



Safeguarding and Prevent Policy

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Process, Contacts and Quick Action Guide

Tiro's Safeguarding & Prevent Process

The flowchart below summarises the steps staff and other stakeholders should follow when they become aware of a safeguarding concern. It is intended as a quick reference guide and should be read alongside the full safeguarding process.



Safeguarding Contacts

Name	Role	Mobile	Email	Reason
Benn Chacksfield	Designated Safeguarding Lead & Prevent Lead	07917 853 248	benn.chacksfield@tiro.co.uk	Report a safeguarding concern.
Kathryn Jeacock	Deputy Safeguarding Lead	07443 438 204	kathryn.jeacock@tiro.co.uk	Report a safeguarding concern.
Katrina Dillon	Deputy Safeguarding Lead	07872 862 574	katrina.dillon@tiro.co.uk	Report a safeguarding concern.
Andy Palmer	Safeguarding Governor	07792 594 352	andy.palmer@tiro.co.uk	Report a concern about a DSL.
Charlotte Blant	CEO	07951 119 756	charlotte.blant@tiro.co.uk	Report a concern about a DSL.

Tiro's Safeguarding Email

If you do not wish to speak to – or cannot reach – any of our Safeguarding contacts via their mobiles, you can email our Safeguarding email address at: safeguarding@tiro.co.uk

Quick Action Guide

Situation	What to do now
Immediate risk of harm, medical emergency, crime in progress, or someone may be in danger now	Call 999 first. Then call a DSL as soon as it is safe to do so.
A learner tells you something worrying.	Listen, reassure them, ask open questions, and do not promise secrecy. Record details in the learner's words as much as possible and note the dates / times of key events. Report the above information to a DSL immediately. Call us directly or email our safeguarding inbox. (for more guidance, see section 5).
Spotted a sign that might indicate abuse, neglect, exploitation, domestic abuse, sexual violence, self-harm, online harm, or mental health crisis.	Call a DSL directly or email our Safeguarding inbox: safeguarding@tiro.co.uk
Concern about radicalisation, terrorism, extremist influence or online extremist content	Treat it as a safeguarding concern. Report to a DSL immediately.
Concern about a staff member, contractor, volunteer, employer representative or governor	Report to the DSL. If the concern is about a DSL, report to the Safeguarding Governor or CEO.
Not sure what to do	Call a DSL for advice. Never ignore a concern because you are unsure whether it meets a threshold. It is very easy to talk ourselves out of reporting concerns. Rather than ask yourself "what if I am wrong", ask yourself "what if I am right". We want a culture of over-reporting.

Purpose, Scope and Principles

This policy sets out Tiro's approach to safeguarding and promoting the welfare of learners, including children, young people and adults at risk. Tiro delivers learning through a blended model of online learning, coaching, asynchronous content, in-person observations & coaching, and close work with employers, university partners and other organisations. Safeguarding therefore depends on clear responsibilities, effective communication and prompt action whenever a concern is identified. This policy explains what Tiro expects from staff, governors, contractors, employers and partners, and how concerns should be recognised, responded to, recorded, reported and referred.

The purpose of this policy is to:

- Protect learners, children, young people and adults at risk from harm.
- Make sure staff know how to recognise, respond to, record, report and refer concerns.
- Set out clear governance, accountability and reporting arrangements.
- Support a safe, inclusive and respectful learning environment across Tiro's online, blended, and workplace delivery.

This policy applies to:

- all Tiro learners, including children aged under 18 and adults aged 18 or over who may be at risk;
- all Tiro staff, governors, and contractors;
- all Tiro employers (employers of work-based learners), university partners, and other delivery partners where they interact with Tiro learners;
- learning, assessment, progress reviews, employer engagement, online communities, events, trips and any activity branded, funded or organised by Tiro Training Ltd.
- Where Tiro organises in-person learning, events, trips or activities, or uses third-party premises, safeguarding risk assessments will consider learner safety, supervision, privacy, dignity, accessibility and the suitability of the environment. This will be proportionate to the activity, learner group and the level of control Tiro has over the setting.

Principles. Tiro's Safeguarding arrangements adhere to the following core principles:

- Safeguarding is everyone's responsibility.
- Tiro will always act in the learner's best interests.
- Concerns are taken seriously, acted on promptly and recorded accurately.
- Tiro listens to learners and takes account of their wishes and feelings where it is safe and appropriate to do so.
- Tiro will work collaboratively with all third parties to ensure learners are safe including, but not limited to, employers, families, local authorities, police, the National Health Service, Prevent Coordinators, Channel panels, and other education partners.
- Tiro promotes equality, inclusion, freedom of speech within the law and academic freedom where applicable, while protecting people from harm.
- Information is shared lawfully, proportionately and in the best interests of the person at risk.

Legal and Statutory Framework

This policy has been drafted to align with the most recent guidance and legislation available at the date of review. Key sources that inform this policy include:

- Apprenticeships, Skills, Children and Learning Act 2009
- Care Act 2014
- Children and Families Act 2014
- Children Act 1989 and Children Act 2004
- Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025
- Disclosure and Barring Service Code of Practice 2012
- Domestic Abuse Act 2021
- Education Act 2002 and Education Act 2011
- Equality Act 2010
- Female Genital Mutilation Act 2003
- Human Rights Act 1998
- Keeping Children Safe in Education 2026
- Modern Slavery Act 2015
- Office for Students – Prevent duty: Framework for monitoring in higher education in England 2018/19 onwards.
- Prevent duty guidance: England and Wales 2023.
- Protection of Freedoms Act 2012
- Safeguarding Vulnerable Groups Act 2006
- Serious Crime Act 2015
- Sexual Offences Act 2003
- Working Together to Safeguard Children 2026

Roles, Responsibilities and Governance

Effective safeguarding depends on clear leadership, accountability and shared responsibility. This section explains who is responsible for safeguarding and Prevent at Tiro, how concerns are overseen, and how assurance is provided to senior leaders and the Board of Governors. While the Designated Safeguarding Lead and Deputy Safeguarding Leads have specific responsibilities, safeguarding remains everyone's responsibility.

Role	Responsibilities
Board of Governors	Holds overall accountability for safeguarding and Prevent. Provides strategic leadership and ensures Tiro complies with relevant legal and statutory duties. Approves this policy, confirms appropriate Designated Safeguarding Lead arrangements, and receives regular safeguarding and Prevent assurance reports. Ensures safeguarding and Prevent arrangements have appropriate oversight, independence, resources and governance. Board members receive safeguarding and child protection training, including online safety, at induction and through regular updates, so they can provide effective scrutiny and challenge.
Safeguarding Governor	Provides board-level scrutiny, support and challenge for safeguarding and Prevent. Meets regularly with the Designated Safeguarding Lead to review safeguarding arrangements, themes, risks, training, referrals, quality assurance activity and improvement actions. Escalates unresolved or significant concerns to the Board. Supports Board assurance through periodic review and an annual safeguarding review or audit.
Executive Committee	Leads the implementation of this policy and ensures safeguarding and Prevent are embedded in operational practice, learner support, employer engagement, recruitment, staff training, quality assurance and partnership management. Receives updates on safeguarding trends, significant cases and improvement actions, and ensures timely reporting to the Board. Ensures policies, processes and training are updated in line with statutory guidance and regulatory expectations.
Designated Safeguarding Lead	Takes lead responsibility for safeguarding, child protection, adult safeguarding and Prevent referrals, including online safety and understanding the filtering and monitoring arrangements in place where relevant to Tiro's systems and delivery model. Advises staff, supports decision-making, manages safeguarding concerns and ensures referrals to external agencies are made promptly and appropriately. Maintains

	secure safeguarding records, monitors themes and trends, and reports to the Executive Committee and Board.
Deputy Safeguarding Leads	Support the Designated Safeguarding Lead and act in their absence or where additional safeguarding capacity is required. Receive and respond to safeguarding concerns, support active case management, advise staff, maintain records and help ensure safeguarding concerns are managed in line with this policy.
Prevent Lead	Leads Tiro's Prevent arrangements, including the Prevent risk assessment, action plan, training, partnership working and Prevent referrals. Ensures Prevent is treated as part of safeguarding and that concerns about radicalisation, terrorism or extremist influence are responded to proportionately and appropriately. The Prevent Lead may also be the Designated Safeguarding Lead where they have the training, authority and capacity to carry out the role.
Quality Manager	Oversees the safeguarding and Prevent quality assurance cycle. This includes regular review of safeguarding practice, reporting routes, training completion, learner and employer awareness, safeguarding records, online safety, filtering and monitoring arrangements where relevant, and how safeguarding, Prevent, British Values, wellbeing and online safety are embedded in delivery. Ensures findings are used to identify strengths, risks, themes and improvement actions.
All staff, contractors and governors	Read and follow this policy, complete mandatory safeguarding and Prevent training, and report concerns immediately. Staff are expected to understand Tiro's safeguarding systems, know who the DSL and deputies are, and know how to raise concerns. All staff, including those who do not work directly with learners under 18, are expected to read Part One of Keeping Children Safe in Education 2026 as a minimum requirement.
Employers and workplace mentors	Cooperate with Tiro on safeguarding and Prevent matters. Provide safe, respectful and inclusive working environments for learners. Report concerns promptly, share relevant information lawfully, support learner reviews where appropriate, and work with Tiro to respond to safeguarding, wellbeing, workplace safety, online harm, exploitation or Prevent-related concerns.
Learners and apprentices	Contribute to a safe and respectful learning culture. Engage with safeguarding and Prevent information provided by Tiro, know how to access support, and report concerns about themselves or others where they feel able to do so.

Quality assurance of safeguarding arrangements

Tiro regularly reviews the effectiveness of its safeguarding and Prevent arrangements to make sure they are understood, embedded and working in practice. Quality assurance activity is proportionate to Tiro's size, delivery model, learner profile and partnership arrangements. This includes Board and Safeguarding Governor oversight, reporting from the Designated Safeguarding Lead, review of safeguarding and Prevent trends, staff training, learner and employer awareness, case recording, reporting routes, online safety arrangements, and how safeguarding themes are embedded in teaching, coaching, reviews and employer engagement. Findings from quality assurance activity are used to identify strengths, risks, themes and areas for improvement, with actions monitored through Tiro's quality and governance arrangements.

Safeguarding Overview

This section explains what safeguarding means, why it matters, and the main types of harm, abuse and safeguarding concern staff may come across. It is designed to help staff understand the language used in safeguarding and recognise when a learner may be at risk. Staff do not need to investigate or prove that harm has taken place. If they have a concern, they must report it to a Designated Safeguarding Lead or deputy.

What is safeguarding?

Safeguarding means protecting children, young people and adults at risk from harm, abuse and neglect, and taking action to support their welfare and wellbeing. For learners under 18, this includes providing help and support as soon as problems emerge, including through universal services, community-based early help and, where appropriate, targeted early help through Family Help. It also includes protecting children from maltreatment in person and online, preventing harm to their physical and mental health or development, making sure they are supported in safe and effective care, and taking action so they can achieve the best outcomes.

What are the benefits of Safeguarding?

The primary benefit of Safeguarding is the prevention of abuse/neglect to children, young people, and adults at risk. Other benefits include:

- When learners feel safe and secure, they can concentrate on learning.
- Learners that are safe from abuse and/or neglect are empowered to develop in a healthy way.
- Learners that are made aware of forms of abuse/neglect may be empowered to keep themselves and others safe from abuse and/or neglect.
- Learners can rely on those people in positions of trust.

- Staff are protected from malicious and misplaced allegations.
- Staff are clear about individual responsibilities, roles, and boundaries.
- Issues are dealt with promptly and effectively, preventing them from escalating into more serious concerns.
- Clear 'whistleblowing' procedures are in place to raise concerns and report on any wrongdoing perpetrated by an employee at Tiro.

Types of harm and abuse

Safeguarding concerns can arise in many different ways. Learners may be at risk of harm inside or outside Tiro, inside or outside the home or workplace, and online. Concerns are often complex, may overlap, and may not fit neatly into one category. All staff must remain professionally curious and be alert to possible signs of abuse, neglect, exploitation and wider safeguarding risk. Staff are not expected to investigate, diagnose or decide which type of harm has taken place. Their responsibility is to recognise when something may be wrong, record relevant information, and report the concern to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

Abuse is the maltreatment of a child, young person or adult at risk. It may involve directly causing harm, failing to act to prevent harm, or exposing a learner to harm experienced by others, such as domestic abuse. Abuse can happen in person or online, and may take place in a family, education, workplace, community or institutional setting. It may be carried out by adults, by other children or young people, or by people known or unknown to the learner.

The table below provides definitions to help recognise possible safeguarding concerns. Further detail is available in Keeping Children Safe in Education 2026, safeguarding training materials and DSL guidance. Staff must not wait for proof before reporting a concern.

Type of abuse or concern	Definition
Physical abuse	Physical abuse involves causing physical harm to a child, young person or adult at risk. This may include hitting, shaking, burning, poisoning, suffocating or otherwise causing physical injury.
Emotional abuse	Emotional abuse involves persistent emotional maltreatment that causes, or is likely to cause, serious harm to a person's emotional wellbeing or development. This may include humiliation, criticism, rejection, control, intimidation or exposure to the ill-treatment of others.
Sexual abuse	Sexual abuse involves forcing, causing or inciting a child or young person to take part in sexual activity. It may involve

	physical contact, non-contact activity, online abuse, grooming or the use of technology to facilitate abuse.
Neglect	Neglect involves the persistent failure to meet a person's basic physical, emotional, medical or care needs, where this is likely to cause serious harm to their health, wellbeing or development.
Support before statutory intervention and Family Help	Some learners under 18 may need additional support before concerns reach the threshold for statutory intervention. This may include universal services, community-based early help or targeted early help through Family Help.
Children absent from education	Repeated, prolonged or unexplained absence from education, training, reviews or work-based learning may indicate safeguarding risk, including abuse, neglect, exploitation, poor mental health or other harm.
Child criminal exploitation and child sexual exploitation	Exploitation occurs where a person or group uses power, control, coercion, manipulation or deception to involve a child or young person in criminal or sexual activity. A child cannot consent to being exploited.
Child-on-child abuse, including harassment and violence	Child-on-child abuse is abuse between children or young people. It may include bullying, discriminatory abuse, physical abuse, sexual harassment, sexual violence, image-sharing, coercion, abuse in relationships or initiation-type behaviour.
Children and young people involved in the court system	Learners involved in criminal, family or care-related court processes may need additional safeguarding or wellbeing support. Court involvement can affect attendance, concentration, emotional wellbeing and engagement.
County lines	County lines is a form of criminal exploitation where gangs or organised criminal networks use children, young people or adults at risk to move, store or sell drugs or money, often across different areas.
Cuckooing	Cuckooing is a form of criminal exploitation where a person or group takes over or uses another person's home or accommodation for criminal purposes.
Domestic abuse	Domestic abuse can include psychological, physical, sexual, financial or emotional abuse. Children and young people can be

	victims in their own right if they see, hear or experience the effects of domestic abuse.
Discriminatory abuse	Discriminatory abuse is abuse, harassment or unfair treatment linked to a person's actual or perceived protected characteristics or personal circumstances.
Female genital mutilation, forced marriage and so-called honour-based abuse	These are forms of abuse linked to attempts to control a person's body, behaviour, relationships or choices. FGM is illegal and must be reported in line with legal duties.
Financial or material abuse	Financial or material abuse involves the theft, misuse or control of a person's money, property, possessions, wages, benefits, bank accounts or financial information.
Homelessness or risk of homelessness	Homelessness, unsafe accommodation, sofa surfing or risk of being made homeless can increase the risk of abuse, exploitation, neglect, poor mental health and disengagement from learning.
Mental health concerns	Mental health concerns may be safeguarding concerns where they indicate risk of harm, abuse, neglect, exploitation, self-harm, suicidal ideation, eating disorders or serious distress.
Modern slavery and human trafficking	Modern slavery and trafficking involve a person being forced, coerced, deceived or controlled for the purpose of exploitation, including labour, sexual, criminal or domestic exploitation.
Making or sharing nudes and semi-nudes	This involves creating, sending, receiving, requesting, possessing or sharing nude or semi-nude images, videos or livestreams, including AI-generated, digitally altered, deepfake or "deep nude" images.
Online safety and online harm	Online harm refers to safeguarding risks arising through technology, social media, messaging, gaming, artificial intelligence, online forums or other digital environments.
Cybercrime	Cybercrime is criminal activity committed using computers, digital devices, networks or the internet. Learners may be victims or may be drawn into cybercrime through coercion, grooming, exploitation or peer pressure.
Radicalisation	Radicalisation is the process by which a person comes to support terrorism or extremist ideologies associated with

	terrorism. Further information is set out in the Prevent section of this policy.
Serious violence	Serious violence involves violence, or the threat of violence, that may cause significant physical, emotional or psychological harm. It may include weapons, gangs, peer conflict, criminal exploitation or serious assault.

Signs and indicators of abuse, neglect, exploitation and other safeguarding concerns.

The signs below do not prove that abuse, neglect, exploitation or harm is taking place. However, they may indicate that a learner is at risk or may need support. Staff should remain professionally curious, record concerns accurately and report concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

Staff are not expected to determine which type of abuse or safeguarding concern has taken place. Their responsibility is to recognise when something may be wrong, respond appropriately, record relevant information and report the concern. Staff must not wait for proof before reporting a concern.

The table below summarises the main signs staff may notice. More detailed examples are included in Appendix B: Detailed signs and indicators of safeguarding concerns.

What staff may notice	Possible signs or indicators
A disclosure or worrying comment	A learner tells staff something worrying, partially discloses harm, says they feel unsafe, describes pressure, threats, coercion, fear, control, abuse, exploitation, self-harm or thoughts of suicide.
Immediate safety concerns	A learner appears to be in immediate danger, needs urgent medical help, is at risk of serious harm, may harm themselves or others, is carrying or threatening to use a weapon, or there is a crime in progress.
Changes in behaviour, mood or presentation	Sudden or unexplained changes in mood, behaviour, appearance, confidence, motivation or engagement. The learner may become withdrawn, anxious, distressed, aggressive, unusually quiet, unusually risk-taking, tearful, fearful or over-compliant.
Attendance, engagement or contact concerns	Repeated, prolonged or unexplained absence from learning, reviews, work-based activity or contact with Tiro. Sudden disengagement, missed reviews, difficulty contacting the learner, frequent lateness,

	tiredness, reduced performance or reluctance to attend work, learning or placement.
Physical injury, health or neglect concerns	Unexplained or repeated injuries, injuries that do not match the explanation given, untreated medical or dental needs, poor hygiene, unsuitable clothing, hunger, tiredness, appearing uncared for, or describing being left without food, heating, medication, care or emotional support.
Fear, control, coercion or unsafe relationships	Fear of a particular person or place, controlling relationships, isolation from friends or support, frequent checking-in with a partner or family member, distress after calls or messages, secrecy around relationships, or comments suggesting threats, pressure, coercion or control.
Sexual harm, harassment or image-sharing concerns	Sexualised behaviour or language, unwanted touching, sexual comments, fear or distress linked to a person or place, signs of grooming, pressure to share images, threats or blackmail linked to images, online sexual harassment, or concerns involving AI-generated, digitally altered, deepfake or “deep nude” images.
Online, digital, AI or cyber concerns	Distress after being online, secrecy around devices, unknown contacts, online bullying, grooming, harmful content, misogynistic or extremist content, harmful influencers, scams, gambling, phishing, financial exploitation, unusual interest in hacking or cyber tools, or fear of messages being seen.
Exploitation, money, travel or possessions	Unexplained money, gifts, phones, possessions, debt, travel, older associates, multiple phones, frequent calls or messages, signs of being controlled by others, involvement with gangs or organised groups, substance misuse, or being found away from home without clear reason.
Home, housing or family concerns	Sofa surfing, unsafe or unstable accommodation, being asked to leave home, fleeing abuse, dependency on unsafe people for accommodation, family conflict, domestic abuse, parental offending, caring responsibilities, or family circumstances involving substance misuse or adult mental health concerns.
Discrimination, prejudice or extremist influence	Discriminatory language, bullying, harassment, hate incidents, racism, faith-targeted abuse, misogyny, misandry, homophobia, biphobia, increased intolerance of others, extremist language or symbols, conspiracy fixation, or support for terrorism or violence.

Violence, criminal behaviour or serious harm	Involvement in fights, threats, peer conflict escalating into harm, carrying weapons, threats involving weapons, association with gangs or older groups, criminal exploitation, robbery, intimidation, serious physical harm, or fear of violence from others.
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Tiro Safeguarding Process

This section explains what staff should do when they have a safeguarding concern or receive a disclosure. Tiro uses the 5Rs approach: Recognise, Respond, Record, Report and Refer. This provides a simple process for staff to follow, while ensuring that safeguarding concerns are handled promptly, consistently and in the best interests of the learner.

How does Tiro deal with Safeguarding cases? Tiro employs the 5 R's approach to Safeguarding. The 5 R's approach is a simple step-by-step process that includes:

- Recognising is the first step in Safeguarding. It involves being able to identify signs and indicators of potential harm, abuse, or neglect.
- Responding appropriately involves taking immediate action to ensure the safety and well-being of the individual at risk.
- Reporting a Safeguarding incident will typically involve a staff member reporting an incident/concern to Tiro's Designated Safeguarding Lead/s, who will advise on the most appropriate course of action.
- Recording information is vital to ensuring a case is managed appropriately and effectively. This includes information that may be referred to third parties and/or used in subsequent investigations or legal proceedings.
- Referring involves making appropriate arrangements for further support, investigation, or intervention by referring the case to relevant agencies or professionals. This step ensures that the necessary expertise and resources are brought in to address the safeguarding concerns effectively.

Step	What this means in practice
Recognise	Be alert to signs, disclosures, patterns, changes in behaviour, non-engagement, online risks, workplace risks and concerns raised by others. You do not need to diagnose abuse or prove what happened.

Respond	Stay calm. Listen. Reassure. Do not promise secrecy. Do not ask leading questions. Do not investigate. Use open prompts, such as "Tell me what happened" or "Is there anything else you want to tell me?".
Record	Record the facts as soon as possible. Use the learner's own words. Record date, time, location, who was present, what was said or observed, and what action you took.
Report	Report to a DSL immediately. Call any one of us on our mobiles (details at the top of this policy) – or email our safeguarding inbox at safeguarding@tiro.co.uk
Refer	The DSL decides on referrals to children's social care, adult social care, police, Prevent/Channel, health, emergency services, Family Help or other agencies. Staff may make a referral themselves if they believe action has not been taken and someone remains at risk.

To Recognise effectively:

- All Tiro staff receive training that defines the different types of abuse/neglect that learners may face.
- All Tiro staff are trained in spotting the signs that suggest abuse and/or neglect may be taking place, including the unique challenges posed by Tiro's predominantly online approach to learning.

To Respond effectively:

- All Tiro staff receive training in how to respond effectively to a disclosure from a learner. This includes:

- Listen carefully to them.
- Give them time and attention.
- Allow the person to give a spontaneous account; do not stop a person who is freely recalling significant events.
- Explain that they cannot promise not to speak to others about the information they have shared.
- If you are concerned if a learner is at risk, call the DSL directly on their mobile.
- Contact the DSL directly and/or make a report using the Safeguarding email, using the learner's own words as much as possible.
- Reassure the person:
 - That you are glad that they have told you.
 - That they have not done anything wrong.
- Explain what you are going to do next.
- Explain that help will need to be sought if needed to keep them safe.

To Record effectively:

- Tiro has a simple procedure for recording Safeguarding concerns. Staff email Tiro's safeguarding@tiro.co.uk email address, which automatically notifies all Safeguarding Leads and creates a record on Tiro's secure Safeguarding Log on Salesforce.
- All staff receive training in how to record Safeguarding concerns accurately, with the appropriate level of detail.
- All staff are trained to ensure they record verbatim what the learner has disclosed, using the learner's own words rather than their own interpretation of events.
- All safeguarding concerns, discussions, decisions and reasons for decisions must be recorded in writing. Records should include a clear summary of the concern, relevant context, action taken, decisions reached, referrals made and the outcome where known. Records must be kept confidential and stored securely.

To Report effectively:

- Tiro has made sure that the process of reporting Safeguarding concerns is kept very simple. If a learner is at risk, you should call the DSL directly via mobile telephone (details above).
- We endeavour to ensure all concerns are reported, so staff, or any other stakeholder, may also wish to report lower-level concerns via our Safeguarding email: safeguarding@tiro.co.uk DSLs will be automatically notified.

- If the Designated Safeguarding Lead/s is on annual leave, they will ensure appropriate cover is provided by another trained member of staff and that this is communicated to all staff.

To Refer effectively:

- Tiro's Designated Safeguarding Leads are well connected with a wide range of third-party agencies to refer cases to.
- The DSL will consider whether concerns about learners under 18 require internal support, community-based early help, a Family Help assessment, referral to statutory children's services, or another appropriate external referral.
- Tiro runs training annually for staff on how to refer cases themselves. In the event a staff member at Tiro disagrees with the action taken by the Designated Safeguarding Lead, Tiro staff should feel empowered and know how to refer a case effectively.
- Tiro will share information with external agencies where it is lawful, necessary and proportionate to do so. Data protection laws do not prevent the sharing of information where this is necessary to safeguard a learner, protect others from harm or prevent crime.

Procedure for dealing with allegations against staff

- This applies where anyone has concerns about the behaviour of an adult working with or on behalf of Tiro, including staff, contractors, volunteers, trainee coaches/tutors, employer representatives, governors, subcontractors, consultants or third-party staff, where they may have:
 - behaved in a way that has harmed, or may have harmed, a learner;
 - possibly committed a criminal offence against, or related to, a learner;
 - behaved towards a learner in a way that indicates they may pose a risk of harm;
 - behaved, or may have behaved, in a way that indicates they may not be suitable to work with children, young people or adults at risk.
- The Designated Safeguarding Lead should be informed immediately. Where the concern or allegation relates to the DSL, the Safeguarding Governor or CEO should be informed. Where the concern or allegation relates to the CEO or most senior member of staff, the Safeguarding Governor should seek advice from the relevant Local Authority Designated Officer, children's social care, adult safeguarding team, police or other relevant agency, depending on the nature of the concern and the age or circumstances of the learner.
- For concerns involving learners under 18, the relevant senior person will consider whether an onward referral to the Local Authority Designated Officer is required.
- An investigation will take place which:

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- Will determine if the police need to be involved immediately to protect the person further.
 - Will record all details received and secure them safely.
 - Will ensure the alleged member of staff is fully conversant of the allegation, is supported where relevant and free from victimisation.
 - Will determine whether suspension is appropriate whilst undertaking the investigation.
 - All allegations will be acted upon. Each case will be considered individually, based on the level of risk, the nature of the allegation and the action needed to protect learners and support a fair investigation. Suspension, redeployment or other temporary protective measures may be considered where appropriate, but suspension will not be automatic.
 - Low-level concerns: A low-level concern is any concern that an adult working with or on behalf of Tiro may have acted in a way that is inconsistent with Tiro's staff code of conduct, including behaviour that does not meet the threshold for an allegation. Low-level concerns should still be reported so that Tiro can identify patterns, support staff, protect learners and maintain a safe culture.
 - Anonymous allegations: Anonymous concerns will be taken seriously and considered carefully. However, they may be harder to investigate where limited information is provided. Tiro will decide what action is possible based on the:
 - The seriousness of the matter.
 - Whether the concern is believable.
 - Whether an investigation can be carried out on the information provided.
 - Safer recruitment: Tiro will take appropriate steps to prevent unsuitable people from working with learners. Safer recruitment arrangements will be informed by Keeping Children Safe in Education 2026, DBS requirements, regulated activity guidance, relevant employment law and Tiro's recruitment procedures. Tiro will ensure that recruitment and pre-appointment checks are proportionate to the role and the level of contact with learners, including whether the role involves regulated activity with children or adults at risk. This includes appropriate consideration of staff, volunteers, contractors, consultants, self-employed individuals, subcontractors and third-party staff. Where a role involves regulated activity with children, Tiro will ensure that appropriate checks are completed in line with current DBS and statutory guidance. Tiro will not request barred list information for individuals who are not engaging in regulated activity.
 - When interviewing potential staff, we will ensure that:
 - There is an open recruitment process.
 - There is a rigorous interview with specific questions relating to Safeguarding.
 - Applicant identity and claims to academic or vocational qualifications will be verified.

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- References will be taken up by direct contact with referees.
 - Evidence of the date of birth and address of the applicant will be obtained.
 - Where appropriate, an Enhanced Disclosure and Barring Service Check will be conducted.
 - Where a position requires an Enhanced DBS check this will be made clear on the job advert.
 - During interviews the panel will explore:
 - The applicant's ability to support our commitment to safeguarding and promoting the welfare of children, young people and adults at risk.
 - Any gaps in the applicant's employment history.
 - Any concerns or discrepancies arising from the information obtained.
 - Post appointment all staff will take part in an induction programme which will vary dependent on the nature of the role. The purpose of this will be to:
 - Ensure individuals receive safeguarding training.
 - Ensure that individuals are aware of reporting concerns and who the Designated Persons for Safeguarding are.
 - Ensure that individuals are aware of other relevant policies and procedures, i.e. disciplinary procedure, E&D Policy, and how to handle a Safeguarding disclosure.
 - Provide support for the role in which they have been engaged.
 - Provide opportunities for a new member of staff to ask questions or discuss concerns relating to their role or responsibilities.
 - Enable individual line managers and colleagues to recognise any concerns about the person's ability or suitability from the outset and address them if deemed appropriate.
 - Learner engagement: Tiro recognises that effective safeguarding and Prevent practice depends on regular, age-appropriate and relevant communication with learners, apprentices, employers and workplace mentors. Safeguarding is not limited to responding to concerns. It also includes helping learners understand risk, know how to access support, and develop the knowledge and confidence to keep themselves and others safe.
 - Tiro will ensure that learners are made aware of safeguarding and Prevent arrangements throughout their programme. This includes:
 - introducing safeguarding, Prevent, online safety, British Values and learner wellbeing during induction;
 - providing learners with details of Tiro's Designated Safeguarding Lead, Deputy Safeguarding Leads and safeguarding reporting routes;
 - reminding learners regularly how they can raise concerns or access support, including through live sessions, coaching reviews, learner communications and Tiro's learning platforms;

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- providing access to safeguarding and Prevent learning materials, including relevant online modules, learner resources and signposting information;
 - embedding safeguarding, Prevent, British Values, digital safety, wellbeing and personal development themes within the curriculum and wider learner experience;
 - supporting learners to understand healthy and respectful relationships, consent, boundaries, kindness, coercive and controlling behaviour, and how to recognise and report concerns;
 - addressing harmful attitudes and behaviours through the curriculum and wider learner experience, including sexism, racism, misogyny, misandry, homophobia, biphobia, sexual harassment, sexual violence, derogatory behaviour and other forms of harm;
 - supporting learners to understand online harms, including pornography, harmful influencers, deepfakes, AI-generated images, financially motivated sexual extortion, online grooming, misinformation, disinformation and where to seek help;
 - discussing contemporary safeguarding, Prevent, wellbeing, digital safety, employability and current affairs topics during coaching reviews and other learner support activities, where appropriate;
 - using planned themes or topic calendars to support consistent but flexible learner-focused coaching conversations throughout the year;
 - completing welfare and wellbeing check-ins during reviews, coaching sessions or other learner support interactions;
 - signposting learners to internal or external support services where appropriate;
 - setting clear expectations for respectful behaviour, safe participation and appropriate conduct in live sessions, online learning spaces, reviews, employer settings and other Tiro activities.
- Employer Engagement: Tiro recognises that employers and workplace mentors play a crucial role in supporting learner safety, particularly for apprentices in work-based learning. Tiro will work with employers and mentors to ensure they understand their safeguarding and Prevent responsibilities and know how to raise concerns. Tiro will:
 - discuss Tiro's safeguarding and Prevent arrangements, expectations and reporting routes during employer onboarding and relevant employer engagement activities;
 - provide employers and mentors with appropriate safeguarding contacts and information on how to report concerns;
 - reinforce safeguarding and Prevent responsibilities through ongoing employer communications, reviews, quality assurance activity and partnership discussions;

- encourage mentors to contribute to learner reviews where appropriate, including discussion of safeguarding, Prevent, wellbeing, workplace safety, personal development and wider support needs;
- work with employers to promote safe, respectful and inclusive workplace learning environments;
- remind employers and mentors that any concern about a learner's safety, wellbeing, behaviour, attendance, vulnerability to exploitation, radicalisation, online harm or workplace risk should be shared with Tiro promptly.

The Prevent Duty

Prevent is part of safeguarding. Its aim is to stop people from becoming terrorists or supporting terrorism. Tiro will take a proportionate, risk-based and supportive approach to Prevent that protects learners, apprentices, staff and partners, while respecting freedom of speech within the law, equality duties and academic freedom where applicable. This section explains how Tiro manages its Prevent responsibilities across further education, higher education, online learning, workplace learning and partnership delivery.

Prevent concerns will be considered as safeguarding concerns. They will be handled through Tiro's safeguarding procedures unless there is a separate disciplinary, conduct or criminal matter that also needs to be addressed.

Tiro will:

- identify and support learners, apprentices or staff who may be susceptible to radicalisation into terrorism;
- ensure Prevent is embedded within safeguarding, learner support, employer engagement, online safety and quality assurance arrangements;
- not profile learners or staff by religion, ethnicity, nationality, political views or any protected characteristic;
- base Prevent concerns on behaviour, context, credible information and professional judgement;
- respond to concerns in a supportive and proportionate way;
- work with local authority Prevent leads, regional Prevent coordinators, police Prevent teams, Channel panels, employers, subcontractors, higher education partners and other partners where appropriate;
- promote British values, critical thinking, respectful discussion and the ability to challenge harmful narratives safely.

Key Prevent terms

Term	Meaning
Prevent	A duty which aims to stop people from becoming terrorists or supporting terrorism.
Radicalisation	The process by which a person comes to support terrorism or extremist ideologies associated with terrorism.
Terrorism	The use or threat of serious violence, damage or disruption designed to influence government, intimidate the public, or advance a political, religious, racial or ideological cause.
Susceptibility	A person may be open to radicalising influence because of personal, social, online, ideological or situational factors. Susceptibility is not the same as vulnerability in every case.
Extremism	For the purpose of this policy, Tiro will consider extremist influence where it may be linked to terrorism, violence, hatred, intolerance, unlawful harm, or creating a permissive environment for such harm.
Channel	A voluntary, confidential, multi-agency process that provides support to people who may be susceptible to being drawn into terrorism. A Channel panel is the multi-agency meeting that considers support and risk management where a case is adopted into Channel.

Prevent leadership and governance

Tiro's Designated Safeguarding Lead is also the nominated Prevent Lead. The Prevent Lead is responsible for coordinating Tiro's Prevent arrangements, including:

- maintaining the Prevent risk assessment and action plan;
- ensuring Prevent procedures are understood and followed;
- supporting staff with Prevent concerns and referral decisions;
- liaising with Prevent partners, local authorities, police Prevent teams and Channel panels where appropriate;
- ensuring Prevent training is appropriate and up to date;
- reporting Prevent assurance to senior leaders and the Board.
- Overall accountability for Prevent remains with Tiro's Board of Governors. The Board will receive Prevent assurance as part of safeguarding governance. This should include oversight of Prevent risks, referrals, training, partnership arrangements, external speakers and events, online safety and any significant Prevent-related incidents.
- Where Tiro may become subject to Office for Students (OfS) Prevent monitoring, Tiro will meet relevant OfS reporting requirements. This includes submitting any required annual Prevent accountability and data return, notifying the OfS of Prevent-related serious incidents, and reporting significant changes that affect Prevent responsibilities, such as changes to Prevent leadership, core policies, governance, location, teaching provision or partnership arrangements.
- Where Tiro delivers higher education with, for, or on behalf of a partner provider, Tiro will ensure it supports the partner in exercising their Prevent responsibilities, reporting routes, escalation arrangements and serious incident notification requirements.

Prevent risk assessment and action plan

Tiro will maintain a Prevent risk assessment and action plan. This will be proportionate to Tiro's size, learner profile, delivery model and partnership arrangements. It will be reviewed at least annually and sooner if risks, provision, learner groups, delivery locations, online systems or partnership arrangements change.

The Prevent risk assessment considers:

- the profile and age range of Tiro learners and apprentices, including 16–18 learners, adults at risk, higher-level learners, higher education learners, remote learners and learners in workplaces;
- local, regional and national terrorism and extremism risks shared by Prevent partners;
- risks linked to online learning, digital platforms, social media, learner forums, messaging tools and IT systems;
- risks linked to workplace learning, lone working, travel, off-site reviews, employer premises and remote contact;

- risks linked to external speakers, events, webinars, visits, resources and learning materials;
- staff knowledge, training completion and confidence in identifying and reporting concerns;
- the effectiveness of safeguarding, learner support and referral arrangements;
- partnership arrangements with employers, subcontractors, awarding organisations, further education partners and higher education partners;
- how Tiro promotes British values, critical thinking, respectful debate and challenge to harmful narratives;
- whether any changes to curriculum, delivery model, location, governance or partnerships may affect Prevent risk.
- The Prevent action plan records the actions required, who is responsible, completion deadlines, evidence of completion and how impact will be checked.

Prevent training

Tiro ensures that all staff receive Prevent awareness training as part of induction and refresh this in line with Tiro's broader Safeguarding training plan.

Staff who work directly with learners must understand:

- what Prevent is and how it fits within safeguarding;
- how radicalisation and extremist influence may present;
- how online spaces may be used to groom, influence or exploit learners;
- how to notice, record and report concerns;
- how to respond proportionately and avoid stereotyping or profiling;
- when and how to seek advice from the DSL or Prevent Lead.
- DSLs, deputy DSLs and the Prevent Lead receive more detailed training on Prevent.

Prevent concerns, referrals and Channel

Any Prevent concern must be reported to the DSL or Prevent Lead immediately. The DSL or Prevent Lead will:

- consider the concern in context;
- record the concern and any action taken;
- seek advice from the local authority Prevent lead, police Prevent team or other appropriate partner where needed;
- decide whether a Prevent referral is required;
- use the national Prevent referral form where required by local arrangements;

- consider whether any immediate safeguarding, welfare, disciplinary or criminal risk needs to be addressed;
- keep the case under review until it is closed or transferred to another appropriate agency.

If a Prevent referral is adopted into Channel, Tiro will cooperate with the Channel panel as far as is appropriate and reasonably practicable. Channel is voluntary and confidential. Consent should normally be sought before support is provided through Channel. However, lack of consent must not prevent information sharing where there is a lawful basis to share information and where sharing is necessary to protect a person from serious harm or prevent crime.

Where appropriate and lawful, Tiro will share relevant information with Prevent partners, including the police, to support assessment, referral decisions and Channel processes.

Information sharing and record keeping

Prevent concerns must be recorded in line with Tiro's safeguarding recording procedures. Records should include:

- the concern reported;
- the context and evidence available;
- who was informed;
- advice sought;
- decisions made;
- actions taken;
- whether a referral was made;
- the outcome, where known.

Tiro will share information with external agencies where it is lawful, necessary and proportionate to do so. Data protection laws does not prevent the sharing of information where this is necessary to safeguard a learner, protect others from harm or prevent crime.

External speakers, events, webinars and learning materials

Any event, webinar, speaker, employer activity, partner activity, visit or learning material funded, branded, hosted or promoted by Tiro must be suitable for the audience and risk assessed where appropriate.

Tiro will balance its legal duties to protect learner and staff welfare with freedom of speech within the law and academic freedom where applicable. Risk mitigation should normally be considered before cancellation. This may include:

- due diligence checks;

- clear event aims;
- chairing or moderation;
- balanced speakers or alternative viewpoints;
- learner briefing;
- staff or safeguarding presence;
- adjusted format;
- conditions for participation;
- escalation to the Prevent Lead or senior leader for review.

Tiro will not provide a platform for unlawful harassment, incitement to violence, support for terrorism, radicalisation, or extremist narratives linked to terrorism.

Where Tiro delivers higher education provision, arrangements for external speakers and events must align with the relevant higher education partner's Prevent, freedom of speech and academic freedom requirements.

IT, online spaces and reducing permissive environments

Tiro will take proportionate steps to prevent its systems, devices, online learning platforms, events and digital spaces from being used to access, promote or distribute terrorist or extremist material.

This will include proportionate arrangements for:

- acceptable use of IT systems;
- online safety;
- reporting harmful online content or contact;
- managing learner forums, webinars and online learning spaces;
- filtering and monitoring where appropriate;
- responding to concerns linked to extremist or terrorist content online;
- reviewing digital safeguarding controls as part of the Prevent risk assessment.
- Where filtering or monitoring is used, it must be proportionate, transparent and lawful. It should support safeguarding and Prevent aims without unnecessarily restricting legitimate learning, debate, research or access to information.
- Tiro will review relevant filtering and monitoring arrangements at least annually where these apply to Tiro-controlled systems, devices, platforms or networks. This review should consider whether responsibilities are clear, whether harmful and inappropriate content is blocked proportionately, whether monitoring strategies are effective, whether concerns are escalated appropriately, and whether records of checks and actions are maintained.

- Tiro will also consider information security and cyber security risks as part of its wider safeguarding arrangements, particularly where these risks may affect learner safety, privacy, personal data, online learning or access to support.

Partnerships, employers and subcontractors

Tiro works with employers, partners and, where relevant, other Higher Education Providers. Prevent responsibilities must be clear in partnership and delivery arrangements.

Tiro will ensure that:

- employers and partners know how to report safeguarding and Prevent concerns to Tiro;
- relevant partners understand Tiro's expectations on learner safety, respectful behaviour, online conduct and reporting;
- Prevent risks linked to work-based learning, remote learning and off-site activity are considered;
- subcontractors or delivery partners follow appropriate safeguarding and Prevent procedures;
- Higher Education partner reporting routes are followed where Prevent concerns relate to partner HE provision;
- serious incidents or material changes are escalated to the appropriate partner, regulator or monitoring body where required.

Monitoring, review and assurance

Tiro will monitor the effectiveness of its Prevent arrangements through safeguarding governance. This may include review of:

- Prevent risk assessment and action plan progress;
- staff training completion and confidence;
- Prevent concerns and referrals;
- themes from safeguarding cases;
- external speaker and event activity;
- online safety and IT arrangements;
- filtering and monitoring, information security and cyber security arrangements where relevant;
- partnership and employer arrangements;
- learner feedback where appropriate;
- any local, regional or national Prevent updates.

The Prevent section of this policy will be reviewed at least annually and sooner if statutory guidance, requirements of regulators, local risk, provision, delivery model or partnership arrangements change.

Appendix A - Change control log

Version	Details of amendments/change	Author	Formal approval required	Approved by	Date of approval	Date adopted by the Board
V.1	N/A	Carla Stuthridge, Safeguarding Lead	Yes	Charlotte Blant, CEO	December 2021	December 2021
V1.1	Updated DSL details. Updated references at top of page 3. Changed reference of 'vulnerable' to 'at risk' Updated procedure for logging a disclosure in 2.3.3.2 Updated procedure flow chart in 2.5	Kate Balding, Director of Learning and Designated Safeguarding Lead	Yes	Operational Committee	October 2023	November 2023
V2	Updated DSL list. Updated Key Resources. Revised structure and sections. Removal of irrelevant/out of date legislation. Updated to be more in line with KCSIE. Added section summarising governance (section 2). Revised/added new section 4 on safeguarding procedures, in line with 5R's approach.	Benn Chacksfield, Sales Director, Designated Safeguarding Lead.	Yes	Tiro Board of Governors	May 2024	May 2024
V3	Updated DSL list and contact details	Benn Chacksfield, Director of Higher Education and Partnerships	Yes	TIRO Designated Safeguarding Lead	May 2025	N/A

V4	Updated reporting process: call the DSL on their mobile if there is a concern the learner is at risk.	Benn Chacksfield, Director of Higher Education & Propositions.	Yes	Andy Palmer – Safeguarding Governor.	July 2025	N/A
V5	Complete re-write of old policy. New structure places the process contacts, and a quick action guide at the top of the policy, updated policy name, updated DSL contact details and included SG governor & CEO, added Quick Action Guide, updated and expanded list of definitions of abuse, added full section on signs of abuse, updated terminology throughout, added new specific section on the Prevent Duty, simplified the reporting process to just call and email – removing references to Salesforce, add section 3.2.4 on quality assurance arrangements, and added sections 5.11-5.13 on learner and employer engagement.	Benn Chacksfield, Director of Higher Education & Propositions.	Yes	Board	May 2026	May 2026
V5.1	KCSIE 2026 targeted update and minor amendments to	Benn Chacksfield, Director of Higher	Yes	Board		

	structure to improve readability.	Education & Propositions.				
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Appendix B - Detailed signs and indicators of safeguarding concerns

This appendix provides more detailed examples of signs and indicators that staff may notice. The examples are not exhaustive and do not prove that abuse, neglect, exploitation or harm has taken place. Equally, the absence of these signs does not mean that a learner is safe. Staff should use this appendix to support professional curiosity and awareness, but they are not expected to investigate, diagnose or categorise concerns. Any concern, uncertainty or pattern of concern must be reported to the Designated Safeguarding Lead or Deputy Safeguarding Lead.

Type of abuse or concern	Possible signs or indicators staff may notice
General signs of concern	Sudden or unexplained changes in behaviour, mood, appearance, attendance, punctuality or engagement. The learner may become withdrawn, anxious, distressed, aggressive, unusually quiet or unusually risk-taking. Other signs may include reduced performance, tiredness, frequent absence, reluctance to go home or attend placement, unexplained money or possessions, concerning online behaviour, self-harm, or comments suggesting fear, coercion or pressure from others.
Learners absent from education	Repeated, prolonged or unexplained absence from learning, reviews, work-based activity or contact with Tiro. Sudden disengagement, missed reviews, difficulty contacting the learner, absence linked to home, care, work or travel concerns, or patterns that may suggest exploitation, poor mental health, domestic abuse, homelessness or other safeguarding risk.
Physical abuse	Unexplained injuries, repeated injuries, injuries that do not match the explanation given, untreated injuries, fear of physical contact, flinching, wearing clothing to cover injuries, or fear of a particular person.
Emotional abuse	Low self-esteem, anxiety, withdrawal, tearfulness, fearfulness, over-compliance, difficulty trusting others,

	social isolation, poor concentration, sudden underachievement, or a learner saying they feel worthless, unwanted, controlled, humiliated or constantly criticised.
Sexual abuse	Disclosure or partial disclosure of sexual abuse, sexualised behaviour or language, fear of a particular person or place, unexplained distress, sleep or eating difficulties, pregnancy, sexually transmitted infections, signs of grooming, or secrecy around relationships.
Neglect	Poor hygiene, unsuitable clothing, hunger, tiredness, untreated medical or dental needs, poor attendance, lack of supervision, unsafe living arrangements, appearing uncared for, or a learner describing being left without food, heating, medication, care or emotional support.
Child criminal exploitation and child sexual exploitation	Unexplained money, gifts, phones or possessions, new relationships with older individuals or groups, increased secrecy, missing episodes or unexplained travel, substance misuse, fearfulness, signs of assault, sexualised behaviour, debt, threats, carrying weapons or appearing controlled by others.
Child-on-child abuse, including harassment and violence	Bullying, intimidation, threats, harassment, social exclusion, online abuse, discriminatory behaviour, racism, faith-targeted abuse, physical fights, sexual comments, unwanted touching, pressure to share images, controlling relationships, humiliation, hazing, serious physical harm, threats involving weapons or peer conflict escalating into harm.
Children and young people involved in the court system	Anxiety, distress, distraction, changes in attendance or concentration, fear of a parent, carer or other person, worry about giving evidence or family contact arrangements, or signs that court involvement is affecting wellbeing or engagement.
County lines	Unexplained travel, repeated absence, possession of more than one phone, frequent calls or messages, unexplained money or gifts, involvement with older individuals or

	groups, signs of assault, fearfulness, debt, carrying weapons or being found away from home without clear reason.
Cuckooing	Concerns that people are using the learner's home, or someone else's home, for criminal activity. Increased visitors, threats, intimidation, fear of going home, damage to property, signs of drug activity, or a learner appearing controlled by people using accommodation for criminal purposes.
Domestic abuse	Fearfulness, anxiety, injuries, controlling relationships, frequent checking-in with a partner or family member, isolation from support, distress after calls or messages, lack of access to money or transport, reluctance to go home, or disclosures of threats, coercion, control or violence.
Discriminatory abuse	Discriminatory language, bullying, harassment, exclusion, hate incidents, fear of certain people or places, withdrawal, reduced confidence, distress, reluctance to attend learning or work, or comments suggesting the learner feels unsafe, degraded or unfairly treated.
Female genital mutilation, forced marriage and so-called honour-based abuse	Anxiety about family expectations, relationships, behaviour, dress, marriage or travel. Sudden travel plans, extended trips abroad, withdrawal from education, restrictions on movement or communication, fear of bringing shame on the family, or physical discomfort linked to possible FGM.
Financial or material abuse	Missing money or possessions, unexplained debt, lack of access to wages, benefits or bank cards, someone else controlling the learner's money, sudden financial hardship, pressure to lend or give money, scams, coercion around purchases or contracts.
Homelessness or risk of homelessness	Sofa surfing, unstable or unsafe accommodation, being found sleeping at work during or after hours, being asked to leave home, fleeing abuse, poor sleep, lack of clean

	clothes, hunger, tiredness, reduced attendance, reluctance to go home, or dependency on unsafe people for accommodation.
Mental health concerns	Significant changes in mood, behaviour, attendance, motivation, sleep or appearance. Anxiety, low mood, panic, withdrawal, anger, risky behaviour, self-harm, suicidal thoughts, substance misuse, disordered eating, or a learner saying they feel unable to cope.
Modern slavery and human trafficking	Appearing controlled by others, inability to travel freely, lack of access to money or identity documents, excessive working hours, poor living conditions, fear of authorities, isolation, scripted explanations, or reluctance to say where they live or work.
Making or sharing nudes and semi-nudes	Distress, embarrassment, fear, withdrawal, online bullying, threats, blackmail, pressure to send images, fear of images being shared, excessive checking of devices, sexual harassment, coercion, financially motivated sexual extortion, or concerns involving AI-generated, digitally altered, deepfake or “deep nude” images.
Online safety and online harm	Distress after being online, secrecy around devices, unknown contacts, pressure to share images, online bullying, grooming, exposure to harmful content, misogynistic or extremist content, harmful influencers, scams, gambling, phishing, financial exploitation, AI-generated harmful content, excessive online use or fear of messages being seen.
Cybercrime	Unusual interest in hacking, malware, phishing, unauthorised access, online fraud or cyber tools. A learner being pressured, groomed or rewarded for online activity, involvement in online criminal groups, unexplained access to accounts or systems, or anxiety about online threats or consequences.
Radicalisation	Increased intolerance of others, fixation on extremist ideas or conspiracy theories, support for terrorism or violence,

	sudden changes in behaviour or peer group, isolation, use of extremist language or symbols, accessing extremist content, or hostility towards particular groups.
Serious violence	Increased absence, decline in engagement, changes in friendship groups, association with older individuals or groups, unexplained injuries, fearfulness, carrying weapons, threats involving weapons, unexplained money or possessions, involvement in fights, gangs, county lines, peer conflict, bullying or criminal exploitation.