

SAFEGUARDING & CHILD PROTECTION POLICY

Last update: 09.2025
Next review: 09.2026
Reference: OP-01

Contact detail of Safeguarding Officers

In the first instance, refer all safeguarding matters to the Designated Safeguarding Lead and/or the Welfare Officer Fiona Bourne, who responsible for the day-to-day management of safeguarding.

DSL: Jenny Page

TBC 0115 784 6725 / Jenny.page@riselearningzone.org

Welfare Officer:

Fiona Bourne 0115 784 6725 / fiona.bourne@riselearningzone.org

If the DSL & Welfare Officer are unavailable, please see the contact details below: Keep a note of whom you speak to and make a written record of the conversation and its outcomes.

City MASH:

The contact number for Nottingham City Children's Services is 0115 876 4800. You can also email them at candfdirect@nottinghamcity.gov.uk.

The Multi-Agency Safeguarding Children Hub (MASH) is the point of contact for professionals to report safeguarding concerns about children.

Phone: 0115 876 4800,

Email: CityMASH@nottinghamcity.gov.uk.

<https://www.nottinghamcity.gov.uk/information-for-residents/children-and-families/safeguarding/multi-agency-safeguarding-children-hub-mash/>

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You can call City MASH from Monday to Friday, 8:30 am to 5:00 pm. Outside these hours, the telephone number should be used for emergency safeguarding enquiries only.

Local Authority Designated Officer:

LADO@nottinghamcity.gov.uk

<https://www.nottinghamcity.gov.uk/lado>

In all cases report to the Welfare Officer and to the Designated Safeguarding Lead as soon as possible and provide reports and statements to them for case management in a timely manner.

Persons with responsibility for Prevent programme and E-Safety:

DSL: Jenny Page

If you believe that a child is at immediate risk and in need of protection, then you should call the Police **999** immediately.

If you feel the child is at risk of abuse or neglect, but not in immediate need of protection, you should call the Police on **101**.

Aim of the Safeguarding & Child Protection Policy

RISE Learning Zone fully recognises its responsibilities for child protection and safeguarding. Our policy applies to all staff, directors and volunteers working in RISE. Therefore, this policy aims to set out for RISE staff how to keep those children we work with safe from harm and neglect. The main elements of our policy are:

1. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse (including child sexual exploitation, female genital mutilation, and radicalisation).
4. Supporting learners who have been abused in accordance with their agreed child protection plan.
5. Establishing a safe environment in which children can learn and develop.
6. Taking action to enable all children to have the best outcomes.

Statement of Purpose

Everybody shares the responsibility for promoting the welfare of children as a parent or family member, a concerned friend or neighbour, an employer, staff member or volunteer. RISE is committed to ensuring that the safety, well-being and development of all children who attend is our paramount concern. RISE will therefore:

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1. Establish and maintain an environment where children feel secure, supported, valued, are encouraged to talk, and are listened to and know that their wishes and feelings will be taken into account.
2. Ensure children know that there are adults at RISE whom they can approach if they are worried.
3. Include opportunities in the school's curriculum for children to develop the skills they need to recognise and stay safe from; abuse, bullying, child sexual exploitation, radicalisation, teen relationship abuse, gender-based violence, drug and alcohol misuse and when using the internet and social media (enabling children to take age appropriate risks as part of their growth and development).
4. Develop effective links with relevant agencies providing a coordinated offer of early help when additional needs of children are identified and co-operating as required with child protection matters including attendance at case conferences. Ensuring that the right child has the right support at the right time, to ensure they achieve good outcomes.
5. Challenge any discriminatory behaviour, derogatory language or radical and extremist views and provide help and support to children about how to treat others with respect.
6. Maintain a culture of vigilance and an attitude of; 'it could happen here', where safeguarding is concerned and always act in the interests of the child. Parents should be encouraged to take an active interest in their child's progress and both children and parents should be informed that they should approach their designated staff member or a senior manager in the first instance if they have any concerns.

Recruitment

RISE is committed to the safe recruitment and supervision of staff. All those who will be working with children will be appointed according to clear standards. All employed, casual and volunteer staff working with children will have used a formal application form, they will have received a clear person specification, will have had formal interviews (containing at least one person who has successfully completed an approved Safer Recruitment training course), two references will have been taken up (and verbally checked with the referrer), identity and qualifications will have been checked, there will have been a DBS Disclosure at Enhanced level and prohibition checks. Upon appointment, there will be a mandatory induction which includes familiarisation with child protection responsibilities and procedures, followed by regular reviews (part of annual performance management) of staffs ongoing safeguarding and child protection practice.

If in any doubt about sharing information, staff should speak to the designated safeguarding lead or member of the SLT. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

If staff have **any concerns** about a child's welfare, they should act on them immediately by following RISE policies and procedures and by speaking to the designated safeguarding lead (DSL or deputy).

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Staff should not assume a colleague, or another professional will act and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate services. Staff should adopt a 'It could happen here' mindset.

Staff Induction and Training

All staff will complete a training course in Safeguarding Children. Staff will also have the opportunity to attend advanced courses and refresher courses. New staff members should receive training as part of an induction programme, which should be completed within three months of the start of their paid or unpaid employment. All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues. This will be through their line management structure.

The main provider of training 2024/2025 for Rise Learning Zone staff is TES Develop, this will be supplemented with other courses/programmes where necessary.

Safeguarding training will be updated annually, unless legally required sooner.

Visitors & Volunteers

All visitors will have their credentials checked and reason for visiting before allowing them to enter the setting. All visitors will be required to verify their identity to the satisfaction of staff at RISE. Visitors should be ready to produce identification. Visitors are expected to sign in and may be asked to wear a visitor's badge.

Rise will

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity.
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working with RISE.
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity.

Code of Behaviour

RISE aims to provide an environment where young people are able to feel safe, secure and valued.

This means that there is a high expectation that all team members behave appropriately with young people. As well as working within the law regarding inappropriate relationships, team members should not be initiating contact with

young people outside of RISE, unless there is a specific reason for this, and it has been discussed with the DSL or WO. If any contact is initiated by a young person, this should be reported as quickly as possible to the WO, who should retain a written description of the contact if appropriate.

Confidentiality and Information Sharing

It is right that children and others using the service expect that private and sensitive information is kept confidential, and it is good practice that informed consent should be obtained before sharing information (explicit consent can be expressed either verbally or in writing, written consent is always preferable). Nonetheless confidentiality can never be guaranteed. While it will always be preferable to explain when a confidence is to be breached, information that indicates a child may be suffering or at risk of suffering significant harm can be shared without consent and will require a referral to either Childrens Services/City MASH or the Police in a timely fashion to reduce the risk of harm. The decision to disclose in these circumstances should be properly recorded on the learner's file. The most important consideration is whether sharing information is likely to safeguard and protect a child and reduce the risk of harm.

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including in relation to their educational outcomes.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Opportunities To Learn About Safeguarding

Children at RISE are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

Record Keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. Concerns and referrals should be kept in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

Rise will be using CPOMS from September 2024 to record all safeguarding concerns.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Staff briefings take place twice a day with all face-to-face staff in attendance. Safeguarding concerns, information, or strategies may be discussed if appropriate. Time is set aside for staff to record any safeguarding issues using the CPOMS system. The DSL is present at the briefings. The DSL regularly checks the safeguarding report records.

Responsibilities

All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the learner.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which learners can learn.
- Be prepared to identify learners who may benefit from early help.
- Be aware of the RISE systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training, during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to children's services as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to children's services and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put learners at risk of harm.
- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that learners may be at risk of harm.

Teachers, including the head of school, have a responsibility to:

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- Safeguard learners' wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The Board of Directors has a duty to:

- Take strategic leadership responsibility for the safeguarding arrangements at RISE.
- Ensure that RISE complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities at RISE are effective and comply with the law at all times.
- Guarantee that RISE contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that safeguarding arrangements at RISE take into account the procedures and practices of the Local Authority as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff working directly with children read at least Part one of KCSIE (Keeping Children Safe In Education).
- Ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE. **NB:** Individual schools assess which guidance will be most effective for their staff to safeguard and promote the welfare of children.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL.
- Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL.
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place, for children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well- promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the Board of Directors is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the SLT.
- Guarantee that there are effective and appropriate policies and procedures in place.

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- Ensure all relevant persons are aware of the local safeguarding arrangements, including the Board of Directors itself, the SLT and DSL.
- Make sure that learners are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support learners to be themselves at RISE, e.g. if they are LGBTQIA+.
- Ensure RISE has clear systems and processes in place for identifying possible mental health problems in learners, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Guarantee that there are procedures in place to handle learners' allegations against other learners.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of learners and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on- peer abuse.
- Guarantee that there are systems in place for learners to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the learner's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for learners who go missing from school, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the Board of Directors have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

The head of school has a duty to:

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- Ensure that the policies and procedures adopted by the Board of Directors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Provide staff with the appropriate policies and information upon induction.

The DSL has a duty to:

- Take lead responsibility for safeguarding and child protection, including online safety.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns; in exceptional circumstances, availability via phone, videocall, or other media is an acceptable substitution for in-person availability.
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
 1. To Children's Services where abuse and neglect are suspected, and support staff who make referrals.
 2. To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
 3. To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
 4. To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the head of school to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officer(s) (LADO) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

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- Work with the head of school and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
 1. Ensuring that RISE knows which learners have or had a social worker.
 2. Understanding the academic progress and attainment of these learners.
 3. Maintaining a culture of high aspirations for these learners.
 4. Supporting teachers to provide additional academic support or reasonable adjustments to help these learners reach their potential.
 5. Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these learners are experiencing with teachers and the SLT.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a learner's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the RISE Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Work with the Board of Directors to ensure the RISE Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure the RISE Child Protection and Safeguarding Policy is available publicly, and parents are aware that RISE may make referrals for suspected cases of abuse or neglect, as well as the role RISE plays in these referrals.
- Make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Undergo training and update this training at least every two years.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties learners may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing, including within RISE, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.

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- Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping.

All staff are responsible for ensuring that any concern for the welfare of a child is dealt with promptly and appropriately as it is important that children receive the right help at the right time to address risks and prevent issues escalating. RISE has a 'Designated Safeguarding Lead' (DSL) who therefore has lead responsibility for such issues, and a 'Welfare Officer' (WO) who is the Deputy Safeguarding Person and who manages safeguarding reports and concerns as first point of contact. The DSL will be able to offer advice as well as to liaise with statutory agencies where there are concerns about a child's welfare. The current appointed officers are:

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding practices and know that any concerns will be taken seriously by the senior leadership team.

Rise Learning Zone recognises its crucial role in preventative education. Preventative education is most effective in the context of a whole school approach that prepares learners and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, bi-phobic and sexual violence/harassment. This is regularly reinforced through the Rise PSHE programme & Pastoral Support Team.

This program will tackle, at an age-appropriate stage, issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support,
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Definitions of Abuse

The terms “**children**” and “**child**” refer to anyone under the age of 18.

For the purposes of this policy, "Safeguarding and promoting the welfare of children" is defined for the purposes of this guidance as:

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

- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes"

RISE will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity. All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection. All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance.

It is the responsibility of RISE to safeguard and promote the welfare of children. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

The following categories of abuse in which a young person is suffering or likely to suffer significant harm apply in these procedures. The categories may apply singularly or in combination.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child 11 opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Child Sexual Exploitation and Prostitution: The involvement of any young person, particularly under the age of 16 in activities that can be defined as prostitution by parent or another adult, another young person or the individual.

Self-harm and threatened/attempted suicide: When a young person voluntarily causes harm to themselves by cutting, solvent/glue abuse, overdosing, swallowing glass or other forms of self-harm; or when a young person discloses that they are feeling or have been feeling suicidal, or when a young person states that they will or are considering taking their own life.

Disclosure, Action & Referral

Staff should share any concerns they have about a child with the Designated Safeguarding Lead. However, it should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

Should a child choose to disclose details of abuse to a member of staff, it is almost always best practice to listen rather than to ask questions. During the disclosure they must not offer alternative explanations for the child's concerns or ask leading

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questions. All staff are required to submit written notes as soon as possible, using the child's words, via CPOMS. A 'body map' should be completed if it has been necessary to record the child's injuries, which should be given to the DSL. Written records of concerns about children will be kept on file.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Any child protection information should be kept separate along with third party reports, including case conference minutes, within the confidential section of the child or young person's case file and stored securely. Parents, whilst under suspicion, are not entitled to see such information and should have their concerns referred back to children's services or the police team who are investigating the matter. Such records should be monitored regularly and be disposed of confidentially when they are no longer relevant, at an appropriate time agreed with the DSL and social worker.

Whilst safeguarding concerns would form part of a learner's educational records, it would be exempt from disclosure under the Data Protection Act 1989 which states that: 'Schools should not disclose anything on learner's records which would be likely to cause serious harm to their physical or mental health or anyone else. This should include anything which suggests that they are or have been either the subject of, or at risk of child abuse.'

Confidences including disclosures of possible neglect, physical, sexual or emotional abuse must always be communicated to the DSL and recorded. If a staff member is unsure whether the information warrants sharing or not it is advised that they discuss the issue with their line manager or DSL anyway, to avoid any possibly important information being lost. It is of the utmost importance that information is shared appropriately and in a timely manner and any referral followed up quickly and appropriate actions taken. In the event that the DSL or another senior manager is not available, then the primary responsibility of the person suspecting abuse should be to contact the MASH team and then to inform the DSL as soon as possible. RISE recognises the emotional impact on staff dealing with child protection issues, and will therefore ensure that support, advice and supervision is available to them.

The City MASH Team is now the first point of contact for all referrals and contact into Children's services. They will decide if a situation needs a children's Social Care response or involvement or if it should be responded to by another agency, service

or a different action or further assessment needs to be made and they will help to initiate that response and follow up any actions. To assist in the early assessment of the situation you should have appropriate background information about the child available to share. You will be required to follow up a referral made verbally with a written copy of your concerns or by a completed version of the Multi Agency Referral Form (MARF) which will also need to be emailed through to MASH using the secure email:

citymash@nottinghamcity.gov.uk
lado@nottinghamcity.gov.uk

This must be sent within 48 hours. Before contacting MASH team consent from the parent of the child in question must be gained, unless doing so will put that child at immediate risk.

There may be instances where a child is not at risk of abuse but may benefit from services that the local authority can provide, at which point consideration should be given to completing a CAF assessment. With the informed consent of parents and the child such instances may alternatively, lead to a referral to City MASH Social Care for a child in need assessment.

Recognising Abuse.

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

Child abuse occurs to young people of both sexes, at all ages and in all cultures, religions, social classes and to young people with and without disabilities.

1. Identification of abuse may be difficult. However, if a young person discloses their belief that they have suffered or are suffering abuse it must be taken seriously and the appropriate procedure followed
2. Previous suspicions or disclosures of abuse are often significant factors and must be taken into account.
3. Always listen to the young person; a written report should always be made on a project incident form as soon as possible after any disclosure, so that the facts of what was disclosed are recorded.
4. If necessary, immediate medical assistance may be required and a young person should be taken to casualty or to see a Doctor.
5. Beware if details about an "accident" appear vague, lacking in detail, inconsistent with the injury or varies with each telling.
6. Watch out for regular bruising or marking on arms, legs, faces and necks. Scratches on forearms may indicate self harm.
7. Watch out for changes in behaviour, or sores around the mouth which could indicate solvent abuse; or be aware if a young person is regularly sick which may indicate attempted overdoses.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy).

Suspicious about the welfare of a young person

1. Seek an explanation from the young person without raising the question of abuse, unless the concern is sexual abuse or prostitution. Share these concerns with RISE's Welfare Officer, or senior worker. Ensure that a written statement is made with the decisions taken and dated. Don't be afraid to ask the young person about marks that you suspect may be self harm.
2. The DSL or Welfare Officer may refer the matter to social services.
3. Continue to observe and give the young person the opportunity to confide
4. If there are no further concerns within 3 further months this should be noted on the written report.

If an allegation of abuse is made against a RISE Team member

1. The welfare of the young person must be given the greatest importance. Any allegation will be investigated by the DSL. (If an allegation is made against the DSL, a senior worker needs to bring it to the attention of the Welfare Officer, who will conduct an investigation into the allegations and inform the Board of Directors of the allegation).
2. If an allegation is made against a team member, the DSL will suspend the worker (without prejudice to pay) until the investigation has been completed. The investigation will be a written account from the young person. This will be referred to the police if the allegation includes sexual abuse or violence towards the young person.
3. If an allegation is made against the DSL/Head of provision, then LADO is to be contacted straightaway.
4. The following information should be included on the Child Protection form:
 - Name and Address of the young person
 - Name and Address of the Staff team member
 - Contact details for the young person's parents / carers
 - A written report from the young person
 - A written report from the worker when the incident occurred
 - Who else, if anyone, was involved
 - Written statements from anyone else who was involved
 - What evidence of abuse is available
 - Action taken to safeguard the child
 - Action taken to remove the worker from the situation
 - If the parent's / carers have been informed
 - If the matter has been referred to the social services
5. If the allegation is unfounded, the worker will be re-instated and all records relating to the allegation removed from the worker's file.

6. If the allegations are proved and result in a conviction or caution the worker will be dismissed immediately. Any subsequent references provided for the worker must state the background to and conclusion of the incident where proven to be true.

Concerns from staff about a worker

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way which indicates they would pose a risk of harm to children
- Behaved or may have behaved in a way that indicated they may not be suitable to work with children.

This relates to members of staff, supply staff and volunteers. Historical allegations of abuse should also be referred to the police.

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, this is to be referred to the head of school.

Where the head of school is the subject of an allegation, the WO should discuss the allegation immediately with the Local Authority Designated Officer(s) LADO.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. They should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only. Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head of School.

Low Level Concerns & Allegations

Concerns may be graded low-level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;

- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language.
If the concern has been raised via a third party, the Head of School should collect as much evidence as possible by speaking:
- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified. Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns (* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible);
- details of the concern;
- context in which the concern arose;
- action taken.
- Records must be kept confidential, held securely and comply with the Data Protection Act 2018.

RISE will retain such information until the individual leaves their employment. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter will be referred to the LADO. The records' review might identify that there are wider cultural issues within the provision that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

Information Sharing- GDPR

All staff will be aware of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

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All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the DSL.

- Record as soon as possible after the conversation. Use the RISE proforma.
- Ensure the date, time, place is recorded, and any noticeable non-verbal behaviour and the words used by the child.
- Use the body map to indicate the position of any injuries and a clear description of the injury.
- Record statements and observations rather than interpretations or assumptions. Do not destroy the original records in case they are needed by a court.
- All records need to be given to the DSL promptly.
- No copies should be retained by the member of staff or volunteer.

Early Help

Parents, carers or children may inform staff that they require support, or RISE staff identify that there may be emerging needs and that services might be required. In such cases staff will have an open discussion with the parent and child about the support and services that might help and agree how they would be accessed. If early help is appropriate, the DSL (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate.

Any child may benefit from early help, but staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has Special Educational Needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home;
- Are persistently absent from education, including persistent absences for part of the school day.
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.
- Have family members in prison, or are affected by parental offending.
- Are at risk of HBA, such as FGM or forced marriage.

Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. This may

include incidents or behaviours associated with factors outside of the school or which could occur between children outside of these environments.

Domestic abuse

Domestic abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Operation Encompass is a charitable organisation operating in England. They ensure that a notification is sent by the police to the school's designated safeguarding lead prior to the start of the next school day, after an incident where police attended a domestic abuse incident where there were children related to the adults involved.

Homelessness

The DSL will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because "they have to".

Additional Risk

RISE recognises that some groups of learners can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in these groups of learners.

Learners may need social workers due to safeguarding or welfare needs. These needs can leave learners vulnerable to further harm and educational disadvantage. The DSL will hold and use information from the LA about whether a learner has a social worker in order to make decisions in the best interests of the learner's safety, welfare, and educational outcomes.

Where a learner needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

Children with family members in prison

Learners with a family member in prison will be offered pastoral support as necessary and where appropriate families will be allowed the opportunity to discuss questions and concerns.

Looked After Children

Children commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding can also remain vulnerable after leaving care. Staff will have training to ensure the skills, knowledge and understanding to keep LAC, and those who have left care safe.

The Welfare Officer (WO) will have information regarding the child's;

- Looked after legal status, i.e., whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the learner.
- Social care contact details and contacts for any other appropriate agencies involved.

Children with special educational needs and disabilities or physical health issues

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration.
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs.
- Communication barriers and difficulties.
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/ participation.
- Isolation.

LGBTQIA+

The acronym stands for lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, and the + holds space for the expanding and new understanding of different parts of the very diverse gender and sexual identities.

The fact that a child or a young person may be LGBTQIA+ is not in itself an inherent risk factor for harm. However, children who are LGBTQIA+ can be targeted by other

children. In some cases, a child who is perceived by other children to be LGBTQIA+ (whether or not) can be just as vulnerable as children who identify as LGBTQIA+.

Risks can be compounded where children who are LGBTQIA+ lack a trusted adult with whom they can be open. At RISE, we endeavour to reduce the additional barriers faced by providing a safe space for them to speak to by pastoral support staff or any key worker they are comfortable with.

Attendance

As per *Working together to improve school attendance* (DfE, 2024) poor attendance will be treated as a safeguarding concern, and the Rise DSL will actively engage with the home school & external agencies where appropriate.

Children Missing from Education

Any child that goes missing from RISE will receive a well-coordinated response that decreases the harm or risk of harm to them (absence from school is a known potential indicator of abuse or neglect).

Staff will monitor learners that go missing from RISE, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures and will inform the home school. If a learner is subject to a child protection plan, the school will notify children's services if there is an unexplained absence of more than two days, and ensure that if a learner leaves the school, their information is transferred to the new school immediately (including their child protection file which will be transferred separately from the main file) and that the learner's social worker is informed. If any learner has 20 continuous days of unauthorised absence, with no contact from parent(s) / carer(s), the DSL will inform the local authority.

There are many circumstances where a child may become absent from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect;

- Come from Gypsy, Roma, or Traveller families;
- Come from the families of service personnel;
- Go missing or run away from home or care;
- Are supervised by the youth justice system
- Come from new migrant families

Children Absent from Education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation. Staff must follow the Safeguarding procedures as listed above (Missing from Education).

Child Abduction & Safety Incidents

'Child abduction' refers to the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be

committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of RISE that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with learners.

Learners will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

Extra-familial harms

All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. All staff should be aware of the risk of Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Female Genital Mutilation

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

In the case of a disclosure of FGM, a report must be made to the police **by the member of staff** to whom the disclosure was made – the Welfare Officer and Designated Safeguarding Lead must be notified immediately and will support and advise throughout the process.

If a member of staff discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the teacher must report this to the police via 101. This is a mandatory reporting duty. KCSiE (DfE 2023). Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate.

In most cases reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day.

Staff will update FGM training every 2 years

Breast Ironing

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Further information in relation to breast ironing can be found at www.nationalfgmcentre.org.uk.

The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy.

Staff worried about the risk of breast ironing should speak to the Designated Safeguarding Lead as soon as possible.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological and can come from parents and other family members or elders in a particular religion. If a member of staff suspects that a learner is being forced into marriage, they will speak to the learner about their concerns in a secure and private place. They will then report this to the DSL.

Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause' Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that all staff have access to appropriate training to equip them to identify children at risk.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team. If there are concerns that the child is at risk of harm then a referral must be made to children's social care regardless of whether a Channel referral is deemed appropriate.

The Department for Education (DfE) also has a dedicated telephone helpline, 020 7340 7264, that staff can call to raise concerns about extremism with respect to a learner.

You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger;
- Think someone may be planning to travel to join an extremist group;
- See or hear something that may be terrorist-related.

In England, Wales and Scotland specified areas of work with children and young people; for example, health, social care, and educational settings must have "due regard to the need to prevent people from being drawn into terrorism" and there is a mandatory reporting duty. This duty is known as the Prevent duty.

Staff will complete Prevent Duty training every 2 years, unless legally required to complete sooner.

Modern Slavery

All staff will be aware of and alert to the signs that a learner may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

Child Criminal Exploitation

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

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK]. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Exploitation is an integral part of the county lines offending model. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. We will be alert to the signs (such as missing from school episodes) that a child may have become involved in county lines and respond within the context of our child protection and safeguarding policy.

As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the Police, if appropriate.

Mental Health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a learner has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – RISE will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify learners whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how learners' experiences can impact on their mental health, behaviour, and education.

Staff who have a mental health concern about a learner that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSL(s). RISE will access a range of advice to help them identify learners in need of additional mental health support, including working with external agencies.

Child-on-Child Abuse

'Child-on-child abuse' refers to abuse between children. RISE has a zero-tolerance approach to abuse, including child-on-child abuse. All staff will be aware that child-on-child abuse can occur between learners of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".

Child-on-child abuse can be manifested in many different ways, including:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

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- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm,
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff will be clear to treat child-on-child abuse as a safeguarding concern and the role they have in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of learners with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the learner's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQIA+ learners, who evidence suggests are also more likely to be targeted by their peers. The school's response to sexual violence and sexual harassment between learners of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Learners will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Learners will also be reassured that they will be taken seriously, be supported, and kept safe.

In order to minimise the risk of child-on-child abuse Rise will:

- Challenging any form of derogatory or sexualised language or behaviour.
- Provide a developmentally appropriate PSHE and RSE curriculum which develops learners' understanding of acceptable behaviour and keeping themselves safe.
- Ensuring learners know they can talk to staff confidentially;
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Ensure victims, perpetrators and any other child affected by child-on-child abuse will be supported
- Develops robust risk assessments where appropriate
- Have relevant policies in place (e.g. behaviour policy).
- Ensuring staff understand that a learner harming a peer could be a sign that the child is being abused themselves,

If a learner makes an allegation of abuse against another learner:

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- Staff must tell the DSL and record the allegation, but not investigate it;
- The DSL will contact the local authority children's social care team and follow its advice, as well as the Police if the allegation involves a potential criminal offence;
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed; the wellbeing of all children involved is essential and the DSL will contact specialist mental health services, if appropriate.

Staff should recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

Online safety

The breadth of issues classified within online safety is considerable but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; including misinformation, disinformation and conspiracy theories.
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

As part of a broad and balanced curriculum, all learners will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

- Learner attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a learner's online activity.

Filtering & Monitoring

RISE will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material, in accordance with the school's Data and Cyber- security Breach Prevention and Management Plan.

Measures are in place to ensure users cannot generate or access harmful or unsuitable material.

RISE will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what learners can be taught online.

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All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring learners to the National Crime Agency's Cyber Choices programme. Further information regarding the school's approach to online safety can be found in the E-Safety Policy.

The use of personal electronic devices, including mobile phones and cameras, by staff and learners is prohibited during the school day at RISE.

The Head of School and the DSL will share responsibilities to manage filtering and monitoring systems. IT service providers will be made aware of the support required with filtering & monitoring. This will also include any appointed IT tutor (if applicable). A review of the filtering and monitoring provision will take place annually.

Photographs of Learners

Photographs and videos of learners will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve learners who are LAC, adopted learners, or learners for whom there are security concerns, the head of school will liaise with the DSL to determine the steps involved. The DSL will, in known cases of learners who are LAC or who have been adopted, liaise with the learners' social workers, carers or adoptive parents to assess the needs and risks associated with the learners.

Staff will not take pictures or recordings of learners on their personal phones or cameras.

Staff will report any concerns about learners' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

Sexting & the Sharing of Indecent Images.

'Consensual and non-consensual sharing of nude and semi-nude images and/or videos', colloquially known as "sexting", refers to the sharing between learners of sexually explicit content, including indecent imagery. For the purposes of this policy, "indecent imagery" is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

RISE will ensure that staff are aware to treat the sharing of indecent images, including through sexting, as a safeguarding concern.

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Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the learner, and sexual behaviour that is inappropriate and harmful

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that learners are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a learner, they will refer this to the DSL as soon as possible. Where a learner confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the learner that the incident will need to be reported.
- Respond positively to the learner without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.
- The DSL will attempt to understand what the image contains without viewing it and the context surrounding its creation and distribution.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Discuss this decision with the head of school or member of the SLT.
- Ensure viewing takes place on school premises and with another member of staff present in the room – this staff member does not need to view the imagery.
- Record how and why the decision was made to view the imagery.

The learners involved will be supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a learner, the DSL will escalate the incident. Where indecent imagery of a learner has been shared publicly, the DSL will work with the learner to report imagery to sites on which it has been shared and will reassure them of the support available.

Sexual Violence

For the purposes of this policy, “consent” is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, “sexual violence” refers to the following offences as defined under the Sexual Offences Act 2003:

- Rape: A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- Assault by penetration: A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- Sexual assault: A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- Causing someone to engage in sexual activity without consent: A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “up skirting” refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Up skirting is a criminal offence. Anyone, including learners and staff, of any gender can be a victim of up skirting.

Sexual violence and sexual harassment can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and harassment can occur face-to-face, online, physically, or verbally. It should not be tolerated, nor should it be seen as ‘banter’, ‘part of growing up’, or ‘just having a laugh’.

Staff members who suspect a learner may be vulnerable to, or involved in, sexual violent crime will immediately report their concerns to the DSL.

Sexual harassment – Child-on-Child.

“Sexual harassment” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a learner’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.

- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 1. The consensual and non-consensual sharing of nude and semi- nude images and/or videos.
 2. Sharing unwanted explicit content.
 3. Upskirting.
 4. Sexualised online bullying.
 5. Unwanted sexual comments and messages, including on social media.
 6. Sexual exploitation, coercion, and threats.

Child Sexual Exploitation

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

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

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the Police, if appropriate.

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are

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involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Staff members who suspect a learner may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

Acronyms

CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).

Legal Framework

Relevant legislation and statutory guidance including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021

Statutory guidance

- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- DfE (2022) 'Keeping children safe in education 2024'
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2021) 'Recruit teachers from overseas'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'