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Transition2 Safeguarding and Prevent Policy

Version: 1.3

Review requirements: Annually, or sooner following significant legislative, statutory guidance, local safeguarding partnership or organisational change

Date of next review: **August 2027**

Approval Body: Transition2 Senior Leadership Team

Publication Date: October 2025 (amended February 2026 due to DSL changes, July 2026 due to KCSIE September 2026 update, & August 2026 final KCSIE 2026 alignment)

Introduction

Transition2, as part of Derby City Council, delivers vocational Preparing for Adulthood (PfA) Pre-Supported Internship and Supported Internship tailored learning programmes for young adults aged 18-25 years with Special Educational Needs and Disabilities (SEND). All learners have an Education, Health and Care Plan and will undergo work experience/placement activities with an aim to segue into sustainable paid employment by the end of their course. In addition, Transition2 also delivers a city-wide travel training service for young people aged 16yrs+ with SEND, and BeConnected, a leisure and well-being service providing activities and events to encourage connection, healthy lifestyles and social confidence for young people aged 18-24 years with SEND.

Transition2 is committed to creating and maintaining a culture of vigilance and a safe, supportive environment for all learners, staff and stakeholders, ensuring safeguarding is embedded in all aspects of learning and support. Safeguarding and Prevent are central to every aspect of our practice, ensuring learners can develop their own identity and express their needs appropriately. We work to protect them from harm, radicalisation, and extremism, while empowering them to make informed choices, and to lead safe and independent lives.

Safeguarding

Safeguarding relates to the protection of children, young people, and adults over the age of 18 years with care and support needs. Transition2 adheres to the definitions and responsibilities set out in the Care Act 2014 and Keeping Children Safe in Education (KCSIE, 2026).

A vulnerable adult is defined as a person aged 18 or over who is or may be in need of community care services due to disability, age or illness, and who is or may be unable to protect themselves against significant harm or exploitation.



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Transition2 follows the Derby and Derbyshire Safeguarding Adult Policy and Procedures and the Derby and Derbyshire Safeguarding Children Partnership procedures, working closely with the Derby Safeguarding Adults Board (DSAB) and the Derby and Derbyshire Safeguarding Children Partnership (DDSCP).

Safeguarding at Transition2 is underpinned by the following:

- We all look out for each other.
- Everyone understands that “it could happen here”.
- Everyone knows how to report and record concerns.
- Everyone accepts responsibility and accountability for safeguarding.
- Professional curiosity and respectful challenge are encouraged.
- Learner-on-learner abuse, including child-on-child abuse where either learner is under 18, is not tolerated.
- Learners and staff are empowered to safeguard themselves and others.
- Safeguarding is embedded across all aspects of the organisation.
- Leadership of safeguarding is visible at every level.

In addition, Transition2 follows the nationally recognised six key Safeguarding principles

- **Empowerment** – Support individuals to make their own informed decisions and give consent. This includes giving them choices and keeping them informed about their care.
- **Prevention** – Take action early to prevent harm from occurring, such as protecting finances and addressing potential issues before they escalate.
- **Proportionality** – Ensure that any response is appropriate to the risk, using the least intrusive measures necessary and avoiding removing someone from their home if they don't wish to leave.
- **Protection** – Offer support and a voice to those who are most in need.
- **Partnership** – Work together with communities to prevent, identify, and respond to abuse and neglect.



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- **Accountability** – Be transparent and take responsibility for safeguarding decisions, making clear what actions will be taken and how outcomes will be achieved

Safeguarding approach

Transition2 will ensure:

- Induction and classroom practice promote a 'safe learner' ethos where all learners feel listened to, valued and safe.
- Internet and email use are supported by effective filtering and monitoring (DNS Filter, Senso and iBoss) in partnership with LEAD IT.
- External visitors, speakers and off-site activities are appropriately vetted and risk assessed to safeguard learners, staff and stakeholders.
- Staff and contractors working on behalf of Transition2 have up-to-date DBS checks as per Derby City Council guidance, and risk assessments are carried out accordingly.
- Anyone working for or on behalf of Transition2 adheres to this Safeguarding policy.
- Risk assessments, safer recruitment and staff training minimise the risk of harm to learners, staff and stakeholders.
- Safeguarding and Prevent are standing items in staff meetings and supervision.
- Safeguarding is promoted through the curriculum, including British Values, equality, self-advocacy, and fortnightly personal development, health and wellbeing sessions.
- All safeguarding concerns are reported promptly to the Designated Safeguarding Lead (DSL) or a Deputy DSL either in person, via email/telephone or via MyConcern.
- Transition2 recognises that learners with SEND may face additional safeguarding vulnerabilities and barriers to recognising, communicating or reporting abuse. Staff will not assume that changes in behaviour, presentation or communication are solely attributable to a learner's SEND and will maintain professional curiosity.
- Learner-on-learner abuse includes child-on-child abuse where either learner is under 18 and may include bullying (including cyberbullying), physical abuse, sexual harassment, sexual violence, harmful sexual behaviour, abuse within intimate relationships, initiation or hazing-type behaviour, and online abuse.
- Sexual harassment, sexual violence, harmful sexual behaviour and the making or sharing of nude or semi-nude imagery are safeguarding concerns. This includes imagery that has been digitally altered or wholly generated using artificial intelligence, including deepfakes or "deep nudes". All incidents involving the sharing of nude or semi-nude images by under-18s require a safeguarding response.
- Online safeguarding arrangements take account of emerging technologies, including



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generative AI, AI-generated content, deepfakes and digitally manipulated imagery, alongside the risks of content, contact, conduct and commerce.

- The effectiveness of filtering and monitoring arrangements will be formally reviewed at least once every academic year by the responsible senior leader, supported by the DSL and IT provider. The review will include checks across relevant internet-connected devices and locations, with findings and actions recorded.
- DBS and barred-list eligibility will be determined in line with the current statutory definition of regulated activity, including arrangements for volunteers and adults supervising children on work experience.

Prevent

Prevent is about safeguarding people from the risk of radicalisation, extremism and terrorism. It does not prevent individuals from holding legitimate beliefs but seeks to ensure those views do not lead to harm. Transition2 works closely with Derby City Prevent officers and the East Midlands Regional Prevent Coordinator to ensure early intervention and support for anyone at risk.

Transition2 will:

- Promote Fundamental British Values and Safeguarding through the curriculum, topical debate and discussion, and learner voice.
- Foster an ethos of respect, liberty, democracy and mutual understanding, in line with Transition2's core values GRACE (Growth, Respect, Authenticity, Connection and Enjoyment).
- Ensure all staff recognise and report concerns about radicalisation as a safeguarding concern to the DSL and via MyConcern.
- Provide training on Prevent and Safeguarding for all staff every two years.
- Maintain effective filtering and monitoring of internet use to block inappropriate websites and offensive material.
- Ensure that external speakers and events are appropriately risk assessed – and chaperoned - to safeguard Transition2 learners, staff and stakeholders.
- Ensure any fundraising activities on and/or offsite for external organisations are approved by Transition2 Senior Leadership Team to avoid misuse.
- Engage in partnership working with local agencies to manage safeguarding risks and share intelligence where appropriate.



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Safeguarding concerns or allegations about staff

Any safeguarding concern or allegation about a member of staff, volunteer, contractor, trainee or other person working on behalf of Transition2 must be reported immediately to the Head of Service or another appropriate senior manager and managed under the applicable Derby City Council procedures. This includes concerns that may meet the harm threshold and low-level concerns that do not meet the harm threshold. Where a concern relates to the Head of Service, staff must report it to an appropriate senior manager within Derby City Council. Where an under-18 is involved, advice or referral to the Local Authority Designated Officer (LADO) will be considered as required. Staff must also be aware of and able to use Derby City Council whistleblowing arrangements where appropriate.



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Reporting and Recording Responsibilities

It is the responsibility of every member of staff to report Safeguarding or Prevent concerns using Transition2's recording procedures via MyConcern. Concerns must be reported to the Designated Safeguarding Lead or a Deputy immediately, ideally on the same day as the concern is aired unless there are exceptional circumstances.

All safeguarding records are securely maintained, password protected and reviewed termly by the Safeguarding Team and Head of Service.

Safeguarding Contacts

Transition2:

Designated Safeguarding Leads (DSL): Bonnie Eardley (Pathways Lead), Hayley Korbely (Curriculum Lead), Simon Hancox (Head of Service)

Pastoral mobile telephone number 07345 466130

Deputy DSLs: Angie Waldron (Learning Facilitator), Katie Harper (Teacher)

Pastoral mobile telephone number 07345 466130

PastoralSupport@transition2.co.uk

External:

Out of Hours (Derby – Adults): 01332 640777

Out of Hours (Derby – Children): 01332 641172

Prevent Team (Police): 0300 122 8694 / sam.slack@education.gov.uk

Derby Safeguarding Adults Board: www.derbysab.org.uk

Derby & Derbyshire Safeguarding Children Partnership: www.ddscp.org.uk



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Mandatory Safeguarding and Prevent Training

All staff and contractors regularly working on behalf of Transition2 must complete:

- DfE Prevent Duty training (every 2 years) [*Prevent duty training - GOV.UK*](#)
- Safeguarding in Further Education and Skills training [*The Education Training Foundation Learning Platform*](#) or Safeguarding Adults Level 3 Module one (Derby City Council) every 2 years [*Derby Safeguarding Adults Board \(DSAB\) Events - 20 Upcoming Activities and Tickets / Eventbrite*](#)
- Annual Transition2 live safeguarding update session including MyConcern updates, trends, national updates.
- Regular updates via briefings, staff meetings and email alerts
- All staff will read Part One of the current Keeping Children Safe in Education guidance at induction and following each annual update, with arrangements in place to support understanding of their responsibilities.

Appendices

- Appendix 1 – Safeguarding Adults Response – what to do
- Appendix 2 – Safeguarding Under 18s Response – what to do
- Appendix 3 – Safeguarding in Online Learning Guidance
- Appendix 4 – Safeguarding in Online Learning Response – what to do
- Appendix 5 – Risk Assessment for late or no DBS
- Appendix 6 – Concern form template
- Appendix 7 – Lockdown procedure
- Appendix 8 – Knife and Weapon Incident Response – What to Do



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Appendices

Appendix 1: Safeguarding Adults Response – what to do (staff)

If there is an immediate threat to life or serious harm:

→ Call 999 immediately AND

→ Consider the safety and security of learners, staff and stakeholders. Implement lockdown procedures as necessary. **See Lockdown procedure.**

→ Inform the Designated Safeguarding Lead (DSL) or Deputy after emergency services are contacted.

If there is no immediate threat to life or serious harm:

Step 1 – Listen, Reassure, Recognise and Respond:

- Allow the person to speak freely; do not interrupt or press for detail.
- Explain that you cannot keep what they say a secret and you will need to pass this on to the safeguarding team.
- Reassure the individual that they will be supported and taken seriously.
- Avoid asking leading questions. Note key points if possible.

Step 2 – Report:

- Staff member to report concern immediately to the DSL or Deputy DSL.
- Do not rely on email, voicemail or text.
- Staff member to use MyConcern to record the issue before the end of the day, recording factual information only – what was said, observed, and actions taken, avoiding opinion and/or emotive wording. Logging of issue on MyConcern immediately automatically alerts the DSL and DDSLs via email.

Step 3 – Record:

- DSL/DDSL to assess the concern on MyConcern, triage accordingly and determine next steps.

Step 4 – Refer:

- Where appropriate, DSL or DDSL contacts Adult Social Care (01332 640777) or, where necessary, Prevent or the Police if someone is at risk of harm or a crime has been committed.
- All records stored securely and password protected via MyConcern in accordance with



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Appendix 2: Safeguarding Under-18s Response – what to do (staff)

If there is an immediate threat to life or serious harm:

- Call 999 immediately AND
- Inform the Designated Safeguarding Lead (DSL) or Deputy after emergency services are contacted.

If there is no immediate threat to life or serious harm:

Step 1 – Listen, Reassure, Recognise and Respond:

- Allow the person to speak freely; do not interrupt or press for detail.
- Explain that you cannot keep what they say a secret and you will need to pass this on to the safeguarding team.
- Reassure the individual that they will be supported and taken seriously.
- Avoid asking leading questions. Note key points if possible.

Step 2 – Report:

- Staff member to report concern immediately to the DSL or Deputy DSL.
- Do not rely on email, voicemail or text.
- Staff member to use MyConcern to record the issue before the end of the day, recording factual information only – what was said, observed, and actions taken, avoiding opinion and/or emotive wording. Logging of issue on MyConcern immediately automatically alerts the DSL and DDSLs via email.

Step 3 – Record:

- DSL/DDSL to assess the concern on MyConcern, triage accordingly and determine next steps.

Step 4 – Refer:

- Where appropriate, DSL or DDSL to contact Children's Social Care (MASH) 01332 641172 or, where necessary, Prevent or the Police if someone is at risk of harm or a crime has been committed.
- All records stored securely and password protected via MyConcern in accordance with Derby City Council policy.



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Appendix 3: Safeguarding in Online Learning Guidance

Transition2 delivers learning both in person and, occasionally, online. The following principles apply to online sessions:

- Sessions must only use approved platforms (Microsoft Teams).
- Access must be by invite only with waiting room enabled.
- Staff and learners must dress appropriately and use neutral backgrounds.
- No private messaging or recording of sessions without prior consent.
- Maintain professional curiosity during online interactions.
- Be aware of the internationally recognized 'help' ('trapped thumb') signal. Learners may use this discreetly if in danger [The simple hand signal that lets people know you're in danger - and other ways to ask for help | UK News | Sky News](#)
- Report any safeguarding concern observed online immediately to DSL and report on MyConcern.
- Staff should remain alert to safeguarding risks associated with generative AI, including impersonation, fabricated content, deepfakes and AI-generated or digitally altered sexual imagery, and report concerns immediately to the DSL and on MyConcern.



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Appendix 4: Online Safeguarding Response – what to do (staff)

If a learner indicates distress or uses the agreed 'help' signal during an online session:

1. Stay calm and keep the learner online if safe to do so.
2. Mute microphone and camera if needed to protect privacy.
3. Contact emergency services (999) if there is immediate danger.
4. Inform the DSL or Deputy DSL straight away via phone.
5. Staff to record the issue on MyConcern the same day. Logging of issue on MyConcern immediately automatically alerts the DSL and DDSs via email.
6. DSL assesses the concern on MyConcern and contacts appropriate agency (MASH/Adult Social Care).

If the concern is not immediate:

- Staff to record the issue on MyConcern the same day.
- DSL reviews and takes appropriate action.
- Continue to monitor the learner's wellbeing and follow up as required.

Be aware of the internationally recognized 'help' ('trapped thumb') signal. Learners may use this discreetly if in danger [The simple hand signal that lets people know you're in danger - and other ways to ask for help | UK News | Sky News](#)

Appendix 5: No DBS or Late DBS Renewal Risk Assessment

Who does this apply to?

- New tutors/support staff delivering learning prior to DBS being returned.
- New support staff and other new staff (e.g. admin) working directly with learners/potential learners.
- Established tutors/support staff/travel trainers delivering classes, learning support, and tutorials where the DBS renewal has encountered a delay in being returned

For any work involving under-18s, DBS and barred-list eligibility must be assessed against the current statutory definition of regulated activity. The previous “supervision exemption” has been removed; this is particularly relevant to volunteers and adults who teach, train, instruct or supervise children, including in work-experience arrangements.

Risk of harm	Who could be affected?	What measures are currently in place to safeguard people?	What harm could occur and how likely is this	What additional measures are needed?
Potential exposure of learners to harm from teaching or other 'front facing' staff who may not be safe to be employed within that role	Risk to learners of physical or sexual abuse and harassment Risk of emotional abuse (eg bullying, intimidation) Risk of radicalisation to extremist views Risk of exploitation (eg giving money or favours, grooming)	All Transition2 staff are DBS checked and this is renewed every 3 years. All staff undertake safeguarding and Prevent training, New staff declare no criminal convictions on application form. Robust safeguarding policy is in place and circulated to all staff.	For new staff - there is low risk of learners being exposed to potentially unsafe staff/behaviours if DBS doesn't arrive back in time, as the risk is already significantly reduced by the other existing measures. For established staff (over 3 years service), awaiting renewal, the risk is even lower as they will have already provided their initial DBS, and managers will	New starter - will be chaperoned at all times until new Derby City Council DBS certificate arrives Established staff where DBS renewal certificate return is delayed - can teach/support groups of learners without chaperone (as per their normal, established practice), but no 1 to 1s with individual learners until DBS renewal is received.



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		All recruiting managers have Safer Recruitment training and safer recruitment process are followed. Staff ID, qualifications, references and right to work are checked for all staff by Derby City Council Recruitment Team and Transition2 HR/HoS. All staff - new and established - have unannounced management 'Learning Walks' and drop ins to their lessons New tutors have induction to further reinforce safeguarding awareness and practice and tutors attend any relevant updates from Safeguarding Team, Curriculum Lead and/or HoS. Managers undertake one to ones and performance reviews of staff Managers undertake learner voice meetings at	have had multiple direct checks and experience of their conduct and behaviour - including learner feedback, performance reviews, and lesson visits.	Admin or other staff where DBS is delayed - will be chaperoned or work from home if not front of house.
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		different points across the year to enable learner feedback of any concerns		
Increased potential for staff without DBS to harm learners	Increased risk of radicalization/extreme messages to learners, staff and other stakeholders. Increased Risk of emotional, social or spiritual harm/abuse Increased risk of physical or sexual harm	DBS, Safer Recruitment, work history checks, Qualification checks, Right to work and identity checks carried out by Derby City Council Recruitment Team. Class visits by managers as part of induction, and termly Learning Walks. Learner voice, staff professional development meetings and tutorials allows feedback of any concerns.	Low risk as these checks reduce risk, and tutors/support staff are visited as part of their induction support and checks.	Management to maintain vigilance, to notice and act upon any concerns immediately.



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Appendix 6: Safeguarding Concern Form Template

Name of person raising concern: _____

Date and time of report: _____

Learner initials: _____

Age/DOB: _____

Location of incident: _____

Description of concern (include what was said or observed, where the incident/disclosure occurred, who was at risk, who was present, who else was involved, and any immediate action taken):

Reported to (DSL/Deputy): _____

Date and time reported: _____

Follow-up actions (to be completed by DSL):

Signature of reporter: _____ Date: _____

Signature of DSL: _____ Date: _____



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Appendix 7: Lockdown Procedure (including PREVENT – Run, Hide, Tell)

Purpose

This appendix outlines Transition2's procedure for responding to a lockdown situation in the event of a critical incident. It should be read in conjunction with the Transition2 Emergency Plan.

Definition of Lockdown

A lockdown is implemented when it is safer to remain inside and secure the building rather than evacuate.

Lockdown Signal

Signal: Staff WhatsApp group call. Fire alarm must not be used. HoS & DSLs to coordinate appropriate response including use of pastoral mobile phone with learners – this may involve remaining hidden in Transition2 secure zones until safe to leave. Staff aware of Safe Word (**Snowflakes**) to use when reopening entrance doors.

Core Response: RUN, HIDE, TELL

RUN – Escape if safe.

HIDE – Lockdown and secure.

TELL – Call 999.

Initial Response

Secure, Protect, Inform, Check and Remain until all-clear.

DSL Contacts

DSLs: Bonnie Eardley, Hayley Korbely, Simon Hancox

Deputies: Angie Waldron, Katie Harper

Pastoral mobile: 07345 466130

Appendix 7A: Quick Reference Flowchart

INCIDENT → ASSESS → RUN → HIDE → TELL → ALL CLEAR → REVIEW

APPENDIX 8

Knife and Weapon Incident Response – What to Do

PURPOSE

This appendix provides a clear operational response where a learner is believed to have brought a knife, bladed article or suspected offensive weapon into Transition2 provision. Any such incident must be treated as a serious safety and safeguarding concern.

1. Immediate safety first

Remain calm. Do not confront, crowd or unnecessarily alarm the learner. Move other learners, staff and members of the public away from the immediate area where this can be done safely.

Staff must not put themselves at risk attempting to physically take a knife or weapon from a learner.

IMMEDIATE DANGER? CALL 999

Call 999 immediately where a weapon is being held, displayed, threatened with or used; where threats have been made; where the learner refuses to surrender the weapon and risk remains; or where there is any immediate risk of serious harm.

Consider the Transition2 Lockdown Procedure where the risk extends to other learners, staff, visitors or stakeholders.

2. Calmly seek surrender – only where safe

Where safe and appropriate, use short, clear and low-arousal language. For example:

“I need you to put the knife down and step away from it.”

“I need you to give me the item now so that we can make sure everybody is safe.”

Do not argue, threaten consequences, attempt to wrestle the item from the learner, or conduct a detailed investigative interview.



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If the learner refuses to surrender the weapon, or there is credible information that a weapon remains in their possession, contact the police. Transition2 staff should not undertake a forcible physical search for a suspected weapon.

3. If the weapon is surrendered

- Secure the item and prevent further access to it.
- Minimise unnecessary handling of the item.
- Inform a DSL/DDSL and the Head of Service immediately.
- Keep the learner appropriately supervised and supported; two staff should be present where practical.
- Do not send the learner home before the DSL/senior leader has assessed the incident and police advice has been sought.

4. Contacting the police

Transition2 operational expectation: confirmed possession of a knife or suspected offensive weapon will normally be referred to the police.

ROUTE	WHEN TO USE
Call 999	Immediate danger or risk of serious harm; weapon held, displayed, threatened with or used; threats made; or risk remains because the weapon has not been surrendered.
Non-emergency police contact (101)	The weapon has been surrendered and secured, the situation is contained and there is no immediate threat. Follow police advice.

Exceptional circumstances: Only where the DSL and Head of Service are satisfied that there is a clear and reasonable explanation demonstrating a genuine mistake may an alternative response be considered. The decision, risk assessment and rationale must be formally recorded.



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5. The initial police call

The learner would not normally be present during the initial police call. One member of staff should remain with and support the learner while the DSL, DDSL or Head of Service makes the call privately.

Provide a factual chronology and include:

- what staff were told or directly observed;
- a description of the item and where it is now;
- whether it was surrendered voluntarily;
- whether it was displayed, threatened with or used;
- whether threats were made or an intended person/target is known;
- the immediate risk to the learner or others;
- the learner's age, SEND and communication needs;
- known vulnerabilities and any concerns about exploitation, coercion, bullying or threats.

Do not investigate further or carry out a police-style interview before seeking police advice.

6. Be open and accessible with the learner

Once immediate safety has been established, explain what is happening in a way the learner can understand. Suggested wording:

"Because a knife has been brought into Transition2, we have to take this very seriously. We have contacted the police. We are also concerned about you and want to understand whether anything has happened that has made you feel you needed to carry it. We will support you through what happens next."

7. Safeguarding curiosity

Do not only ask: "What has the learner done?" Also consider: "What might be happening to the learner?"

The DSL must consider whether the weapon is linked to:

- fear or carrying for 'protection';
- bullying, threats or peer conflict;
- an intended confrontation or identified victim;
- criminal exploitation, county lines or coercion;



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- debt or being asked to carry an item for someone else;
- risk associated with travel to or from college;
- online or social media conflict;
- risk of self-harm or harm to others.

8. Recording and follow-up

The incident must be recorded factually on MyConcern before the end of the day. Record exact words where possible and distinguish clearly between fact, direct observation and information reported by others.

- who observed or reported the weapon;
- description of the item, where and when it was seen;
- whether it was displayed, threatened with or used;
- any threats or identified person at risk;
- how the weapon was surrendered or secured;
- who was present and actions taken;
- time and route of police contact and police advice/reference details;
- DSL risk assessment and safeguarding considerations;
- referrals made, safety/support planning and multi-agency action;
- where no referral or alternative action is taken, the clear rationale for that decision.

Staff quick response

KNIFE / WEAPON CONCERN
Immediate danger? → YES: 999 → MAKE SAFE → LOCKDOWN IF REQUIRED → DSL/HOS
No immediate danger? → CALMLY SEEK SURRENDER, ONLY IF SAFE
SECURE ITEM → DSL/DDSL + HEAD OF SERVICE
CONFIRMED WEAPON → POLICE CONTACT → DO NOT INVESTIGATE FURTHER
SUPPORT LEARNER → SAFEGUARDING CURIOSITY
MYCONCERN → RISK ASSESSMENT → SAFETY/SUPPORT PLAN → MULTI-AGENCY ACTION



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Policy alignment: This appendix should be read alongside the Transition2 Safeguarding & Prevent Policy, Lockdown Procedure and current Keeping Children Safe in Education guidance. Knife or weapon possession must be considered as a potential serious violence safeguarding concern and may indicate that the learner is also at risk or experiencing exploitation, coercion, bullying or threats.