglas), Date/Time (26/06/2022 17:24), Incident Date/Time (12/09/2022 17:29), Details (test said they were unwell), and Follow up comments (Ask Sarah to call). A blue 'Add Files' button is visible at the bottom left, and a green 'Record' button is visible at the bottom right.

Save and report by hitting the 'RECORD' button and upon submission, the Safeguarding Support team will be notified.

## Appendix E - KCSiE Changes

# Keeping children safe in education – updates from 2022, 2023, 2024 and 2025

CASPAR briefing on key updates to statutory guidance for schools in England for 2022, 2023, 2024 and 2025

You can download or view the new version of Keeping Children Safe in Education online at: [https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping\\_children\\_safe\\_in\\_education\\_from\\_1\\_September\\_2025.pdf](https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf)

## September 2025

Background to the statutory guidance

The current version of the statutory safeguarding and child protection guidance for schools in England, Keeping children safe in education (KCSiE) 2025 (Department for Education (DfE), 2025) came into force in September 2025. It replaces previous versions of the guidance.

The guidance sets out what schools and colleges in England must do to safeguard and promote the welfare of children and young people under the age of 18. It is directed at:

- governing bodies of maintained schools, nursery schools and colleges
- proprietors of independent schools and non-maintained special schools
- management of committees of pupil referral units (PRUs)
- senior leadership teams.

This briefing sets out updates to the guidance in Keeping children safe in education 2025 as well as updates introduced in Keeping children safe in education 2022, 2023 and 2024.

Changes in the 2025 guidance

Keeping children safe in education 2025 introduces changes to the guidance as set out below.

## Upcoming guidance

KCSiE notes for information that revised guidance is expected this summer on relationships, sex and health education and gender questioning children.

Both pieces of guidance will be referenced in KCSiE when the final version is published in September 2025.

## Online safety

The 2025 guidance adds disinformation, misinformation and conspiracy theories to the list of content risks under online safety. Disinformation is the deliberate creation and spread of false or misleading content, such as fake news.

Misinformation is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023).

## Filtering and monitoring

KCSIE 2025 includes a link to the DfE guidance Generative AI: product safety expectations. This guidance on generative artificial intelligence (AI) explains how filtering and monitoring requirements apply to the use of generative AI in education and supports schools to use generative AI safely.

## Alternative provision

The updated guidance provides additional information to clarify and reflect existing alternative provision guidance, highlighting how schools should:

- gain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk
- have records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend
- regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary.

## Children who are absent from education

The updated guidance makes clear that the DfE's Working together to improve school attendance is now statutory guidance.

## Virtual heads

As of September 2024, the role of Virtual School Head includes a non-statutory responsibility to promote the educational achievement of all children in kinship care.

A full list of changes can be found in Annex F of Keeping children safe in education 2025 (DfE, 2025).

## Changes in the 2024 guidance

Keeping children safe in education 2024 introduced changes to the guidance as set out below.

## Definition of safeguarding

The definition of 'safeguarding and promoting the welfare of children' has been updated to reflect the changes made in Working together to safeguard children (DfE, 2023a). The definition now includes the additional points of:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, inside or outside the home, including online.

## Early help

The guidance on 'Early help' has also been amended in line with Working together. The update adds that professionals should be alert to the need for early help for a child who:

- is frequently missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- has a parent or carer in custody or is affected by parental offending.

## Abuse, neglect and exploitation

Where applicable, 'abuse and neglect' has been changed throughout the document to 'abuse, neglect and exploitation.'

The definition of 'abuse' has also been changed to clarify that harm can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects.

## Children absent from education

In outlining the signs that children may be at risk of harm, the guidance updates 'deliberately missing education' to read 'unexplainable and/or persistent absences from education.'

## Data protection

The updated guidance recommends that education professionals read the DfE Data Protection guidance for schools (DfE, 2024b). This guidance is aimed at school staff, governors and trustees and sets out how to: comply with data protection law; develop data policies; understand what staff and pupil data to keep; and prevent personal data breaches.

## Alternative provision

The updated guidance clarifies that when a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil.

## Children who are lesbian, gay, bisexual or gender questioning

The 'Children who are lesbian, gay, bisexual, or gender questioning' section is currently under review pending the outcome of the gender questioning children guidance consultation (DfE, 2023b).

## Children and the court system

The updated guidance now directs schools to two guides that support children in the court system, one for 5 to 11 year olds (HM Courts and Tribunals Service, 2017a) and the other for 12 to 17 year olds (HM Courts and Tribunals Service, 2017b).

## Holding and sharing information

The updated guidance highlights that, as well as keeping records of concerns, discussions and decisions, designated safeguarding leads should keep record of the rationale for any decisions made.

A full list of changes can be found in Annex F of Keeping children safe in education 2024 (DfE, 2024a).

## Changes made in the 2023 guidance

The 2023 guidance introduced changes to Keeping children safe in education (DfE, 2023c) as set out below.

### Filtering and monitoring

The updated guidance makes it clear that all staff should receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring. The designated safeguarding lead should take lead responsibility for understanding the filtering and monitoring systems and processes in place.

Information on school child protection policies should include information on appropriate filtering and monitoring on school devices and school networks. The guidance signposts the Department for Education's new filtering and monitoring standards (DfE, 2023d), which support schools to have effective systems in place. Schools and colleges should consider meeting the DfE's Cyber security standards for schools and colleges (DfE, 2023e).

### Children absent from education

The updated guidance highlights that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.

### Recruitment

Updated guidance states that schools and colleges should inform shortlisted candidates that online searches may be done as part of pre-recruitment checks.

### Organisations or Individuals using school premises

Updated guidance includes information on responding to allegations relating to incidents occurring when an individual or organisation uses a school's premises. As with all safeguarding allegations, schools should follow their safeguarding policies and procedures, including informing the Local Authority Designated Officer (LADO).

A full list of changes can be found in Annex F of the Keeping children safe in education 2023 (DfE, 2023c).

## Changes made in the 2022 guidance

The 2022 guidance introduced changes to Keeping children safe in education as set out below.

### Advice on sexual violence and sexual harassment

The DfE's advice on Sexual violence and sexual harassment between children in schools and colleges (DfE, 2021) has been merged into Keeping children safe in education 2022. As part of

this merger, the term “child-on-child abuse” rather than “peer-on-peer abuse” is used throughout the updated guidance.

## Part one: safeguarding information for all staff

### Disclosure

The updated guidance includes a new paragraph setting out that children may not feel ready or know how to tell someone they are being abused.

### Domestic abuse

Domestic abuse has been added to the list of safeguarding issues that all staff should be aware of. The guidance makes it clear that domestic abuse:

- can be psychological, physical, sexual, financial, or emotional
- can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

## Part two: the management of safeguarding

### Training for governors and trustees

New content emphasises that governors and trustees should receive appropriate safeguarding and child protection training at induction, and then at regular intervals. Training should provide them with the knowledge to ensure their school’s safeguarding policies and procedures are effective.

### Human rights legislation

The updated guidance makes it clear that being subjected to harassment, violence and or abuse, may breach children’s rights, as set out in the Human Rights Act.

### Equality legislation

The guidance sets out the significance of the Equality Act 2010 to school safeguarding, including that schools and colleges:

- must not unlawfully discriminate against pupils because of their protected characteristics
- must consider how they are supporting pupils with protected characteristics
- must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

## Online safety

Additions to the guidance state that governing bodies and proprietors should regularly review the effectiveness of school filters and monitoring systems. They should ensure that the leadership team and relevant staff are:

- aware of and understand the systems in place
- manage them effectively
- know how to escalate concerns when identified.

Schools and colleges should use communications with parents and carers to reinforce the importance of children being safe online. Schools should share information with parents/carers about:

- what systems they have in place to filter and monitor online use
- what they are asking children to do online, including the sites they will be asked to access
- who from the school or college (if anyone) their child is going to be interacting with online.

## Virtual school head

Guidance has been updated to reflect the extension of the role of virtual school head to include a non-statutory responsibility for oversight of the attendance, attainment, and progress of children with a social worker. Virtual school heads should identify and engage with key professionals to help them understand the role they have in improving outcomes for children.

## LGBTQ pupils

Guidance now emphasises the importance of providing LGBTQ+ children with a safe space for them to speak out or share their concerns with members of staff.

## Part three: safer recruitment

### Applications

Updated guidance clarifies that a curriculum vitae (CV) should only be accepted alongside a full application form and is not sufficient on its own to support safer recruitment.

### Checks

Information has been added to highlight that schools should consider online searches as part of their due diligence checks on shortlisted candidates.

## Part four: allegations made against/concerns raised in relation to teachers

### Learning lessons

Updates make it clear that learning lessons applies to all cases, not just those which are concluded and found to be substantiated.



## Low level concerns

Information has been updated to make it clear that a low level concerns policy should contain a clear procedure for confidentially sharing concerns. The school can decide whether concerns are initially shared with the Designated Safeguarding Lead (DSL)/nominated person or directly with the headteacher/principal. The headteacher should ultimately be informed of all low level concerns and make the final decision on how to respond. Where appropriate this can be done in consultation with the DSL.

Guidance also clarifies that low level concerns which are shared about supply staff and contractors should be notified to their employers; and schools and colleges should consult with their LADO if unsure whether low-level concerns shared about a member of staff meet the harm threshold.

## Part five: child-on-child sexual violence and sexual harassment

This section has been expanded to incorporate guidance previously covered in the DfE's Sexual violence and sexual harassment between children in schools and colleges advice. It also provides new information, emphasising:

- the importance of explaining to children that the law is in place to protect rather than criminalise them
- the importance of understanding intra-familial harms, and any necessary support for siblings following incidents
- the need for schools and colleges to be part of discussions with statutory safeguarding partners.

## Annexes

**Annex B**, which provides additional information about specific forms of abuse and safeguarding issues, has been updated to move most of the content on peer-on- peer/child-on-child abuse and sexual violence and harassment into the main body of the guidance.

**Annex C**, which looks at the role of the Designated Safeguarding Lead (DSL), now includes much of the detail previously including in Part two.

A full list of changes can be found in Annex F of the Keeping children safe in education 2022 (DfE, 2022).

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