SAFE PEOPLE
SAFE PRACTICE
SAFE FUTURES

BRIGHTFIELD
ACADEMY
Inclusion. Choice. Growth.

MODERN SLAVERY, HUMAN TRAFFICKING & EXPLOITATION POLICY

Brightfield Academy is committed to protecting the dignity and rights of all people and preventing exploitation in all its forms.

INCLUSION | CHOICE | GROWTH | PROTECTION



AWARE | ALERT | ACT
PREVENT | PROTECT | REPORT

Last Update: **July 2026**

Modern Slavery, Human Trafficking & Exploitation Policy

MODERN SLAVERY, HUMAN TRAFFICKING & EXPLOITATION POLICY

1. Policy Introduction

Purpose and Aim
Brightfield Academy is committed to safeguarding children and young people from all forms of exploitation, modern slavery and human trafficking.

Modern slavery is a serious crime and a fundamental violation of human rights. Children and young people may be exploited for criminal, sexual, financial, labour or other purposes and may not recognise themselves as victims.

Brightfield Academy recognises that exploitation can occur within families, communities, peer groups, organised criminal networks and online. It may involve coercion, intimidation, deception, grooming, manipulation, threats, violence or the deliberate exploitation of a child's vulnerability.

The purpose of this policy is to:
prevent and identify modern slavery, trafficking and exploitation;
ensure staff and volunteers understand the forms exploitation may take;
recognise indicators that a child or young person may be at risk;
ensure concerns are reported and acted upon promptly;
establish clear safeguarding procedures where exploitation is suspected;
support children and young people who may have experienced exploitation;
ensure staff understand the relationship between exploitation, safeguarding, criminal behaviour and victimhood;
promote effective information sharing and multi-agency working;
ensure Brightfield Academy's own employment, procurement and partnership practices do not knowingly contribute to modern slavery or exploitation.

Brightfield Academy adopts a **zero-tolerance approach** to modern slavery, trafficking and exploitation.

2. Policy Statement

Every child and young person has the right to live and learn free from exploitation, coercion, abuse and control.

Brightfield Academy recognises that children who are being exploited may:
not disclose what is happening;

not recognise their experience as abuse;
appear to cooperate with those exploiting them;
receive money, gifts, status or perceived protection;
feel loyalty towards an exploiter;
fear consequences for themselves or their family;
present with behaviour that may initially appear challenging, criminal or risky.
The apparent cooperation of a child does not mean that exploitation is absent.

Children cannot consent to their own exploitation.

Where there is concern that a learner may be experiencing exploitation, safeguarding and protection will take priority.
Brightfield Academy's approach reflects our values of:
Inclusion. Choice. Growth.
We will seek to understand what may be happening **to** a child rather than focusing solely on what a child may be doing.

3. Scope
This policy applies to:
all learners;
Directors;
employees;
volunteers;
contractors;
agency workers;
placement students;
visitors working on behalf of the Academy;
partner organisations delivering services for Brightfield Academy.
It applies to concerns arising:
at Brightfield Academy;
within a learner's home or community;
during travel;
during work experience;
during educational visits;
through peer relationships;
through employment or informal work;
online;
outside Academy hours where information indicates that a learner may be at risk.

All staff and volunteers have a responsibility to recognise and report concerns relating to exploitation.

4. Legal and Safeguarding Framework
This policy is informed by relevant legislation and statutory guidance, including:
Modern Slavery Act 2015;
Children Act 1989;
Children Act 2004;
Serious Crime Act 2015;
Sexual Offences Act 2003;
Human Rights Act 1998;

Equality Act 2010;
Keeping Children Safe in Education;
Working Together to Safeguard Children;
statutory guidance relating to modern slavery and human trafficking;
National Referral Mechanism arrangements;
relevant Buckinghamshire safeguarding procedures.
Modern slavery and exploitation involving a child are safeguarding matters.

This policy should therefore be read alongside Brightfield Academy's:
Child Protection and Safeguarding Policy;
Anti-Bullying and Online Bullying Policy;
Behaviour Policy;
Online Safety Policy;
Missing Child procedures;
Staff Code of Conduct;
Safer Recruitment Policy;
Whistleblowing Policy.

5. What Is Modern Slavery?
Modern slavery is an umbrella term encompassing forms of exploitation in which individuals are controlled or exploited for another person's benefit.
It may include:
human trafficking;
slavery;
servitude;
forced or compulsory labour;
criminal exploitation;
sexual exploitation;
domestic servitude.

Modern slavery does not necessarily involve a person being physically restrained.
Control may instead be maintained through:
threats;
violence;
intimidation;
debt;
coercion;
manipulation;
deception;
emotional attachment;
isolation;
withholding money or documents;
threats towards family members;
exploitation of vulnerability.

6. Human Trafficking
Human trafficking involves arranging or facilitating another person's travel with a view to their exploitation.

Trafficking may occur:
internationally;
nationally;
between towns or cities;
within a local area.

A child does **not** need to have crossed an international border to have been trafficked. Children may be moved between locations for the purposes of criminal exploitation, sexual exploitation, forced labour or other forms of abuse.

Where children are concerned, their apparent consent to travel or movement does not remove the safeguarding concern.

7. Child Criminal Exploitation
Child Criminal Exploitation (CCE) occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity.

Children may be exploited into:
transporting drugs;
storing drugs, money or weapons;
theft;
robbery;
shoplifting;
fraud;
carrying weapons;
violence;
recruiting other children;
other criminal activity.

The child may receive something they need or want in exchange, such as:
money;
gifts;
drugs or alcohol;
friendship;
status;
affection;
perceived protection.

They may alternatively be threatened, intimidated or forced.

Children who commit offences as a consequence of exploitation may themselves be victims requiring safeguarding intervention.

8. County Lines
County lines is a form of criminal exploitation commonly associated with the distribution of drugs.
Criminal networks may use children and vulnerable adults to move, store or sell drugs and money between locations.

Methods of control may include:
grooming;
debt bondage;
threats;
violence;
intimidation;
sexual violence;
blackmail;
threats against family members.

Children involved in county lines activity may travel considerable distances, but exploitation may also occur locally.

A child appearing to have money, expensive items or increased independence should not automatically be viewed as benefiting from criminal activity. These may be indicators of grooming or exploitation.

9. Child Sexual Exploitation
Child Sexual Exploitation (CSE) is a form of child sexual abuse.
It may occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity.

Sexual exploitation may occur:
in person;
online;
through social media;
through relationships perceived by the child as romantic;
in exchange for money, gifts, accommodation, drugs, status or affection;
through threats, coercion or blackmail.

Children may believe they are in a consensual relationship with the person exploiting them.

A child's perception of a relationship does not remove the possibility of exploitation.

10. Other Forms of Exploitation
Brightfield Academy recognises that exploitation may also include:

Forced labour
A child or adult being compelled to work through force, threats, coercion or deception.

Domestic servitude
A person being exploited within a household and required to undertake domestic work under coercive or abusive conditions.

Forced criminality
A person being compelled or manipulated into committing offences for another person's benefit.

Financial exploitation
The misuse, theft or control of another person's money or financial resources, which may sometimes form part of wider exploitation.

Online exploitation
The use of social media, gaming platforms, messaging applications or other technology to groom, manipulate, blackmail, control or exploit a child.
Different forms of exploitation may overlap. A child may experience more than one form simultaneously.

11. Vulnerability to Exploitation
Any child can experience exploitation. However, Brightfield Academy recognises that some circumstances may increase vulnerability or make it easier for an exploiter to establish influence or control.

Factors that may increase vulnerability can include:
SEND or communication needs;
social, emotional or mental health needs;
disrupted or reduced engagement with education;
exclusion or previous exclusion from school;
persistent or unexplained absence;
going missing from home or care;
experience of abuse, neglect or trauma;
family difficulties;
being in care or previously looked after;
homelessness or insecure accommodation;
poverty or financial pressures;
substance misuse;
social isolation or difficulties establishing friendships;
low self-esteem or a strong need for belonging;
association with individuals already involved in exploitation;
previous experience of exploitation;
unsafe or harmful online relationships.

The presence of one or more vulnerability factors does not mean that exploitation is occurring.

Equally, the absence of recognised vulnerability factors must never be taken as evidence that a child cannot be exploited.

12. Grooming and the Exploitation Process
Exploitation may develop gradually.
Those seeking to exploit children may initially appear friendly, supportive, generous or protective.

Grooming may involve:
offering friendship or belonging;
giving gifts, money, food or clothing;
providing transport;

offering drugs or alcohol;
providing somewhere to stay;
creating romantic or sexual relationships;
offering protection from others;
providing status within a peer group;
encouraging secrecy;
gradually introducing criminal or sexual activity.

Once a relationship has been established, control may increase through:
threats;
violence;
blackmail;
debt;
humiliation;
sexual images;
threats to family members;
manufactured debts;
withdrawal of affection or protection;
threats of exposure to Police, parents or professionals.

This process can make it extremely difficult for a child to recognise the relationship as abusive or to leave it safely.

Staff must therefore avoid assumptions that a child could "just walk away" from an exploitative situation.

13. Signs and Indicators of Exploitation
There is no single sign that confirms exploitation.
Staff should instead remain professionally curious about **changes, combinations and patterns** of behaviour.

Possible indicators include:
unexplained changes in behaviour or personality;
becoming increasingly secretive;
unexplained absence from education;
frequently arriving late or leaving unexpectedly;
going missing from home or care;
travelling to unfamiliar locations;
being found significant distances from home;
unexplained use of taxis or other transport;
association with unfamiliar or significantly older individuals;
sudden changes in friendship groups;
receiving unexplained gifts, clothing or expensive items;
having money without a clear explanation;
unexplained debt;
possession of multiple mobile phones or SIM cards;

receiving unusually frequent calls or messages;
becoming anxious when receiving particular messages;
significant changes in online behaviour;
staying away from home;
unexplained injuries;
carrying weapons;
increased involvement with drugs or alcohol;
sudden involvement in offending;
deterioration in attendance or educational engagement;
appearing frightened, intimidated, exhausted or withdrawn;
expressing fear for family members or friends;
evidence of sexual harm or sexually transmitted infection;
inappropriate or unexplained sexualised behaviour;
becoming involved with individuals known to Police or safeguarding services.

An individual indicator may have an innocent explanation.
A **pattern of indicators**, particularly alongside a significant change in behaviour or circumstances, requires further consideration.

14. Missing Episodes and Unexplained Absence
Episodes of going missing from home, care or education can be an important indicator of exploitation.

Staff should remain alert where a learner:
repeatedly goes missing;
cannot explain where they have been;
provides inconsistent accounts;
returns with unexplained money or possessions;
returns appearing distressed, intoxicated or injured;
has travelled significant distances;
associates with unknown adults or older young people;
repeatedly disappears at similar times or on particular days.

Missing episodes must not be considered in isolation.

Where patterns emerge, the DSL should consider whether exploitation, trafficking, criminal activity or sexual abuse may be contributing factors.

Relevant information should be shared with statutory agencies in accordance with safeguarding procedures.

15. Online Grooming and Exploitation
Digital technology can enable exploiters to access, groom and control children without initially meeting them in person.
Online exploitation may occur through:
social media;
messaging applications;
gaming platforms;

livestreaming;
online communities;
image-sharing platforms;
fake profiles;
encrypted messaging services.
Exploiters may:
pretend to be another child;
establish friendship or romantic relationships;
offer money or gifts;
request photographs or videos;
obtain sexual images and subsequently use them for blackmail;
encourage criminal activity;
arrange face-to-face meetings;
recruit children into criminal networks;
threaten to share personal information or images;
encourage a child to recruit friends.

Staff who become aware of concerning online activity must follow Brightfield Academy's safeguarding procedures.

Staff must not unnecessarily view, copy or circulate illegal or indecent imagery.

16. Exploitation and Behaviour
Brightfield Academy recognises that exploitation may present through behaviour that initially appears to be:
defiance;
disengagement;
poor attendance;
aggression;
secrecy;
dishonesty;
offending;
substance misuse;
refusal to follow adult instructions;
repeated breaches of boundaries.

Staff must maintain professional curiosity and consider:
"What might be happening to this child?"
alongside:

"What has this child done?"
Behavioural responses must not prevent or delay safeguarding assessment.
Where exploitation is suspected, safeguarding procedures will take priority.

17. Children Who Appear to Reject Help
A child experiencing exploitation may refuse support, deny that anything is wrong or actively defend the person exploiting them.

This may arise because of:
fear;
coercion;
loyalty;
emotional attachment;
threats;
shame;
financial dependency;
fear of criminal consequences;
fear of retaliation;
concern for friends or family;
distrust of professionals.

A child's refusal to engage does not remove Brightfield Academy's safeguarding responsibilities.

Staff should continue to provide safe opportunities for the learner to talk, maintain appropriate relationships and share concerns with the DSL.

18. Peer Recruitment and Exploitation
Children may sometimes be used to recruit or exploit other children.
A learner may simultaneously be:
experiencing exploitation themselves; and
involved in facilitating the exploitation of another child.
This requires careful safeguarding assessment.

Where a learner appears to be recruiting, transporting, threatening, controlling or facilitating the exploitation of others, staff must report this immediately to the DSL.

The potential harm caused to other children must be addressed while also considering whether the learner responsible is themselves being controlled or exploited.

19. What Staff Must Do if They Suspect Exploitation
Staff do **not** need proof before reporting a concern.

Where a member of staff or volunteer suspects that a learner may be experiencing modern slavery, trafficking or exploitation, they must:

1. RECOGNISE
Notice the signs, patterns, changes or information causing concern.

2. RESPOND
If the child speaks about what is happening:
remain calm;
listen carefully;
take them seriously;
avoid judgement;
reassure them that telling someone was the right thing to do;
explain that information may need to be shared to help keep them safe.
Do not promise confidentiality.

3. DO NOT INVESTIGATE
Staff must not:
confront a suspected exploiter;
attempt to gather evidence themselves;
contact individuals believed to be involved;
arrange meetings with suspected perpetrators;
question the learner repeatedly;
put themselves or the learner at additional risk.

4. RECORD
Make a factual safeguarding record as soon as possible.

Where appropriate, record:
what was observed;
what the learner said;
dates, times and locations;
names or descriptions provided;
vehicles, telephone numbers or online accounts mentioned;
unexplained travel, money or possessions;
relevant previous concerns.
Use the child's own words wherever possible.

5. REPORT
Report the concern **immediately to the DSL or Deputy DSL**.
The concern must be recorded on **LearnTreK** in accordance with Brightfield Academy's safeguarding procedures.

6. EMERGENCY ACTION
Where there is immediate danger or a crime is taking place:

Call 999.
The DSL must then be informed as soon as possible.

20. DSL Response to Suspected Exploitation
When concerns are reported, the DSL will consider:
the nature and immediacy of the risk;
the child's account;
known vulnerabilities;
previous safeguarding information;
patterns of absence or missing episodes;
peer associations;
online concerns;
information held by referring schools or other professionals;
risks to siblings or other children;
whether immediate protective action is required.

Depending on the circumstances, action may include:
consultation with Children's Social Care/MASH;
safeguarding referral;
Police involvement;

liaison with the learner's referring school or commissioning authority;
liaison with parents/carers where safe and appropriate;
consideration of the **National Referral Mechanism (NRM)**;
development or review of an individual safeguarding or risk-management plan.
All decisions, consultations, referrals and reasons for action or non-action must be recorded.

21. Parents and Carers
Parents and carers will normally be involved in safeguarding action where exploitation is suspected.

However, Brightfield Academy will **not automatically contact a parent or carer before seeking safeguarding advice** where doing so could:
place the child at greater risk;
alert a suspected exploiter;
compromise a Police or safeguarding investigation;
place another person at risk.

The DSL will determine the appropriate approach in consultation with statutory safeguarding agencies where necessary.

22. National Referral Mechanism (NRM)
The **National Referral Mechanism (NRM)** is the UK framework for identifying and referring potential victims of modern slavery and human trafficking and ensuring they receive appropriate support.
Where Brightfield Academy has reasonable grounds to suspect that a child may be a victim of modern slavery or trafficking, the DSL will ensure that appropriate safeguarding action is taken and will liaise with Children's Social Care, Police or other relevant agencies regarding an NRM referral.
Children do not need to consent to an NRM referral.
Brightfield Academy will cooperate with the relevant statutory agencies and provide safeguarding information necessary to support identification and protection of the child.
An NRM referral does not replace a safeguarding referral. Where a child is at risk of harm, normal child protection procedures must also be followed.

23. Multi-Agency Working
Exploitation is rarely something that one organisation can identify or address alone.

Brightfield Academy will work collaboratively with relevant agencies, which may include:
Children's Social Care;
Police;
Local Authority safeguarding services;
referring schools;
commissioning authorities;
health professionals;
youth justice services;
exploitation and contextual safeguarding services;
other education providers;
voluntary and specialist organisations.

Relevant safeguarding information will be shared where necessary, proportionate and lawful. Brightfield will contribute to safeguarding meetings, assessments and plans where requested and appropriate.

Where information indicates that other children may also be at risk, this will be shared with the appropriate safeguarding agency.

24. Contextual Safeguarding
Brightfield Academy recognises that children may experience harm in contexts beyond their family home.

Exploitation may be associated with:
peer groups;
neighbourhoods;
parks and public spaces;
transport routes;
shopping areas;
accommodation;
workplaces;
educational environments;
social media and online communities.

Where exploitation is suspected, staff and the DSL should consider not only the individual child but also the wider contexts, locations and relationships associated with the concern.

Patterns involving particular locations, peer groups, adults, vehicles, telephone numbers or online accounts may be significant even where individual incidents initially appear unrelated.

Such information will be recorded and shared appropriately with safeguarding partners.

25. Supporting a Child Experiencing Exploitation
Brightfield Academy recognises that leaving exploitation may be a complex process rather than a single event.

A child may continue to:
communicate with an exploiter;
return to risky locations;
go missing;
defend the relationship;
experience fear or conflicting loyalties;
become involved in further harmful or criminal activity.

This does not mean that safeguarding intervention has failed or that the child is choosing exploitation.

Support will be individualised and may include:
a trusted adult within Brightfield;
regular welfare check-ins;
individual safety planning;
adjustments to provision or timetable;

support with attendance and engagement;
support around healthy relationships and boundaries;
online safety education;
liaison with parents/carers where appropriate;
liaison with statutory and specialist services;
consideration of risks during travel and transitions;
support with reintegration following missing episodes or disruption.

Brightfield will seek to maintain a consistent, non-judgemental relationship with the learner.

26. Criminal Behaviour and the Victim First Approach
Children who have been exploited may commit offences as a direct consequence of coercion, manipulation or control.

Brightfield Academy will not assume that criminal behaviour means that a child is simply an offender.

Where exploitation is suspected, staff should consider whether criminal behaviour may be linked to:
coercion;
grooming;
trafficking;
threats;
debt bondage;
intimidation;
fear;
control by another individual or group.

This does not mean that harmful behaviour towards others will be ignored.
Where a learner has caused harm, Brightfield will seek to protect those affected while ensuring that possible exploitation of the learner is appropriately considered and referred.

27. Recording and Information Management
All concerns relating to suspected exploitation must be recorded accurately and securely.

Records should include, where relevant:
dates and times;
locations;
the learner's own words;
observed changes in behaviour;
missing or absence episodes;
names, nicknames or descriptions;
vehicles or locations mentioned;
online accounts or contact information;
unexplained money, gifts or possessions;
known peer associations;

injuries or threats;
actions taken;
referrals and consultations;
decisions and rationale;
follow-up actions.
Safeguarding concerns will be recorded on **LearnTreK**.
Staff must distinguish clearly between:
fact, observation, disclosure and professional opinion.
Records must be retained and shared in accordance with Brightfield Academy's safeguarding, confidentiality and data protection procedures.

28. Information Sharing
Fear about data protection must never prevent appropriate safeguarding information sharing.

Where there is concern about exploitation, Brightfield Academy will share relevant information where this is necessary and proportionate to protect a child or others from harm.

Staff should not attempt to make complex information-sharing decisions independently. Concerns should be referred to the DSL, who will determine appropriate action in accordance with safeguarding procedures.
Where immediate action is necessary to protect life or prevent serious harm, information may be shared without delay with emergency or safeguarding services.

29. Staff Training and Awareness
All relevant staff and volunteers will receive information and training appropriate to their role concerning exploitation and modern slavery.

Training and safeguarding updates may include:
modern slavery and human trafficking;
child criminal exploitation;
child sexual exploitation;
county lines;
grooming;
online exploitation;
missing children;
vulnerability and contextual safeguarding;
recognising indicators;
responding to disclosures;
recording and reporting;
professional curiosity;
local safeguarding procedures.

Training will reinforce that staff are **not expected to diagnose or prove exploitation**.
Their responsibility is to **recognise, record and report concerns**.

30. Safer Recruitment and Employment Practices
Brightfield Academy is committed to ethical and lawful recruitment practices.
The Academy will:
undertake appropriate pre-employment checks;
verify identity and right to work where required;
follow safer recruitment procedures;
provide clear employment terms;
ensure wages and working arrangements comply with applicable legal requirements;
prohibit coercive, abusive or exploitative employment practices;
ensure workers retain control of their own identity documents except where temporary access is legitimately required for checking purposes.

Any concern that a member of staff, volunteer, contractor or other adult associated with Brightfield may be involved in exploitation or trafficking will be treated seriously and referred through the appropriate safeguarding, disciplinary and external reporting procedures.

31. Contractors, Suppliers and Partners
Brightfield Academy expects organisations providing goods or services on its behalf to operate lawfully and ethically.

Where proportionate to the nature and value of a contract, Brightfield may consider modern slavery and ethical employment practices when selecting contractors, suppliers and partners.

Where credible information suggests that a supplier, contractor or partner may be involved in modern slavery, trafficking or exploitative employment practices, Brightfield will:
consider the available information;
seek clarification where appropriate;
take safeguarding action where children may be affected;
consider suspending or terminating the relationship;
report concerns to relevant authorities where necessary.
Brightfield will not knowingly support or continue a commercial relationship involving modern slavery or exploitation.

32. Whistleblowing
Staff and volunteers are expected to raise concerns where they suspect:
exploitation;
trafficking;
unethical recruitment;
forced labour;
criminal exploitation;
concealment of safeguarding concerns;
inappropriate conduct by a colleague, contractor or partner.

Concerns should be raised through Brightfield Academy's safeguarding or whistleblowing procedures as appropriate.

No person should suffer detrimental treatment for raising a genuine concern in good faith.
Where a safeguarding concern relates to the conduct of an adult working with children, the **Managing Allegations Against Adults and Low-Level Concerns Policy** must also be followed.

33. Responsibilities

Directors
The Directors are responsible for:
ensuring appropriate arrangements exist to prevent and respond to exploitation;
maintaining appropriate employment and procurement practices;
ensuring this policy is implemented and reviewed.

Designated Safeguarding Lead
The DSL is responsible for:
receiving concerns about exploitation;
assessing immediate safeguarding risk;
consulting or referring to statutory agencies;
considering NRM processes where appropriate;
coordinating safeguarding information;
ensuring decisions and actions are appropriately recorded;
identifying patterns and emerging risks.

Staff and Volunteers
Every member of staff and every volunteer must:
remain alert to indicators of exploitation;
maintain professional curiosity;
listen to children;
report concerns immediately;
record information accurately;
maintain confidentiality;
cooperate with safeguarding procedures.

No member of staff should assume that somebody else will report the concern.

34. Related Policies
This policy should be read alongside:
Child Protection and Safeguarding Policy
Managing Allegations Against Adults and Low-Level Concerns Policy
Safer Recruitment Policy
Staff Code of Conduct
Anti-Bullying and Online Bullying Policy
Online Safety Policy
Social Media and Online Communications Policy
Behaviour Policy
Attendance and Missing Child Procedures
Equality, Diversity and Inclusion Policy
Whistleblowing Policy
Data Protection Policy
Confidentiality Policy
Risk Assessment Policy

35. Monitoring and Review
Brightfield Academy will monitor the effectiveness of this policy through:
safeguarding records;
review of exploitation concerns;
missing and attendance information;
staff training;

safeguarding supervision;
learner voice where appropriate;
multi-agency feedback;
review of incidents and identified patterns.
This policy will be reviewed annually or sooner following:
changes in legislation or statutory guidance;
changes to local safeguarding procedures;
a significant exploitation or trafficking incident;
learning from safeguarding reviews;
identification of weaknesses in Academy practice.

Policy Owner: Directors
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BRIGHTFIELD ACADEMY

Inclusion. Choice. Growth.

APPENDIX A

Could This Be Exploitation?

Look beyond the behaviour.

A child may need safeguarding support if you notice a **change** or **pattern** involving:

PEOPLE

- New or older associates
- Controlling relationships
- Unknown adults
- Sudden changes in friendship groups

PLACES

- Going missing
- Unexplained travel
- Unfamiliar locations
- Taxis or journeys they cannot explain

POSSESSIONS

- New clothes
- Expensive items
- Unexplained money
- Multiple phones or SIM cards

BEHAVIOUR

- Secrecy
- Fear
- Aggression
- Disengagement
- Exhaustion
- Sudden offending
- Carrying weapons

ONLINE

- Secret accounts
- Constant messages
- Anxiety after using their phone
- Unknown online contacts
- Threats or blackmail

PHYSICAL & EMOTIONAL SIGNS

- Unexplained injuries
- Distress
- Withdrawal
- Substance use
- Sexual harm
- Fear for themselves, friends or family

Ask yourself:

- What has changed?
- Is there a pattern?
- Who might be influencing or controlling this child?
- What might be happening **TO** them?

If you're concerned

RECOGNISE → RESPOND → RECORD → REPORT

- Tell the **DSL** or **Deputy DSL** immediately.
- Record the concern on **LearnTreK**.
- Do not investigate or confront a suspected exploiter.

Immediate danger: call 999.

INCLUSION Everyone belongs. | **CHOICE** Different paths. | **GROWTH** Endless potential.

Be Kind Be Brightfield

Safeguarding is **everyone's** responsibility. If you see something, say something.