OP 01 – SAFEGUARDING & CHILD PROTECTION POLICY

RISE Learning Zone.
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Signed 

Printed Kirsty Sander

Position Director

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LADO	Nottingham City LADO – 0115 87 65166 / LADO@nottinghamcity.gov.uk
Status of this policy Rise Learning Zone CIC is a non-school alternative provision provider. This policy is designed around the safeguarding expectations in Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, the DfE Alternative Provision guidance and the DfE voluntary national standards for non-school alternative provision. Where a commissioning school has additional safeguarding requirements, these will be reflected in the placement agreement and operating arrangements.	

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1. Purpose, scope and status

Rise Learning Zone CIC is committed to safeguarding and promoting the welfare of every learner who attends the provision. Safeguarding is everyone's responsibility and is integral to the provision's culture, leadership, curriculum, behaviour management, attendance arrangements, recruitment, commissioning relationships and day-to-day practice.

This policy applies to all directors, managers, employees, agency and supply staff, volunteers, trainees, contractors and other adults working on behalf of or within Rise Learning Zone. It applies whenever staff are acting in connection with their role, including off-site activities, transport arrangements, work experience, visits, digital

communication and contact with children outside the premises where that contact is connected to their professional role.

The policy covers safeguarding and child protection, including early help, abuse and neglect, child-on-child abuse, harmful sexual behaviour, sexual harassment and violence, exploitation, contextual safeguarding, online safety, Prevent, attendance-related safeguarding, allegations against adults, low-level concerns and safer recruitment.

Rise Learning Zone is a non-school alternative provision provider. KCSIE 2026 is not itself the statutory framework applicable to every non-school AP provider; however, Rise adopts its safeguarding expectations as a core benchmark and will comply with all legal and contractual duties applicable to the organisation. The provider will also have regard to DfE Alternative Provision guidance and the DfE voluntary national standards for non-school alternative provision.

2. Safeguarding principles and culture

Rise Learning Zone will maintain a child-centred safeguarding culture based on the following principles:

- it could happen here
- the child's welfare and best interests remain central to decision-making
- children are listened to, believed and taken seriously
- children are supported to express their wishes and feelings, with communication adapted to age, development, SEND and individual need
- children receive the right help at the right time, including support before concerns escalate to statutory intervention
- staff maintain professional curiosity and consider patterns rather than isolated incidents
- safeguarding includes harm occurring inside and outside the home, on and off site, online and through peer relationships
- information is shared lawfully, proportionately and promptly where necessary to safeguard a child
- the provision works openly with commissioning schools, parents/carers, social care, police, health and other agencies
- racism, misogyny, misandry, prejudice, discriminatory behaviour, harassment and abuse are challenged and treated as safeguarding matters where appropriate
- children who display harmful behaviour also require safeguarding assessment, support and proportionate intervention
- staff are expected to raise concerns about unsafe practice, including concerns about colleagues, managers or the organisation itself.

3. Alternative Provision safeguarding context

Rise recognises that children attending alternative provision may have experienced disrupted education, exclusion, trauma, unmet SEND, attendance difficulties, family stress, exploitation, criminal or sexual exploitation, mental health difficulties, substance misuse, peer conflict or other barriers to education. The AP environment must therefore provide additional vigilance rather than reduced expectations.

Rise will, in particular:

- obtain and review safeguarding information provided by the commissioning school and/or local authority before or at the start of a placement
- ensure each child has a clear placement profile identifying relevant safeguarding, health, SEND, attendance, behavioural and support information
- know where every child is expected to be during provision hours and record attendance accurately
- notify the commissioning school promptly of unexplained absence, significant incidents, safeguarding concerns, changes in staffing or other matters affecting placement safety
- maintain secure safeguarding records and participate in multi-agency planning
- ensure placement arrangements, staffing and activities are appropriate to the child's needs and risks
- review safeguarding risks at least termly and more frequently where circumstances change

- maintain clear arrangements for off-site activities, work-related learning and external providers
- terminate, pause or review an activity or placement where safeguarding risks cannot be satisfactorily managed.

KCSIE 2026 specifically highlights the additional vulnerability that can arise in Alternative Provision and expects commissioning schools to undertake due diligence and maintain oversight. Rise will support commissioning schools by providing written assurance about safeguarding checks, relevant staffing changes, attendance and safeguarding incidents, while recognising that the commissioning school retains the safeguarding responsibilities identified in KCSIE where it places a pupil with an AP provider.

4. Roles and Responsibilities

Directors

- ensure safeguarding is treated as a strategic priority and that the organisation has effective safeguarding arrangements
- ensure adequate resources, staffing, training, supervision and systems are available
- ensure this policy is reviewed at least annually and whenever there is a significant change in legislation, guidance, local procedures or organisational arrangements
- receive sufficient safeguarding assurance to discharge governance responsibilities without routinely accessing confidential case details
- ensure safer recruitment and appropriate suitability checks are implemented
- ensure allegations against adults and low-level concerns are managed appropriately
- provide a safe route for staff to raise concerns about senior leaders or the DSL where necessary.

Senior Leadership Team

- promote a strong safeguarding culture and ensure this policy is implemented
- ensure staff understand their safeguarding duties and know who to contact
- ensure concerns are acted upon promptly and that the DSL has sufficient authority, time and access to senior leadership
- ensure attendance, behaviour, welfare, SEND, mental health and safeguarding information is considered holistically
- ensure safe working practices, professional boundaries and staff conduct expectations are maintained
- act as case manager where required for allegations against staff, or ensure an appropriate case manager is appointed.

Designated Safeguarding Lead

Designated Safeguarding Lead (DSL)	**Donna Bailey**

The DSL has lead responsibility for safeguarding and child protection at Rise Learning Zone.

- provide advice and support to staff
- manage safeguarding referrals and liaise with social care, police, health, safeguarding partners and commissioning schools
- maintain oversight of safeguarding records and decisions
- ensure concerns are escalated when necessary
- coordinate early help / Family Help responses where appropriate
- support staff involved in safeguarding processes and provide or arrange safeguarding supervision
- maintain oversight of attendance where it intersects with safeguarding
- ensure online safety, filtering and monitoring concerns are appropriately escalated
- ensure safeguarding information is transferred securely when children leave
- maintain links with the Nottingham City Safeguarding Children Partnership and relevant local safeguarding networks

- ensure safeguarding training and updates are delivered;
- provide safeguarding assurance to the Directors and senior leadership.

Deputy DSLs

Deputy Designated Safeguarding Lead (DDSL)	**Jen Page** **Fiona Bourne** **Kirsty Sanders**

Deputies are trained to the same safeguarding standard as required for their role and are able to act when the DSL is unavailable.

Rise will maintain robust cover arrangements whenever the DSL is unavailable. Staff will be told clearly who is covering, how concerns should be reported and how concerns will be monitored without delay. This may include a secure shared safeguarding mailbox or equivalent system where appropriate.

All staff

- read and understand this policy and Part One of KCSIE 2026 where this is part of their role/commissioning requirements
- complete safeguarding training at induction and ongoing safeguarding updates at least annually
- maintain an attitude of professional curiosity and 'it could happen here'
- report concerns promptly to the DSL or deputy and take immediate action where a child is at risk
- record concerns factually and promptly
- never promise confidentiality to a child
- maintain professional boundaries and comply with the Staff Code of Conduct
- raise concerns about adults or unsafe practice, including low-level concerns
- support multi-agency work and comply with safeguarding plans and risk management arrangements.

5. Designated Safeguarding Lead arrangements

The DSL will be given sufficient time, authority, training and access to senior leaders to carry out the role effectively. DSL and deputy training will be refreshed at least every two years, with regular annual updates and local safeguarding network participation.

The DSL will maintain a clear record of referrals, decisions and outcomes, including cases where a referral was considered but not made. Records will distinguish facts, observations, professional judgement and historic information.

The DSL will review safeguarding information for patterns and cumulative risk. A series of apparently low-level concerns, attendance issues, behaviour incidents, peer conflicts, online incidents or changes in presentation may together indicate a need for escalation.

6. Recognising abuse, neglect, exploitation and wider safeguarding risks

Staff must be familiar with the main categories of abuse and the indicators described in KCSIE 2026 and local safeguarding procedures. Concerns may include:

- physical abuse
- emotional abuse
- sexual abuse
- neglect
- child criminal exploitation and county lines
- child sexual exploitation
- modern slavery and trafficking
- domestic abuse and teenage relationship abuse
- serious violence and weapon-related risks
- harmful sexual behaviour, sexual harassment and sexual violence

- online abuse, grooming, coercion, image-based abuse and AI-generated sexual imagery
- radicalisation and extremist influence
- honour/faith-based abuse, FGM and forced marriage
- self-harm or significant mental health concerns where safeguarding is implicated
- peer abuse, bullying and discriminatory or prejudice-based harm
- abuse occurring outside the family, including extra-familial harm.

Safeguarding concerns are rarely isolated. Staff should consider whether several risks overlap and whether the child may be experiencing multiple forms of harm simultaneously.

7. Particular vulnerabilities and groups requiring additional support

Staff will be particularly alert to children who:

- have SEND, disabilities or communication needs
- have mental health needs
- are young carers
- are pregnant or are parents themselves
- are frequently absent or missing from education
- are repeatedly removed from learning, have experienced suspensions or are at risk of exclusion
- have or have had a social worker
- are in care or have previously been in care
- are experiencing domestic abuse or family conflict
- are affected by parental offending or imprisonment
- are at risk of exploitation, trafficking or modern slavery
- are involved in or at risk of criminal or sexual exploitation
- are involved in harmful or violent behaviour
- are affected by substance misuse
- are at risk of radicalisation
- are privately fostered
- experience racism, discrimination, homophobia, misogyny, misandry or other prejudice-based harm.

8. Reporting concerns and responding to disclosures

Immediate danger

If a child is in immediate danger or at immediate risk of significant harm, call 999. Staff should not wait for the DSL before making an emergency referral.

Where a child discloses or a staff member observes a concern, staff should:

- stay calm and listen
- take the child seriously and reassure them that they have done the right thing by telling someone
- avoid leading, probing or investigative questions
- use open prompts only where necessary to clarify what the child wants to tell them
- do not promise secrecy or confidentiality
- explain that information may need to be shared to keep them or others safe
- avoid confronting an alleged perpetrator or investigating the allegation themselves
- report the concern to the DSL/deputy as soon as possible
- make a factual written record as soon as practicable, including date, time, location, people present, exact or near-exact words used, observed presentation and actions taken
- record the concern on CPOMS in accordance with Rise procedures.

Staff must act even where they are uncertain. A concern does not need to be proven before it is reported.

9. Recording, confidentiality and information sharing

CPOMS is Rise Learning Zone's safeguarding recording system

Child protection information will be stored securely and separately from ordinary educational records where appropriate. Access will be restricted to staff who need the information to safeguard the child.

Records should:

- be factual, dated and attributable
- distinguish observation from interpretation
- record the concern, action taken, decisions, rationale and outcome
- identify whether parents/carers were informed and, if not, why not
- record referrals and professional discussions
- identify outstanding actions and review dates
- be transferred securely when a child leaves the provision.

Data protection legislation does not prevent the lawful sharing of information for safeguarding purposes. Consent is not always required. Information may be shared without consent where there is a lawful basis and sharing is necessary to safeguard a child, particularly where seeking consent would place the child at greater risk or prejudice an investigation. Staff must consult the DSL where unsure.

Rise will reflect the Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025 in its safeguarding information-handling arrangements.

10. Attendance, children missing from education and placement monitoring

Attendance is a safeguarding matter. Rise will maintain accurate daily attendance records and follow up unexplained absence promptly. Patterns of absence, lateness, leaving site, repeated non-attendance, changes in presentation or unexplained gaps may indicate neglect, exploitation, abuse, mental health difficulties or other safeguarding risks.

- same-day absence procedures will be followed
- unexplained absence will be escalated to the DSL and, where appropriate, the commissioning school
- persistent or concerning absence will be considered alongside safeguarding information
- children subject to child protection or other safeguarding plans will be monitored in accordance with the plan and local procedures
- Rise will inform the commissioning school promptly where attendance creates a safeguarding concern
- where a child is missing from the AP placement, staff will follow the missing child / emergency procedures and contact parents/carers, the commissioning school and/or relevant agencies as appropriate
- placement reviews will consider attendance, engagement, safeguarding incidents and whether the placement remains safe and suitable.

11. Child-on-child abuse, harmful sexual behaviour and sexual harassment

Children can abuse other children. Rise has a zero-tolerance approach to sexual harassment, sexual violence, bullying, discriminatory abuse, physical abuse, coercive behaviour, initiation/hazing, harmful sexual behaviour, sharing of nudes or semi-nudes and other forms of peer abuse.

All reports will be taken seriously. The DSL will assess risk case-by-case, considering the wishes and feelings of the child, age and developmental factors, SEND, power imbalance, coercion, frequency, severity, access to the alleged perpetrator, wider contextual risks and whether other agencies need to be involved.

Rise will support both the child who has experienced harm and the child who has displayed harmful behaviour. Where behaviour may indicate abuse, exploitation or a risk of further harm, safeguarding procedures take priority over disciplinary action.

Any incident involving the creation, possession, sharing or distribution of nude or semi-nude images involving under-18s will receive a safeguarding response, including where the young people describe the exchange as consensual.

12. Online safety, technology, mobile phones and AI

Online safeguarding is embedded across Rise's safeguarding, curriculum, behaviour and acceptable-use arrangements. Children may experience online harm through school devices, personal devices, social media, messaging services, gaming, livestreaming and AI tools.

Learners are supervised at all times when using Rise IT & devices, in small groups with a tutor viewing the screens at all times.

- Rise maintains appropriate filtering and monitoring arrangements for its network and devices
- filtering and monitoring effectiveness will be reviewed at least annually and after significant changes
- staff will know how to report concerns arising from filtering or monitoring alerts
- children will be taught about online risks, digital relationships, privacy, image sharing, scams, grooming, cyberbullying, misogyny/misandry and harmful content
- mobile phone use will be managed in accordance with the Electronic Devices/Mobile Phone arrangements
- generative AI will be used safely and appropriately, with attention to privacy, misinformation, image manipulation, deepfakes and sexualised imagery
- staff will not communicate with pupils through personal social-media accounts or other inappropriate channels
- online incidents occurring outside the provision will be considered where they affect a child's safety, welfare, relationships or ability to access education safely.

13. Contextual safeguarding and extra-familial harm

Rise recognises that safeguarding risks can arise in peer groups, neighbourhoods, transport routes, public spaces, online communities and other environments beyond the family home. The DSL will consider extra-familial harm whenever information indicates that a child's safety is being affected by wider contexts.

Current contextual safeguarding priorities identified by Rise include:

- online safety and mobile-phone-related risks
- misogyny and gender-based hostility
- child-on-child abuse and harmful sexual behaviour
- criminal and sexual exploitation
- county lines and serious violence
- peer conflict and bullying
- radicalisation and extremist influence
- risks associated with community locations, travel and activities.

These risks will inform curriculum planning, individual risk assessments, supervision, attendance monitoring, multi-agency referrals and placement reviews.

14. Prevent, radicalisation and extremism

Rise will comply with the Prevent duty applicable to its circumstances and will maintain arrangements to identify and respond to concerns about children being drawn into terrorism or extremist activity.

- staff will receive Prevent awareness training
- concerns will be reported to the DSL promptly
- the DSL will consider whether safeguarding referral, police involvement and/or Channel referral is appropriate
- the provision will promote critical thinking, resilience, respectful relationships and democratic values
- children will be protected from extremist recruitment and exploitation both online and offline
- staff will not attempt to investigate or challenge suspected extremist activity themselves.

15. Domestic abuse, violence against women and girls and teenage relationship abuse

Rise recognises that children can be harmed by domestic abuse even when they are not directly assaulted. Children may see, hear or experience its effects and may also experience abuse within their own teenage relationships.

- concerns will be reported to the DSL
- the child's immediate safety will be considered
- the DSL will liaise with social care, police and specialist services as appropriate
- the child will not be blamed for the behaviour of others
- staff will be alert to coercive control, stalking, sexual pressure, financial exploitation and technology-facilitated abuse
- curriculum provision will promote healthy relationships, consent, respect, equality and help-seeking.

16. Child criminal exploitation, county lines, serious violence and modern slavery

Rise recognises that children can be coerced, groomed or exploited by individuals or organised networks. Exploitation may involve drugs, violence, weapons, theft, debt, sexual abuse, financial exploitation or forced criminality. Children may identify as part of a group or believe they are acting voluntarily while being exploited.

- changes in attendance or unexplained absences
- new phones, money, clothing or other unexplained items
- new or concerning peer groups or older associates
- travel to locations without an obvious reason
- unexplained injuries or threats
- withdrawal, anxiety, aggression or secrecy
- concerns about weapons or serious violence
- contact with suspected exploiters or organised groups.

Staff must report concerns to the DSL immediately. Where there is immediate danger or a crime is in progress, police/emergency services must be contacted.

17. FGM, forced marriage and honour/faith-based abuse

Rise recognises the particular safeguarding risks associated with FGM, forced marriage and honour/faith-based abuse. Staff must report concerns to the DSL and must not attempt to mediate with family members or investigate the concern themselves.

Where a teacher discovers that FGM appears to have been carried out on a girl under 18, the statutory duty to report to the police applies. The DSL must be informed and appropriate safeguarding referral made. The organisation will also follow relevant local and national guidance for suspected or at-risk cases.

Where a child may be at risk of forced marriage, staff must not approach family members if doing so could increase risk. Specialist safeguarding advice must be obtained.

18. Mental health and safeguarding

Rise recognises that mental health difficulties may be a safeguarding indicator, a consequence of harm, or both. Staff will take changes in presentation seriously, particularly where there is evidence of abuse, neglect, exploitation, self-harm, suicidal thoughts, trauma, violence or significant deterioration.

- the DSL will be consulted where mental health concerns may have safeguarding implications
- urgent risks will be escalated immediately
- the provision will work with parents/carers and relevant health or specialist services as appropriate
- children will be supported without stigma
- mental health information will be handled sensitively and on a need-to-know basis
- pastoral, safeguarding and educational support will be coordinated.

19. SEND, disability and communication needs

Children with SEND or disabilities may face additional barriers to recognising, communicating or reporting abuse. Behaviour that appears challenging, withdrawn or unusual will not automatically be attributed to SEND.

- communication methods will be adapted to the child
- staff will consider whether a child may be more susceptible to grooming, coercion or exploitation
- reasonable adjustments will be made to safeguarding processes
- the DSL will work with the SEND lead and external professionals where appropriate
- staff will consider whether behaviour is a communication of distress or harm
- the child's wishes and feelings will remain central.

20. Children in Care and Previously in Care

Designated Teacher for Children in Care	**Donna Bailey**

Rise will work closely with the Virtual School, commissioning school, social worker, independent reviewing officer and other relevant professionals.

- attend and contribute to PEP and care planning meetings
- ensure safeguarding and educational information is understood by relevant staff
- monitor attendance and engagement
- support transitions and placement changes
- ensure safeguarding records and relevant information are transferred promptly and securely
- recognise that children with care experience may have trauma, attachment and trust needs that affect presentation and help-seeking.

21. Allegations against staff, volunteers, contractors and other adults

Any concern about the conduct of an adult working with children must be taken seriously. The concern may meet the harm threshold or may be a low-level concern. The organisation will follow KCSIE Part Four principles and Nottingham City LADO procedures as applicable.

21. Concerns meeting the harm threshold

An allegation may meet the harm threshold where an adult has:

- 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 that indicates they may pose a risk of harm to children.

Concerns must be reported immediately to the appropriate senior leader/case manager. Where the concern relates to the DSL, it must be reported to the Headteacher/Director or other appropriate senior person. Where the concern relates to the Headteacher/Director, the concern must be escalated to the appropriate Board/Director-level person and LADO.

Nottingham City LADO should be consulted/referred in accordance with local procedures. LADO advice must be obtained before undertaking any investigation that could prejudice safeguarding or criminal enquiries.

Where a person is removed from regulated activity because they pose a risk of harm, Rise will consider and make any required DBS referral.

22. Low-level concerns and professional boundaries

Rise will maintain a culture in which staff feel able and expected to report behaviour that falls below the standards expected of adults working with children, even where the behaviour does not meet the harm threshold.

Examples may include:

- over-familiarity with a child
- unnecessary physical contact
- private messaging outside approved systems
- favouritism or gifts

- breaches of professional boundaries
- poor language or inappropriate jokes
- being alone with a child in circumstances that could reasonably be avoided
- failure to follow safeguarding or supervision procedures
- behaviour that may be capable of innocent explanation but is inconsistent with expected professional conduct.

All low-level concerns will be recorded, reviewed for patterns and handled proportionately. If a concern may meet the harm threshold, the matter will be escalated to the LADO without delay.

23. Safer recruitment and suitability

Rise will operate safer recruitment arrangements designed to deter, identify and prevent unsuitable people from working with children. The organisation will follow applicable DBS, identity, right-to-work, qualification, employment history, reference and overseas-check requirements.

- shortlisted candidates may be subject to an online search as part of due diligence, with appropriate privacy and fairness safeguards
- references will be obtained and scrutinised
- employment gaps will be explored
- appropriate DBS checks will be completed before work begins where required
- barred-list checks will be obtained where the role involves regulated activity
- the Single Central Record or equivalent central safeguarding checks register will be maintained where applicable to the organisation's status and commissioning requirements
- staff suitability will be reviewed throughout employment, not only at recruitment
- staff must disclose relevant matters in accordance with contractual and safeguarding requirements; and
- changes to staff working with AP pupils will be communicated to commissioning schools where required by placement arrangements.

KCSIE 2026 records a significant change to regulated activity following the Crime and Policing Act 2026, including removal of the previous supervision exemption. Rise will ensure its safer recruitment arrangements reflect the current DBS/regulated activity rules applicable to each role.

24. Visitors, external professionals and commissioned services

Visitors and external professionals must be appropriately identified, signed in, supervised or otherwise checked according to the nature of their activity and the safeguarding checks required for their role.

- visitors will sign in and comply with site safeguarding arrangements
- unknown or unapproved visitors will not have unsupervised access to children
- external professionals working regularly with children must provide appropriate organisational assurance and identification
- Rise will not rely solely on a visitor's assertion that DBS checks have been completed where the law or risk assessment requires Rise to obtain its own checks
- contracts and service agreements will contain appropriate safeguarding requirements
- subcontracted or satellite provision will be subject to due diligence and safeguarding assurance
- concerns about external professionals will be reported through the appropriate safeguarding/LADO route.

25. Safeguarding in off-site and work-related learning

Off-site activities, trips, vocational placements and work-related learning will be subject to safeguarding risk assessment proportionate to the activity and the individual needs of participating children.

- the suitability of the provider/venue will be assessed
- appropriate safeguarding checks and supervision arrangements will be confirmed
- emergency contacts and procedures will be available
- medical, SEND and individual risk information will be shared on a need-to-know basis

- attendance and whereabouts will be known
- children will understand expected behaviour and how to report concerns
- incidents will be reported promptly to Rise and the commissioning school where applicable
- work experience arrangements will reflect current KCSIE/DBS requirements and the individual risk profile.

26. Staff training, supervision and safeguarding assurance

Safeguarding training will be proportionate to role and refreshed regularly. All staff will receive induction before working unsupervised with children.

Training area	Minimum expectation
Induction	Safeguarding policy, DSL contacts, reporting, behaviour/code of conduct, online safety, attendance, whistleblowing and emergency procedures.
Annual updates	Safeguarding and child protection, contextual risks, online safety and current local/national developments.
DSL/deputies	Role-specific training at least every two years plus annual updates, Prevent awareness and local safeguarding network participation.
Safer recruitment	Appropriate training for staff involved in recruitment and selection.
Specialist updates	As required: CCE/CSE, harmful sexual behaviour, FGM, forced marriage, Prevent, domestic abuse, mental health, SEND, exploitation and other identified local risks.

Safeguarding supervision and reflective discussion will be available to staff who manage complex safeguarding cases or who may be affected by safeguarding work. The DSL will maintain a training register and report safeguarding training compliance to senior leadership.

27. Working with parents, carers, commissioning schools and agencies

Rise will work openly and professionally with parents/carers, commissioning schools and relevant agencies. Parents/carers will normally be informed of safeguarding concerns where appropriate, but information may be shared without prior consent where necessary to safeguard the child or where seeking consent could increase risk or prejudice an investigation.

For commissioned placements, Rise will maintain clear lines of communication with the commissioning school. Safeguarding information that may affect placement safety, attendance, risk management or the child's welfare will be shared promptly in accordance with the placement agreement and information-sharing law.

Where a child is placed by a school outside Nottingham City, Rise will work with the child's home/placing authority and relevant safeguarding partners as required. The location of the child's residence and the local authority responsible for the safeguarding response must be established before making a referral.

28. Complaints, whistleblowing and escalation

Staff must be able to raise concerns about safeguarding practice without fear of retaliation. Concerns may relate to a colleague, manager, DSL, director, contractor, safeguarding decision or organisational culture.

- staff should first use the safeguarding reporting route where appropriate;
- where the concern is about the DSL, it should be reported to the Principal/Director or other designated senior person;
- where the concern is about the Principal/Director, it should be escalated to the Board/appropriate external authority;
- where internal routes are ineffective or inappropriate, staff may contact the relevant safeguarding partner, LADO, Ofsted where applicable, police, or other appropriate statutory body;
- the organisation's Whistleblowing Policy will support staff who raise concerns in good faith; and
- no staff member will be disadvantaged for raising a genuine safeguarding concern.

29. Monitoring, review and quality assurance

Safeguarding effectiveness will be monitored through:

- DSL case review and audit
- review of safeguarding referrals and outcomes
- attendance and missing-from-education monitoring
- review of behaviour, bullying, child-on-child abuse and harmful sexual behaviour data
- low-level concern and staff conduct trend analysis
- safer recruitment and safeguarding checks audits
- filtering and monitoring review
- staff training compliance
- student voice and safeguarding feedback
- commissioning school feedback
- multi-agency learning and safeguarding practice reviews
- annual policy review and implementation review
- action plans arising from audits, incidents, complaints or external scrutiny.

The DSL will ensure that learning from safeguarding incidents, complaints, local safeguarding reviews and changes in statutory guidance is incorporated into policy, training and practice.

Appendix 1 – Safeguarding contacts and referral routes

Contact	Details
Immediate danger / immediate risk of significant harm	Police – 999
Nottingham City MASH	0115 876 4800 | CityMASH@nottinghamcity.gov.uk
Nottingham City MASH – urgent safeguarding referrals	Telephone MASH where an urgent social work response is required; follow with MARF as directed.
Nottingham City LADO	0115 87 65166 | LADO@nottinghamcity.gov.uk
Nottingham City Safeguarding Children Partnership	0115 876 4762 | safeguarding.partnerships@nottinghamcity.gov.uk
Police – non-emergency	101

Childline	0800 1111
NSPCC Helpline	0808 800 5000

Note: Nottingham City MASH receives concerns about children living within Nottingham City boundaries. Where a child lives outside the City, the DSL will use the relevant local authority safeguarding route. Current local arrangements must be checked before making a referral.

Appendix 2 – Staff safeguarding response: quick guide

Step	What to do
1. Recognise	If something worries you, do not dismiss it. It could happen here.
2. Listen	Stay calm. Listen. Do not investigate or ask leading questions.
3. Reassure	Take the child seriously. Explain that you may need to share information to keep them safe.
4. Report	Tell the DSL/deputy immediately. If there is immediate danger, call 999.
5. Record	Record facts, dates, times, exact words where possible, observations and actions. Use CPOMS.
6. Escalate	If you believe no action has been taken or the concern remains, escalate it. Staff retain responsibility for acting.
7. Do not	Do not promise secrecy, confront alleged perpetrators, investigate, delay reporting, or discuss the case unnecessarily.

Appendix 3 – Minimum safeguarding expectations for commissioning schools and providers

Rise Learning Zone will use placement agreements and safeguarding assurance arrangements to make responsibilities clear. These arrangements should address, as appropriate:

- named safeguarding contacts at Rise and the commissioning school
- pre-placement exchange of relevant safeguarding, health, SEND and risk information
- confirmation of staff safeguarding checks and notification of relevant staff changes
- attendance and same-day absence reporting
- arrangements for incidents, allegations and emergency referrals
- information-sharing and confidentiality
- child protection plan / child in need / care plan interfaces
- online safety and use of technology
- off-site and work-related learning arrangements
- transport and collection arrangements where applicable
- complaints and escalation
- placement review frequency
- arrangements for ending or pausing a placement where safeguarding concerns arise.