



Safeguarding and Prevent 2024/25

Welcome

Welcome to this eLearning course created with information from Smoothwall. This course will help you to better understand your role and responsibilities in safeguarding children and young people from harm or abuse.

Taking care of yourself

If you are affected by any of the content in this training, please ensure you take time out and seek support from your line manager or Designated Safeguarding Team.

Click the "Start Module" button to begin.

INTRODUCTION



Introduction & Learning Outcomes



Legislation



What is Safeguarding and Child Protection?



Physical, Emotional and Sexual Abuse and Neglect



Mental Health



Peer on Peer Abuse



Child Criminal and Child Sexual Exploitation



Honour Based Abuse (HBA)



Domestic Abuse



Peer on Peer Sexual Harassment and Violence



Serious Violence



Radicalisation



Prevent and Channel



Children/Young People with SEND



Digital Safeguarding



Sextortion



Staff Obligations



Responding to Concerns



Reporting and Recording Concerns

CONCLUSION



Quiz



Summary

Introduction & Learning Outcomes

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This course is designed to develop or refresh your awareness and understanding of Safeguarding as well as identify your role and responsibilities for keeping children and young people safe, whatever your role in school or college.

By the end of this course, you will:

1

Have an overview of relevant legislation and guidance, and read part 1 /Annex A of Keeping Children Safe in Education. (KCSIE)

2

Be able to name the definitions, categories, signs and indicators of abuse and neglect.

3

Have an understanding of different types of abuse.

4

Have an understanding of Radicalisation, Prevent and the Channel Framework.

5

Understand how children/young people with special educational needs (SEND) are at higher risk of harm.

6

Be able to state how to respond appropriately to concerns about the safety and welfare of children/young people.

7

Be able to identify ways to create a safe environment, including digital safeguarding training for staff children and young people.

8

Understand that safeguarding is everybody's responsibility.



01:11

Audio transcript

CONTINUE

Legislation

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Legislation

In this section, we will take a look at key pieces of legislation you should be aware of, including recent changes in Safeguarding legislation



00:16

Audio transcript

Although you are not expected to read all of these documents in their entirety, you should be aware of them.

Click the button to start

Legislation 1

The Children Act 1989



00:20

This gives duties to courts, local authorities, parents and other agencies in the UK to ensure children/young people are safeguarded and their welfare is promoted.

Although the child/young person's welfare comes first - agencies should always try to work with families.

[Link to The Children Act 1989](#)

Legislation 2

The Children Act 2004



00:11

This places a statutory duty on a wide range of agencies to cooperate 'with the view to improving the well-being of children/young people in the authorities area'.

[Link to The Children Act 2004.](#)

Legislation 3

The Education Act 2002, as amended by the Education and Training (Welfare of Children) Act 2021



00:19

Chapter 16 amends the Education Act 2002, and imposes duties on certain education and training providers in relation to safeguarding and promoting the welfare of children/young people.

[Link to The Education Act 2002](#)

Legislation 4

Working Together to Safeguard Children 2023



00:27

Last updated in December 2023, this legislation outlines the responsibility of all agencies and organisations who work with children/young people to work together to keep children/young people safe. It states that "Everyone who comes in to contact with children and families has a role to play" It also describes the categories and definitions of abuse.

[Link to Working Together to Safeguard Children 2023](#)

Keeping Children Safe in Education 2024



00:22

This legislation, affective September 2024, provides information for, schools and colleges including post 16 provisions, as well as alternative provisions. It is also a requirement that all staff must read and understand Part 1 (or Annex A) of this document.

[Link to Keeping Children Safe in Education 2024.](#)

Prevent Duty (England & Wales) 2023



00:32

This guidance is addressed to specific authorities in England and Wales. Those specified authorities are listed in Part 1 of Schedule 6 to the Counter-terrorism and Security Act 2015 (CTSA2015), being thosewhom the Prevent duty under section 26 of the Act applies. This guidance does not concern specified authorities in Scotland, which are listed at Part 2 of the Schdule and are also subject to the Prevent duty.

[Link to the Prevent duty guidance](#)



Complete the content above before moving on.

Keeping children safe in education 2024

You are required to read part one



Keeping_children_safe_in_education_2024_part_one.pdf

572.3 KB



Click here to confirm you have read and understood this document

For more information visit the GOV.UK website

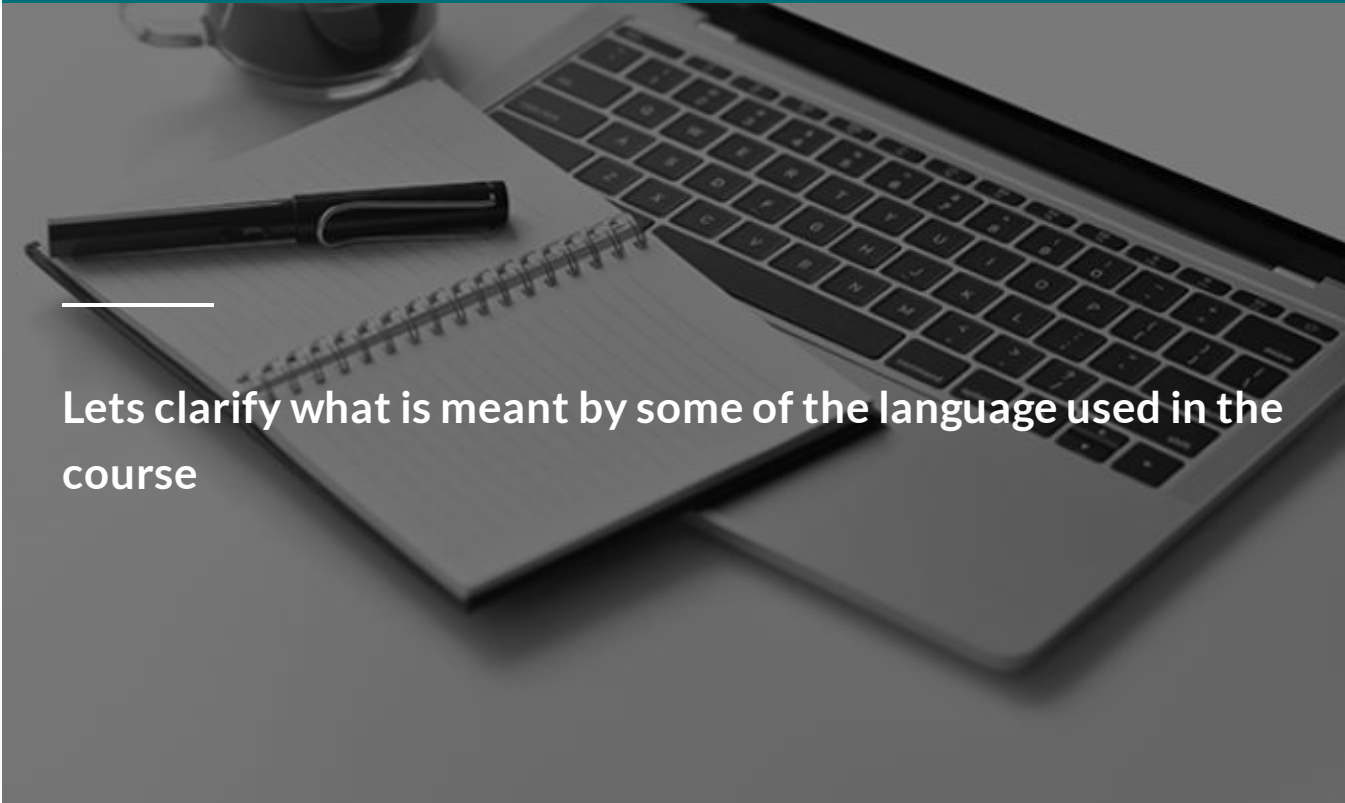
[CLICK HERE](#)

CONTINUE

What is Safeguarding and Child Protection?



Definitions

A background image showing a workspace with a laptop, a spiral notebook, and a pen. The laptop is open, showing its keyboard. The notebook is placed in front of the laptop, and a black pen lies on top of it. A glass of water is visible in the upper left corner.

Lets clarify what is meant by some of the language used in the course



Flip the cards to read the descriptions

What is a child?

When we consider abuse or harm about a child or young person, we need to be clear about the age group we are thinking of.

The definition of a child is anyone between the age of birth to 18 years old, however this can extend to include young people up to 25 where needs are appropriate.

Although unborn babies are not defined as a child, their safeguarding can be considered under child protection with statutory agencies.

During this course we will use "child", "children" and "young person" interchangeably.

What is Child Protection?

Safeguarding is protecting

Child Protection is part of Safeguarding and refers to the action taken to protect specific children/young people who are being abused or who are at risk of abuse.

Child protection can be considered as one part of the wider area of Safeguarding.



Complete the content above before moving on.



00:13

Audio transcript

Who is responsible for Safeguarding?

Take a look at the list of groups below. Click and drag each group into the relevant boxes if you think they have a responsibility for safeguarding or no responsibility for safeguarding.

Responsibility

Volunteers

Teaching Staff

Governors

Bank Staff

Social Workers

Support Staff

No Responsibility



Complete the content above before moving on.

Safeguarding is everyone's responsibility

Everyone has responsibility for safeguarding, protecting children and passing on concerns.

1

Children's Social Care and the police have statutory duties for receiving and dealing with concerns.

2

Everyone who works with children/young people or has regular contact with them has a responsibility for keeping them safe.

3

This includes everyone on the previous drag and drop list, as well as many others including parent helpers, sports coaches, health visitors and GP's.

4

Many organisations have a named person who has a special responsibility to pass on concerns. At CCG we have a Designated Safeguarding Team at all Colleges as well as a Designated Safeguarding Lead and Deputy Safeguarding Lead across the group.



00:49

Audio transcript

CONTINUE

Physical, Emotional and Sexual Abuse and Neglect

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Please be aware:

This section is all about types of abuse, including physical abuse, emotional abuse, neglect, sexual abuse and domestic abuse. This may be distressing for some people, if you are affected by any of the content in this training, please ensure you take time out and seek support from your line manager or Designated Safeguarding Team.




00:46

[Audio transcript](#)

CONTINUE

Types of Abuse



A black and white photograph of two young women sitting on bicycles. They are looking directly at the camera with serious expressions. The woman on the left has blonde hair and is wearing a light-colored t-shirt and shorts. The woman on the right has long dark hair and is wearing a dark t-shirt and shorts. They are outdoors on a paved path with trees in the background.

What are the main categories, signs and indicators of abuse?

What is abuse and neglect?



Abuse and neglect are forms of harm; each can involve inflicting harm or failing to prevent harm. Children/young people may be abused in a family, an institution such as a school, college or activity club.

They may also be abused by someone they trust, like a parent, family member, friend, teacher or more rarely, by others. Children/young people can be abused directly or online. It's possible that they may be abused by more than one adult or child; the alleged perpetrators may be of any gender and maybe the same or different gender to the child



00:49

Audio transcript

CONTINUE

Let's look at the main categories of abuse:

Categories of abuse



00:06

There are four main categories of abuse

Step 1

Physical Abuse



00:24

Most children/young people collect cuts and bruises as part of the rough and tumble of daily life. It's not necessary to be concerned about these minor injuries.

It's important to remember that accidental injuries normally occur on the bony prominences, such as the shins. Injuries on the soft areas are usually inflicted intentionally and should make us more alert to other concerning factors.

Step 2

Emotional Abuse



00:36

Emotional abuse is the persistent emotional harm to a child/young person that causes severe and long lasting impact on their emotional development. It is the long term nature of emotional abuse that has a negative impact on children/young people.

Emotional abuse may be the only form of abuse suffered by a child/young person, or, more commonly, it might be an element of other abuse or neglect.

Persistently shouting at, ignoring or humiliating a child/young person is an example of emotional abuse.

Step 3

Neglect



00:42

Neglect can cause short or long term damage. Neglect is the most common reason why a child/young people is subject to a Child Protection Plan. Neglect occurs when a parent or carer is unable or unwilling to meet a child/young person's needs. This includes the child/young person's physical, emotional and medical needs.

Emotional damage caused by an absence of love and care from parents and carers can alter many parts of a child/young person's life. This could include how they behave at school/college, how they interact with adults, other children and young people and to their future relationships as adults.

Step 4

Sexual Abuse



00:57

Child sexual abuse remains a challenging topic which can be very difficult to talk about. Sexual abuse involves forcing or persuading a child or young person to take part in sexual activities, not necessarily involving high levels of violence, whether or not the child/young person is aware of what is happening.

Activities can include both physical and non-physical involvement. It may also include involving children/young people in looking at or in the production of sexual images, or grooming a child/young person (and possibly the adults around a child/young person) in preparation for abuse, including online abuse.

Sexual abuse can be difficult to detect. It is not only committed by men; women can also sexually abuse children/young people, as can other children/young people. It's a crime usually only witnessed by the abuser and the victim.



Complete the content above before moving on.

Mental Health

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Please be aware:

This section is all about mental health and how it relates to safeguarding may be distressing for some people, if you are affected by any of the content in this training, please ensure you take time out and seek support from your line manager or Designated Safeguarding Team.



00:16

Audio transcript

CONTINUE

Mental Health



Next we will look at Mental Health and how it relates to Safeguarding

Mental Health is the overall wellness of how you think, regulate your feelings and behave. Everyone has mental health and is unique to each individual.

The World Health Organisation (WHO) details good mental health as someone who can, cope with stressors effectively, learn and work well and contribute to their community.

Mental ill health, also referred to as mental health conditions or mental disorders, are conditions that have been diagnosed. These are conditions that have seriously changed thinking, emotions or behaviours and can impact on daily activities.

Some mental health conditions /disorders include:

1

Anxiety

2

Depression

3

Post-traumatic stress disorder (PTSD)

4

Schizophrenia



00:55

Audio transcript

CONTINUE

How does mental health relate to safeguarding?



The definition of safeguarding and promoting the welfare of children/young people includes preventing impairment of children/young people's mental (as well as physical) health and development, and all staff should be aware that mental health can be an indication of abuse, neglect or exploitation.

All staff should be aware that mental ill health can, in some cases, be an indicator that a child/young person has suffered or is at risk of suffering abuse, neglect or exploitation.

There are signs and indicators to look out for that may help you when trying to spot potential mental health conditions. Next, we'll look at some of those signs.



00:43

Audio transcript

CONTINUE

Mental Health - What Should I Look Out For?

Only appropriately trained professionals should attempt to make a mental health diagnosis. Staff however, are well placed to observe children/young people day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health concern, or be at risk of developing one.

Warning Signs

Indicators that a child/young person may have a mental health concern include:

1

Persistent sadness (usually 2 or more weeks)

2

Withdrawing from or avoiding social interactions

3

Hurting oneself or talking about hurting oneself

4

Talking about death or suicide

5

Outbursts or extreme irritability

6

Out-of-control behavior that can be harmful

7

Drastic changes in mood, behavior or personality

8

Changes in eating habits

9

Loss of weight

10

Difficulty sleeping (you may find the child/young person falling sleep in lessons)

11

Frequent headaches or stomach aches

12

Difficulty concentrating

13

Changes in academic performance

14

Avoiding or missing school/college (attendance may drop)



01:16

Audio transcript

CONTINUE

Peer on Peer Abuse



Please be aware:

This section is all about Peer on Peer Abuse including, bullying, sexual abuse, upskirting and consent and also has references to LGBTQ. This may be distressing for some people, if you are affected by any of the content in this training, please ensure you take time out and seek support from your line manager or Designated Safeguarding Team.



00:21

Audio transcript

CONTINUE

What is Peer on Peer Abuse?



Children/young people can abuse other children/young people (previously referred to as child on child abuse) which comes in many forms. Peer on peer abuse is when a young person is exploited, bullied and / or harmed by their peers or other children/young people who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. This can happen both inside and outside of school or college and online.

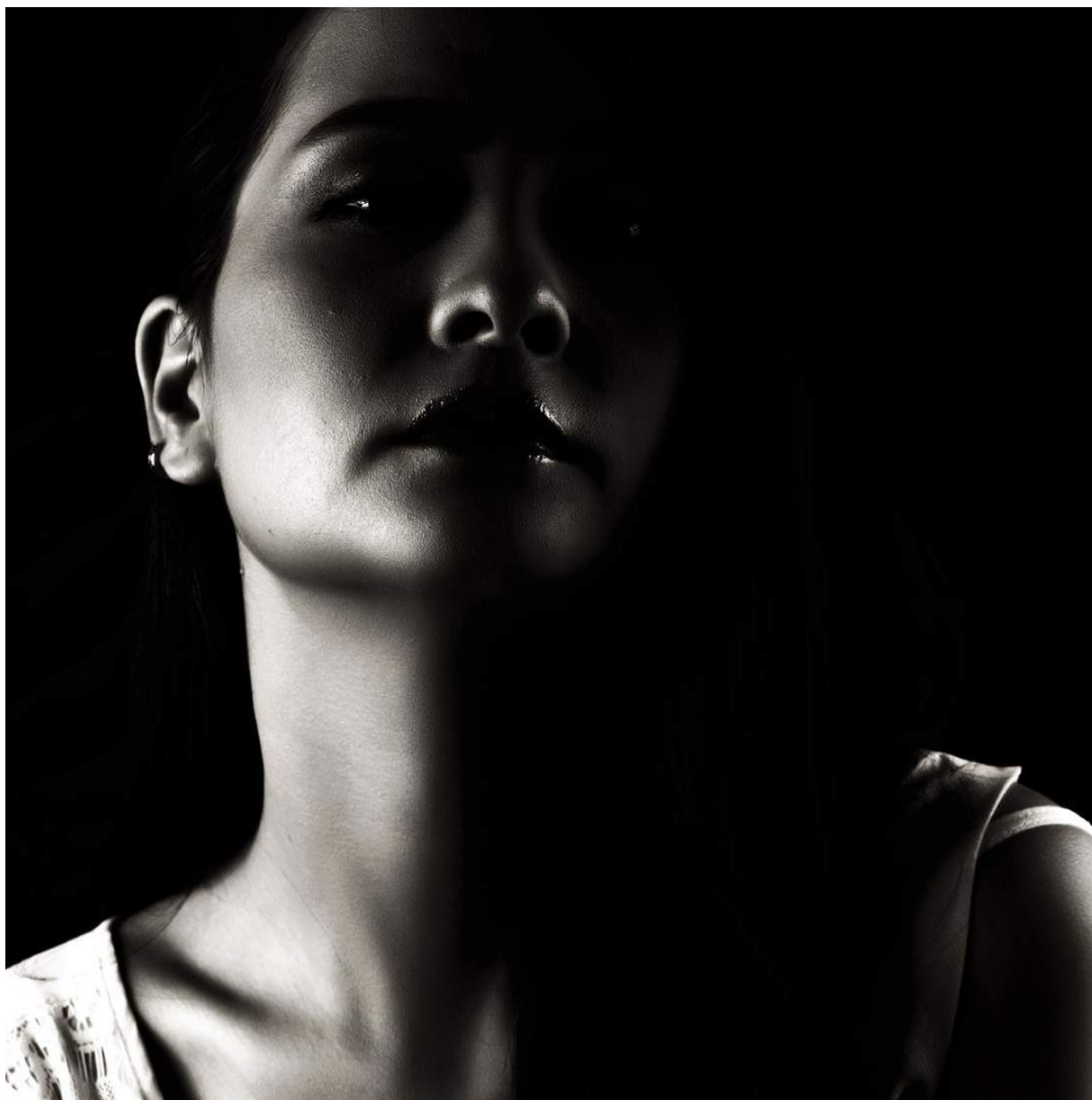
Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers or other children/young people; however it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ Children and young people and those who are from different communities.

Situations where young people are forced or coerced into sexual activity by peers or associates can be related with gang / serious youth violence activity, but that is not always the case.





Peer influence or peer pressure is a major factor in the decisions made by young people to join groups. Many young people see it as a "way out" from their day to day life and feel a strong bond with their peers, one which they may be lacking at home. Joining such a group may involve initiation/hazing type violence and rituals, which may also include an online element. Even if there are no reports in your school or college, it does not mean that peer on peer abuse is not happening. It may be the case that it is just not being reported. A school or college's child protection policy should include a section on dealing with peer-on-peer abuse.




There should be a zero-tolerance approach to peer on peer abuse, and it should never be passed off as "banter" or "part of growing up" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children/young people.



01:45

Audio transcript

CONTINUE



Lets take a look at specific examples of peer on peer abuse and consent from a legal standpoint

Upskirting

Upskirting is a term used to describe the act of taking a sexually intrusive photograph up someone's skirt or clothing without their permission.

Since 2019, upskirting is a specific criminal offence in England and Wales, punishable by up to 2 years in prison and possibly being added to the sex offender's register.

Upskirting: know your rights - GOV.UK

OPEN GOV WEBSITE

The offence occurs when:

- 1** Without consent, an individual operates equipment or records an image beneath a person's clothing.
- 2** The offender has a motive of either obtaining sexual gratification or causing humiliation, distress or alarm to the victim.

Down blousing

Down blousing is when someone uses equipment, like a mirror or mobile phone, under or above someone else's clothes to take an image of their breasts or underwear



Undressed

'Undressed' is a term used to describe a child/young person being tricked into getting undressed online.



01:10

CONTINUE

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom.

Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if they agree by choice to that penetration and has the freedom and capacity to make that choice.

Sexual intercourse without consent is considered a criminal offence.

Child Sexual Exploitation (CSE) can affect any child or young person, we will explore this further in the course.



The evidence shows that girls are more likely to be subject to sexual violence and sexual harassment than boys, and that boys are more likely to perpetrate such violence and harassment.



00:57

Audio transcript

CONTINUE

Child Criminal and Child Sexual Exploitation

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Please be aware:

This section is all about Criminal and Sexual Exploitation and may be distressing for some people, if you are affected by any of the content in this training, please ensure you take time out and seek support from your line manager or Designated Safeguarding Team.



00:16

[Audio transcript](#)

CONTINUE



What is Child Criminal Exploitation? (CCE)

Child Criminal Exploitation can include children/young people being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing.

How does it affect children?

Children/young people may still have been criminally exploited even if the activity appears to be something they have consented to. Children/young people

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.

Indicators include

Unexplained gifts, changes in mood, missing or attendance issues, lack of interest in activities and hobbies and generally being secretive about where they have been (especially if out late).



00:53

[Audio transcript](#)

[CONTINUE](#)

What is Child Sexual Exploitation? (CSE)

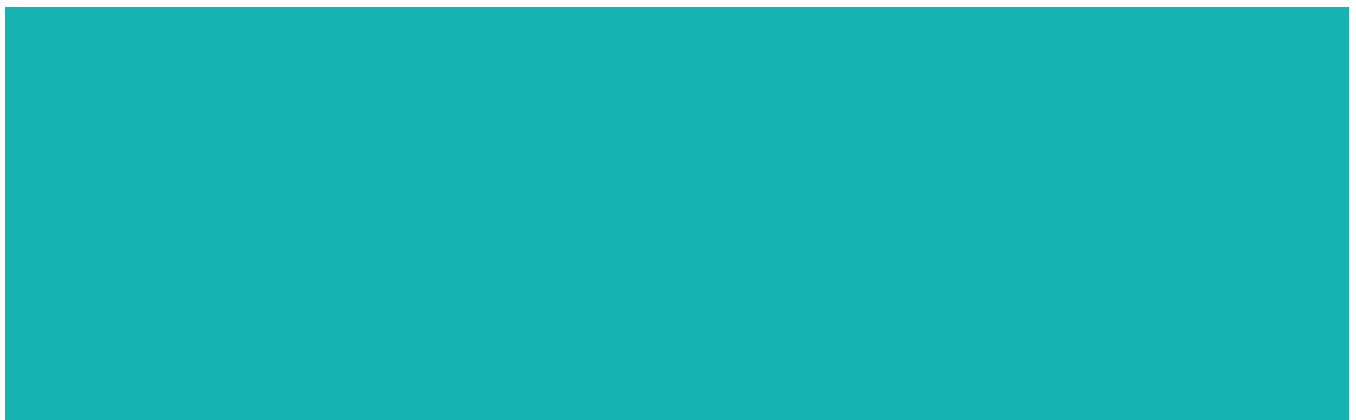
Child Sexual Exploitation is a form of child abuse. Children/young people in exploitative situations and relationships receive something such as gifts, money

or affection as a result of performing sexual activities or others performing sexual activities on them.

CSE can also occur where a child/young person is involved in non contact activities such as involving children/young people in looking at, or in the production of, sexual images online or watching sexual explicit content. This activity can be used to encourage the children/young people to behave in sexually inappropriate ways, or in preparation for grooming of a child/young person in preparation for abuse.

This may also include the young person being tricked into get 'Undressed' online.

Child sexual exploitation doesn't always involve physical contact and can happen online.



How does it affect children?

Child sexual exploitation is a hidden crime. Young people often trust the perpetrator, and don't understand that they are being abused. They may depend on their perpetrator or be too scared to tell anyone what's happening. It can involve violence.

Indicators include

In addition to the indicators for Child Criminal Exploitation, some specific signs of Child Sexual Exploitation can include children/young people who have older boyfriends or girlfriends and who may suffer from sexually transmitted infections or become pregnant



01:36

Audio transcript

CONTINUE

Honour Based Abuse (HBA)

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Please be aware:

This section is all about honour abuse and includes references to sexual, physical and psychological abuse as well as a section on female genital mutilation which may be distressing for some people, if you are affected by any of the content in this training, please ensure you take time out and seek support from your line manager or Designated Safeguarding Team.



00:21

Audio transcript

CONTINUE

Types of Abuse

A black and white photograph of two young women sitting on bicycles. They are looking directly at the camera with serious expressions. The woman on the left has long, light-colored hair and is wearing a light-colored t-shirt. The woman on the right has long, dark hair and is wearing a dark-colored t-shirt. They are outdoors, with trees and foliage in the background. A small white horizontal line is positioned to the left of the text.

**Lets move on to talk about Honour Based Abuse, including
Female Genital Mutilation.**

What is honour based abuse?



Honour based abuse is a crime or incident which may be committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances who mistakenly believe that someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs or their culture.

What are the impacts?

Honour based abuse impacts victims in these key areas:

- 1 Education
- 2 Health
- 3 Employment



00:40

Audio transcript

CONTINUE

Forced Marriage

A forced marriage is where one or both people do not (or, in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so.

It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights.



The pressure put on people to marry against their will may be:

1

physical – for example, threats, physical violence or sexual violence.

2

emotional and psychological – for example, making someone feel like they are bringing 'shame' on their family.

3

Financial abuse, for example taking someone's wages.



00:43

Audio transcript

CONTINUE

Female Genital Mutilation (FGM)



Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting.

Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

FGM has been a criminal offence in the UK since 1985. In 2003 it also became a criminal offence for UK nationals or permanent UK residents to take their child/young person abroad to have female genital mutilation.

Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

Regulated health and social care professionals and teachers in England and Wales must report 'known' cases of FGM in under 18s to the police.



Signs that a girl might be at risk of female genital mutilation:

1

Her family belongs to a community in which female genital mutilation is practised and they are making preparations to take her on a prolonged holiday or planning absence from school/college.

2

She or someone she knows may talk about her being taken "home" for a special visit.

3

A party is being held in her honour.

4

She is going to 'become a woman' or 'get ready for marriage'.

5

A special procedure or ceremony is going to take place.

6

A female family elder is coming especially to see her.



01:50

Audio transcript

CONTINUE

Domestic Abuse

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Please be aware:

This section is all about domestic abuse. This may be distressing for some people, if you are affected by any of the content in this training, please ensure you take time out and seek support from your line manager or Designated Safeguarding Team.



00:18

Audio transcript

CONTINUE

Domestic Abuse

The Domestic Abuse Act 2021

Children/young people 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.



Domestic abuse can encompass a wide variety of behaviours, such as coercive or controlling. This could be a single incident of a series. Domestic abuse can be emotional, financial, sexual or physical



00:41

Audio transcript

CONTINUE

Peer on Peer Sexual Harassment and Violence

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Please be aware:

This section is all about peer on peer sexual harassment and violence, including references to LGBTQ. This may be distressing for some people, if you are affected by any of the content in this training, please ensure you take time out and seek support from your line manager or Designated Safeguarding Team.



00:20

[Audio transcript](#)

CONTINUE

What is peer on peer sexual harassment and violence?



Sexual violence and sexual harassment can occur between two children/young people of any age and sex. It can also occur through a group of children/young people sexually assaulting or sexually harassing a single child/young person or group of children/young people.

All staff working with children/young people are advised to maintain an attitude of 'it could happen here'. Schools and colleges should respond to all reports and concerns, including those that have happened outside school or college premises, and online.

Children/young people who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.





Reports of sexual violence and sexual harassment are likely to be complex to manage. A victim should never be made to feel ashamed or be given the impression that they are creating a problem by making a report.

Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in future..

Whilst any report of sexual violence or sexual harassment should be taken seriously, it is more likely that girls will be the victims and more likely it will be perpetrated by boys. Children/young people with special educational needs (SEND) and LGBTQ+ children/young people are also at greater risk.

It is vitally important that the young people are educated about the law around peer on peer abuse so they understand it is there to protect them and not criminalise them.



01:44

[Audio transcript](#)

CONTINUE

Harmful Sexual Behaviour (HSB)

Here are some examples of HSB:

- 1 Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- 2 Sexual "jokes or taunting.
- 3 Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature.

Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

This may include:

- Consensual and non-consensual sharing of sexual images and videos.

UKCIS sharing nudes and semi-nudes provides detailed advice for schools and colleges, this was updated in March 2024

- Sexualised online bullying.
- Unwanted sexual comments and messages, including, on social media
- Sexual exploitation; coercion and threats.



It is important to maintain an attitude of 'it could happen here' where safeguarding is concerned. If you have any concerns regarding peer on peer abuse you should speak to your Designated Safeguarding Team, who will take lead responsibility for safeguarding and child protection.



01:20

Audio transcript

CONTINUE

Serious Violence

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Please be aware:

This section is all about serious violence and includes criminal activity such as knife and gun crime and homicide, this may be distressing for some people, if you are affected by any of the content in this training, please ensure you take time out and seek support from your line manager or Designated Safeguarding Team.



00:19

Audio transcript

CONTINUE

Serious violence what is it?



Serious violence includes criminal activity such as knife and gun crime and homicide.

This may be connected to gang related activity and violence or exploitation, caused through the spread of county lines as a means by which criminals supply hard drugs.

Signs which indicate children/young people may be involved or at risk of involvement include:



Increased absence from school/college, or a decline in performance.

2

Change in friendships or relationships with older people or groups.

3

Self harm or unexplained injuries.

4

Unexplained gifts or new possessions.

Factors which increase the likelihood of involvement in serious violence include being male, frequent absence or permanent exclusion from school/college, having experienced child maltreatment and having been involved in offending, such as theft or robbery.



00:50

Audio transcript

CONTINUE

Radicalisation



Please be aware:

This section is all about radicalisation and includes references to extremism. This may be distressing for some people, if you are affected by any of the content in this training, please ensure you take time out and seek support from your line manager or Designated Safeguarding Team.




00:18

Audio transcript

CONTINUE

What is radicalisation?





From 1st July 2015 all schools and colleges have a legal duty to protect pupils from being drawn into extremism.

Staff should be able to challenge extremist ideas and have the knowledge and confidence to identify pupils at risk.

When reviewing safeguarding, Ofsted expect to see school/college leaders and governors are protecting pupils from radicalisation and extremist views.

Building children/young people's resilience to radicalisation relies on staff receiving suitable training to develop vigilance, confidence and competency to challenge pupils' views and encourage debate.

Although the percentage of people prepared to support

violent extremism in this country is small, it is significantly greater in younger people.

Radicalisation in children/young people can happen over a long period of time. In some cases it is triggered by a specific incident or news item and can happen much quicker. Sometimes there are clear warning signs of radicalisation, in other cases the changes are less obvious.

- 1 Becoming increasingly argumentative
 - 2 Refusing to listen to different points of view
 - 3 Embracing conspiracy theories
 - 4 Feeling persecuted
 - 5 Changing friends and appearance
 - 6 Distancing themselves from old friends
 - 7 Changing or having more than one online identity
 - 8 Accessing extremist online content
 - 9 No longer doing things they used to enjoy
 - 10 Converting to a new religion
 - 11 Being secretive and reluctant to discuss their whereabouts
-

12

Sympathetic to extremist ideologies and groups



01:40

Audio transcript

CONTINUE

Prevent and Channel

Please be aware:

This section is all about Prevent and includes terrorism and threat levels as well as a video from the home office which references grooming and abuse. Some of this may be distressing for some people, if you are affected by any of the content in this training, please ensure you take time out and seek support from your line manager or Designated Safeguarding Team.



00:21

Audio transcript

CONTINUE

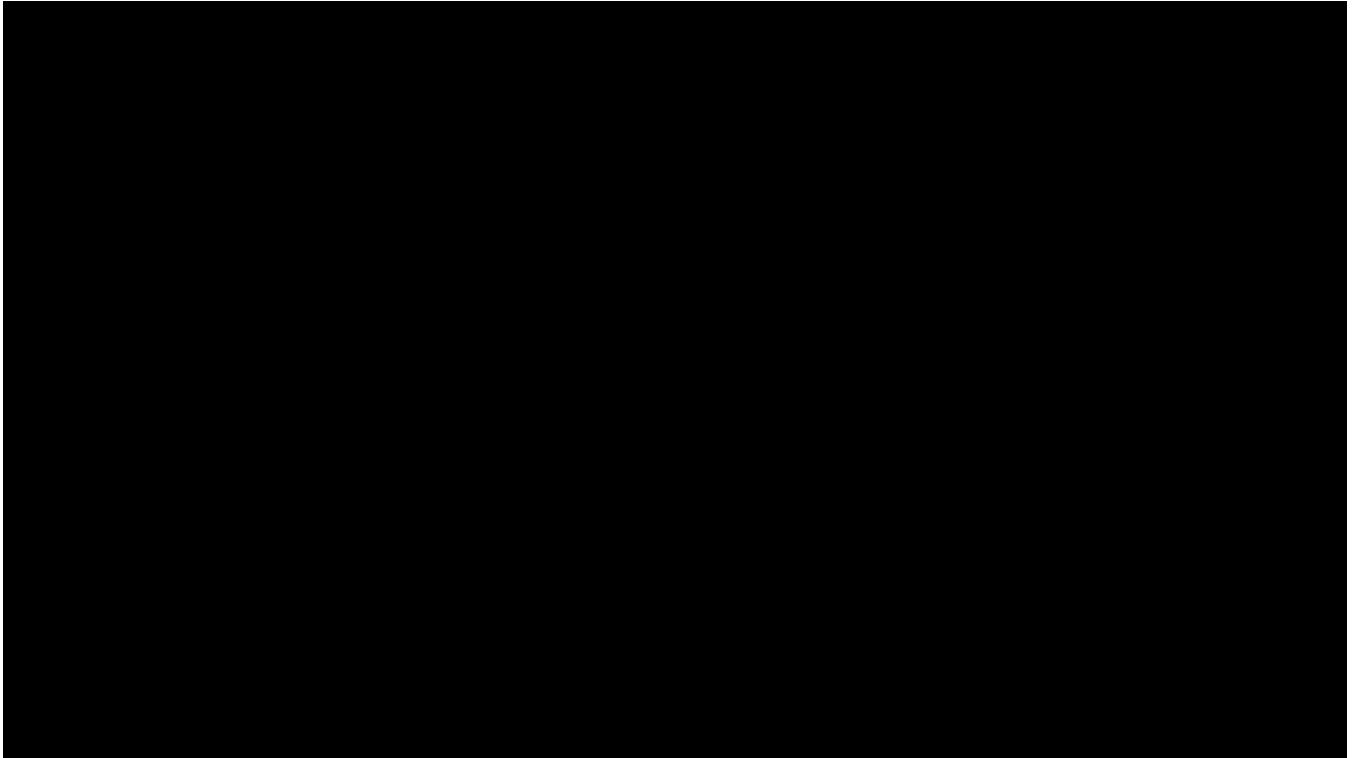
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Prevent

Please watch this short clip from the Home Office



Complete the content above before moving on.

As a further education provider, the Security Act 2015, places a duty on us to prevent people from being drawn into terrorism. The PREVENT agenda is part of our duties under safeguarding.



Following a review, this strategy has been refocused and now has three objectives:

- 1 To respond to the ideological challenge of terrorism and the threat from those who promote it.
- 2 To prevent people from being drawn into terrorism and to make sure they are given appropriate advice and support.
- 3 To work with sectors and institutions where there are risks of radicalisation that need addressing.

As a member of staff you have a responsibility to report concerns to the Safeguarding team. For any immediate concerns, call the emergency number of the Duty Safeguarding Officer. All concerns should be raised through safeguard (the hand icon on your college computer).

One of your responsibilities under the PREVENT duty is having an awareness of PREVENT, evidenced through completion of this mandatory module.



00:59

Audio transcript

Channel is part of the Prevent Strategy

Channel is a multi agency approach, operating across England and Wales to identify and to provide support to individuals who are at risk of being drawn into terrorism. It

uses existing collaborations between local authorities, statutory agencies, the police and the community to safeguard those most vulnerable to extremism by:

- 1 Identifying individuals at risk
- 2 Assessing the nature and extent of that risk
- 3 Developing the most appropriate support plan for the individuals concerned

The Channel Panel is chaired by the Local Authority

Channel: Vulnerability assessment framework

[OPEN GOV WEBSITE](#)



00:36

Audio transcript

CONTINUE

Threat Levels



00:02

There are 5 threat levels

Step 1



00:02

Low - an attack is highly unlikely

Step 2



00:03

Moderate – an attack is possible but not likely

Step 3



00:02

Substantial - an attack is likely

Step 4



00:02

Severe – an attack is highly likely



Critical - an attack is highly likely in the near future



00:05

**As of August 2023 the threat level in the UK
has been set to **Substantial****

**Prevent duty guidance: for further education institutions in England
and Wales**

You are required to read this document:

OPEN DOCUMENT

**Click here to confirm you have read and understood this
document**

CONTINUE

Children/Young People with SEND

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Please be aware:

This section is all about the additional risks children and young people with SEND and disabilities. It may have it may be distressing for some people, if you are affected by any of the content in this training, please ensure you take time out and seek support from your line manager or Designated Safeguarding Team.



00:18

Audio transcript

CONTINUE

What is the challenge?



As discussed previously the definition of a child is anyone between the age of birth to 18 years old, however this can be extended to include young people up to 25 where needs are appropriate (e.g. SEND)

Special educational needs and disability children/young people are recognised as the most vulnerable group in respect of safeguarding their wellbeing.

They may have physical, sensory and learning disabilities and difficulties.

Severely disabled children/young people often rely on parents and carers to meet most or all of their needs. They may have limited mobility and may find it hard to make their feelings and

wishes known because of communication or language difficulties.

Children/young people with complex needs may receive services in a range of settings from a number of care providers leaving them vulnerable to ill or cruel treatment, to neglect and abuse.

If they have been harmed or ill-treated they may find it difficult to know how they can express their own concerns about their welfare and they may not even know that the care they are receiving is not safe or appropriate.

Disabled children/young people trust their care-givers and rely on them to be sensitive to their personal care needs, their health, their emotional well-being and their safety.



1

Disabled children/young people are at a greater risk of physical, sexual and emotional abuse and neglect than non-disabled children/young people.

2

Disabled children/young people at greatest risk of abuse are those with behaviour/conduct disorders.

3

Other high-risk groups include children/young people with learning difficulties/disabilities, children/young people with speech and language difficulties, children/young people with health-related conditions and deaf children/young people.

4

Disabled children/young people in residential care face particular risks.

5

Bullying is a feature in the lives of many disabled children/young people.



01:25

Audio transcript

CONTINUE

Why it can be difficult to identify abuse against SEND children

Communication Barriers

Children and young people with speech, language and communication needs (including those who are deaf, or have a learning disability or physical disability) face extra barriers when it comes to sharing their worries and concerns.

Adults may have difficulty understanding a child/young person's speech so they may not realise when a child/young person is trying to tell them about abuse.

Adults may not have the knowledge and skills to communicate non-verbally with a child/young person, which can make it harder for children/young people to share their thoughts and feelings.

Communicating solely with parents or carers may pose a risk if the child/young person is being abused by their parent or carer.

It can be difficult to teach messages about what abuse is or how to keep safe to children/young people with communication needs. Without this knowledge children/young people may not recognise that they are being abused or won't know how to describe what's happening to them.



00:54

Audio transcript

CONTINUE

Misunderstanding the signs of abuse

It's not always easy to spot the signs of abuse. In some cases, adults may mistake the indicators of abuse for signs of a child/young person's disability.

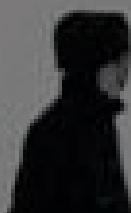
- A child/young person experiencing abuse or attempting to disclose abuse may self-harm or display inappropriate sexual behaviour or other repetitive and challenging behaviours. If this is misinterpreted as part of a child/young person's disability or health condition rather than an indicator of abuse, it can prevent adults from taking action.
- Injuries such as bruising may not raise the same level of concern as they would if seen on a non-disabled child/young person. Adults may assume that bruising was self-inflicted or caused by disability equipment or problems with mobility



00:47

Audio transcript

CONTINUE





Isolation may also be a factor, as we will examine next.

Disabled children/young people may have less contact with other people than non-disabled children/young people, because they have:

- 1 Fewer out of school/college opportunities than their peers.
- 2 Fewer opportunities for spontaneous fun with friends.
- 3 Less access to transport.
- 4 Less provision for appropriate toilets and changing facilities.
- 5 Difficulty finding out about accessible events.

This means they have fewer people to turn to if they need help or support. They may be further isolated if they:

1

Need carers to take them out.

2

Have restricted independence because they use a wheelchair or require a sign language interpreter.

3

Live away from home at a residential school/college.

4

Disabled children/young people and their families may have limited access to support systems. Support may not be available due to lack of funding or it may not be appropriate for the child/young person's physical, emotional or cultural needs. This can make it difficult for parents to provide the care their child/young person needs and add to the pressure of caring for a disabled child/young person.

Children/young people with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care.

This can increase the opportunity for an abusive adult to be alone with a child/young people.

If a child/young person is abused by a carer they rely on, they may be more reluctant to disclose abuse for fear that the support service will stop.



01:23

Audio transcript

CONTINUE

Digital Safeguarding

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Please be aware:

This section is all about the risks online and may be distressing for some people, if you are affected by any of the content in this training, please ensure you take time out and seek support from your line manager or Designated Safeguarding Team.



00:15

Audio transcript

CONTINUE

**Digital Safeguarding - Keeping Children
safe in Education 2024**



The latest guidance highlights the requirements to teach all members of the school/college community about safeguarding, including digital safety.

Digital Safety training is vitally important for all members of the school/college community including staff, parents and governors.

This should be integrated with the whole school or college approach to safeguarding.

Children/young people should also be taught about safeguarding, including digital safety. This could be within the

**context of Relationships Education (primary pupils),
Relationships and Sex Education ("RSE") for secondary pupils
and Health Education for all pupils in state-funded schools.**

1

Digital safeguarding should be reflected in all relevant policies, teacher and governor training, the role of the Safeguarding Team and parental engagement to ensure children/young people are supported when accessing technology in the home.

2

Schools and colleges approach to digital safeguarding should be reflected in their children protection policy, which should be reviewed annually (at a minimum) and include a clear policy on the use of mobiles and smart technology.

3

Remote education advice should be followed if children/young people are being asked to learn from home.

**Keeping Children Safe in Education 2024 contains
some useful links to relevant resources to help engage
the whole school/college community in topics such as
harmful online challenges, hoaxes and this should be
embedded in the students curriculum.**

The guidance states that all schools and colleges should have:

"appropriate filters and monitoring systems in place to limit children/young people's exposure to online risks."

A one-size all approach to safeguarding, including online safety training, may not be appropriate for all children/young people. A more personalised approach may be needed for more vulnerable children/young people, victims of abuse and some SEND children/young people.



01:47

Audio transcript

CONTINUE

The 4 C's of digital safety risk

The 4 C's of digital safety risk



00:02

Step 1

Content



00:08

Being exposed to illegal, inappropriate or harmful content such as pornography, self harm or racism

Step 2

Contact



00:15

Being subjected to harmful online interaction with other users; for example: peer to peer, peer pressure, or adults posing as children with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Step 3

Conduct



00:15

Personal online behaviour that increases the likelihood of, or causes harm; for example, online bullying or making, sending and receiving explicit images (also known as nudes or semi nudes) or sharing other explicit images.

Step 4

Commerce



00:07

Risks such as online gambling, inappropriate advertising, phishing or financial scams.



00:06

Considering the 4Cs will provide the basis of an effective digital safeguarding policy for schools and colleges.



Complete the content above before moving on.

Filtering and Monitoring



Schools and Colleges should provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate material.

What is filtering?

All schools need to have a filter. The Filter should block harmful material and inappropriate content without unreasonably impacting teaching and learning.

Link to the digital and technology standards for schools, which was updated in May 2024

OPEN GOV WEBSITE

What is monitoring?

Monitoring allows the supervision of the whole school/college community in the digital environment for children/young people and staff. Monitoring does not block the user from accessing the content unlike filtering.

At CCG we have monitoring and systems in place across all colleges.



00:16

Audio transcript

CONTINUE

Sextortion

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Please be aware:

This section is all about Sextortion. This may be distressing for some people, if you are affected by any of the content in this training, please ensure you take time out and seek support from your line manager or Designated Safeguarding Team.



00:21

Audio transcript

CONTINUE

What is Sextortion?

Sextortion is financially motivated Sexual extortion. This has been on the rise globally predominantly with boys but not exclusively.

News report on the rise of Sextortion

[OPEN WEBSITE](#)

This is something that you might come across with young people in your care or indeed yourselves. This is a form of blackmail where the perpetrator threatens to share sexual content (videos or images) of you to others unless a financial payment is made.

How to protect yourselves and others from Sextortion?

1

Regularly review all your digital accounts and the privacy and security settings within them

2

Report and seek advice if you receive any suspect emails or communications

Where to report Sextortion attempts

[OPEN WEBSITE](#)



00:16

Audio transcript

CONTINUE

Staff Obligations

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Please be aware:

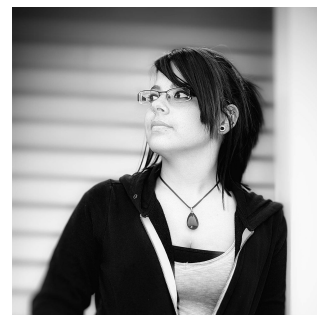
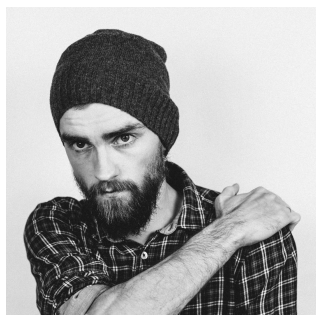
This section is all about what to do if you have concerns about other staff members, this includes references to sexual behaviours which may be unsettling for some people, if you are affected by any of the content in this training, please ensure you take time out and seek support from your line manager or Designated Safeguarding Team.



00:20

Audio transcript

CONTINUE



Safer recruitment



00:16

Audio transcript

As part of our commitment to safeguarding, we carry out a range of checks and clearances to ensure that the people working with young people are safe to do so.

As part of your employment, we will have asked you to complete an Enhanced Disclosure and Barring Service check (DBS), formerly known as the Criminal Records Check.

As part of your contract of employment, you have an obligation to let your employer know if your situation changes. This means if you receive a caution from the police, if you are arrested or charged, or if anything changes which might possibly impact your suitability to work with children and vulnerable adults, you must tell HR.

Staff obligations

What do I do if something has changed?

If your situation has changed in any way, you must come and talk to a member of the Safeguarding team or a member of the HR team.

This does not mean you will automatically lose your job, but it does mean that we need to carry out a risk assessment to ensure you continue to remain suitable to work with young people.

Who to tell?

Safeguarding
or HR

When?

Immediately



Complete the content above before moving on.

Code of Conduct and professional boundaries

It is important that all staff maintain boundaries in relation to the young people that they are working with.

This means, for example :

- Not giving out private phone numbers
- Maintaining a professional distance
- Not meeting with students in private settings
- Ensuring that the language we use is free from banter

Staff can access the guidance on maintaining professional boundaries by looking at the CCG guidance on the intranet

[OPEN HERE](#)

What to do if you have concerns about another member of staff?

If you have any concerns that a member of staff is causing harm or failing to prevent harm to a young person or vulnerable adult, you **MUST** report this to a member of the safeguarding team as a matter of priority.

All allegations will be investigated.

Allegations which do not meet the harm threshold

We call these 'low level concerns'.

Low level concerns are concerns which do not feel like 'abuse' or 'harm' and yet do not feel right.

If you see something that doesn't feel right, you also have a duty to report this.

Examples might be: being over friendly with a student, having favourites, taking photos, taking a young person off to a quiet area, having physical contact.

It is behaviour which falls short of the CCG code of conduct and expectation for professional boundaries

What do you do if you have a 'low level concern'

If you have a concern about a colleague's behaviour towards or relationship with young people or vulnerable adults, you MUST:

- Report it to either HR or the safeguarding team immediately
- We will investigate it.

It can be uncomfortable to report concerns about someone we work with, so we will always act professionally and confidentially.

However we have a duty to protect young people and adults from harm and abuse.



If you have any concerns, talk to a member of the Safeguarding team.



01:55

Audio transcript

CONTINUE

I understand as part of my contract of employment, I have an obligation to let my employer know if my situation changes.

If I receive a caution from the police, am arrested or charged, or if anything changes which might possibly impact my suitability to work with children and vulnerable adults, I agree that I will tell HR immediately.

Click here to confirm you have read and agree with the above statement

CONTINUE

Responding to Concerns

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Please be aware:

This section is all about how to respond to a concern and may be unsettling for some people, if you are affected by any of the content in this training, please ensure you take time out and seek support from your line manager or Designated Safeguarding Team.



00:15

Audio transcript

CONTINUE

How might you come across a concern?

- 1 You might see or hear something worrying about a child/young person, maybe a mark, injury, change in behaviour or mood.
- 2 You might overhear a conversation indicating that a child/young person has been harmed or is at risk of harm.
- 3 You may become concerned about another adults behaviour towards a child/young person.
- 4 Someone else may tell you about a concern they have with a child/young person or an adults behaviour.
- 5 A family member or friend may pass a concern to you.
- 6 A child/young person may tell you about the concern – this is called a disclosure.

It is important to recognise that children/young people might not find it easy to talk about issues verbally. In such cases you should facilitate additional support to enable the child/young person to communicate in a way which feels comfortable to them.

As an education professional it is important to escalate all incidents to the Designated Safeguarding Team. If you are concerned about a young person or something just doesn't feel right about a young person

or a member of staff speak to your Designated Safeguarding Team.

If you are concerned about a member of staff, contractor or volunteer or something just doesn't feel right please speak to HR.



01:01

Audio transcript

CONTINUE

What is a disclosure? and how to respond to them.



Schools and colleges should promote an open and transparent culture where all concerns about adults working in or on behalf of the school or college (including supply teachers, volunteers or contractors) are dealt with promptly and appropriately.

A disclosure is when a child/young person tells you something that makes you worried that they may have been abused in the past, are being abused now or are at risk of being abused. It is often unexpected, sudden and/or blurted out. Sometimes the young person will change their mind and stop telling you.



If you have any concerns about a child/young person's safety you should act on it immediately rather than wait to be told.



00:38

Audio transcript

CONTINUE

How to respond to a disclosure:

1

Listen carefully to the child/young person

2

Avoid expressing your own views on the matter. A reaction of shock or disbelief could cause the child/young person to 'shut down', retract or stop talking.

3

Let them know they've done the right thing – Reassurance can make a big impact to the child/young person who may have been keeping the abuse secret.

4

Tell them it's not their fault – Abuse is never the child/young person's fault and they need to know this. Say you will take them seriously.

5

A child/young person could keep abuse secret in fear they won't be believed. They've told you because they want help and trust you'll be the person who will listen to and support them.

6

Don't talk to the alleged abuser – Confronting the alleged abuser about what the child/young person's told you could make the situation a lot worse for the child.

7

Explain what you'll do next – If age appropriate, explain to the child/young person you'll need to report the abuse to someone who will be able to help.

8

Don't promise to keep secrets, explain there are some secrets you can't keep.

Schools and colleges should promote an open and transparent culture where all concerns about adults working in or on behalf of the school or college (including supply teachers, volunteers or contractors) are dealt with promptly and appropriately.



00:58

Audio transcript

CONTINUE

Reporting and Recording Concerns



How to report and record concerns?

At CCG we use Safeguard to report concerns online. You should always make sure your concerns are concise and factual. It is always worth remembering that you are writing a legal document.

Everybody has a legal duty to report suspicions or disclosures of abuse and by not doing so is not only a failure in your duty of care but is also a breach of your statutory duty under the Education Act 2002.

However difficult it may seem, you must make known your concerns of child/young person abuse.



It is essential that all victims are reassured they are being taken seriously, and that they will be supported and kept safe.

Key considerations include:

- 1** If possible, two members of staff present when managing reports.
- 2** Unless unavoidable, do not view or forward illegal images of a child/young person.
- 3** When considering the best time to write up the report (which is essential), it may be best to give your full attention to the child/young person and wait until the end of the report to immediately write up a thorough summary.

4

Only record the facts as the child/young person presents them.

5

Inform the **Designated Safeguarding Team** as soon as is practically possible.

6

Immediate consideration should be given to how best to support not only the victim but the alleged perpetrator(s) and any other children/young people involved.

7

Children/young people's wishes and feelings should be taken into account when determining what action to take and what services to provide.



01:24

Audio transcript

CONTINUE

Quiz

You've reached the end of the course. You can go back and re-read any chapters or continue to the assessment quiz.

Question

01/13

Which one of the following is an example of bullying behaviour?

- ☐ Lengthy absence from school
- ☐ Having no access to medical care
- ☐ Isolating a student from others
- ☐ Being secretive

You should not discuss your concerns with a parent or carer if:

- ☐ The parent or carer is deliberately making the child/young person ill
- ☐ This will put the child/young person or another person at risk
- ☐ The child may have been sexually abused by the parent or carer
- ☐ Any of these

Question

03/13

It is OK to promise a child that you will not tell anyone about an allegation if:

- ☐ They asked you before saying anything
- ☐ It is never OK to make this promise
- ☐ It is always OK to make this promise
- ☐ The child/young person is very upset

Question

04/13

Anyone over the age of 16 years cannot be sexually harassed as this is above the legal age of consent.

☐ False

☐ True

Question

05/13

What is sexual violence?

- ☐ Rape, Assault by Penetration and Sexual Harassment
- ☐ Rape, Assault by Penetration and Sexual Assault
- ☐ Rape, Assault by Penetration and Sexual Abuse

Which one of the following pressures may be used to force someone to marry against their will?

- ☐ Could be any of these
- ☐ Physical
- ☐ Financial Abuse
- ☐ Emotional

What does CSE stand for?

- ☐ Common Standards in Education
- ☐ Council for Socialcare in Education
- ☐ Child Safeguarding Executive
- ☐ Child Sexual Exploitation

Where must concerns have taken place in order for colleges to have a duty to repond to them?

- ☐ In a pub or other informal location only
- ☐ Inside or outside college premises only
- ☐ Inside college premises only
- ☐ Inside or outside college premises or online

Question

09/13

What does CCE stand for?

- ☐ Child Centered Enthusiasm
- ☐ Criminal Certification Expiry
- ☐ Child Criminal Exploitation
- ☐ Child Centre of Excellence

According to Keeping Children Safe in Education 2024, all staff working with children/young people are advised to maintain an attitude of what in relation to peer on peer sexual harassment and violence?

- ☐ It isn't happening here
- ☐ It hasn't happened here
- ☐ It is definitely happening here
- ☐ It could happen here

Question

11/13

I have received a police caution about a matter not relating to my job or young people. What should I do:

- ☐ Ignore it, it's not about work
- ☐ Tell HR or your local Safeguarding Manager
- ☐ Resign and look for another job

Question

12/13

Sitting in the staff room, I heard a member of staff commenting about a student's legs in a highly sexualised way. Everyone around looked awkward but I was not the only person to hear it, including our line manager.

What should I do?

- ☐ Share it with the safeguarding team or HR
- ☐ Talk to my colleagues and see what they are planning to do
- ☐ Hope it goes away
- ☐ Talk to my manager and ask them to report it

Question

13/13

A student has shared with me that they are finding one of their lecturers a bit creepy, and that they keep drawing them out of class to talk about things one to one.

What should I do?

- ☐ Have a quiet word with the individual member of staff
- ☐ Ignore it, it's not my problem
- ☐ Tell the student to deal with it themselves
- ☐ Talk to the safeguarding team

Summary

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Always Respond to concerns

Report any concerns on the Safeguard system - accessed via the hand icon on your desktop, if you:

- See or hear something worrying about a child/young person, maybe a mark, injury, change in behaviour or mood
- Overhear a conversation indicating that a child/young person has been harmed or is at risk of harm
- Are concerned about another adults behaviour towards a child/young person
- Someone tells you about a concern they have with a child/young person or an adults behaviour
- A family member or friend passes a concern to you
- A child/young person tells you about a concern

If you are concerned about a young person or something just doesn't feel right about a child, young person or a member of staff make the report on Safeguard.

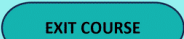


00:43

Audio transcript


Thank you for completing this Module!

IMPORTANT: to register your completion of this module:

Please click the  button below

Then click the red cross in the to right of the screen to close this window



This will take you back to Skillgate where you need to click  to complete the course

EXIT MODULE