



# CHILD PROTECTION AND SAFEGUARDING POLICY

## Record of updates

<b>SAFEGUARDING POLICY</b>	
Policy Created	January 2006
Adopted by Trustees	January 2006
Revision Due	July 2010
Revision Due	July 2013
Revision Due	July 2014
Revision Due	July 2015
Revision Due	July 2016
Revision Due	February 2017
Revision Due	March 2019
Revision Due	March 2020 (amended in Dec 2019)
Revision Due	May 2021
Revision Due	May 2022

<b>DOCUMENT VERSION CONTROL</b>		
<b>Issue No.</b>	<b>Issue Date</b>	<b>Summary of Changes</b>
1	January 2006	Original Policy
2	January 2007	Change in Child Protection Nominated person
3	January 2008	Revised to include Manual Handling and Handling allegations of abuse by staff
4	November 2008	Revised to add Space Requirements, Drugs & Alcohol, Recruitment of People with criminal record
5	January 2010	Revised to add non usage of camera phones
6	March 2010	Change in Child Protection Nominated person
7	November 2010	Wording revisions
8	January 2011	Further revision re Rules on Use of Personal Phones
9	March 2012	Remove wording relating to electric socket covers
10	April 2012	Appendix 12 added and New LADO flowchart
11	April 2013	No Changes
12	May 2013	New Alert Form & reference to latest LSCB procedures
13	June 2014	Updated WSCB flowchart
14	August 2014	Updated wording to DBS section
15	November 2014	Wording changes
16	July 2015	Wording changes & nominated person
17	October 2015	Appendix 11 telephone number changed
18	February 2016	Revised using LA EY Model CP policy June 2015
19	July 2016	Appendix 4 added
20	February 2017	Behaviour and bullying added
21	March 2018	Deputy DSL changes, updated flowcharts
22	March 2019	In line with the WSCB policy for schools and keeping some relevant RISE appendices. All flowcharts up-to-date
23	December 2019	Addition of 7 golden rules of information sharing
24	May 2020	Addition of Appendix 8: Covid-19 guidance
25	September 2020	Updated with KCSiE 2020
26	May 2021 / Dec 2021 / May 2022	Updated Deputy DSL info and flowcharts

# Safeguarding and Child Protection Policy

The RISE Trust fully recognises its responsibilities for safeguarding and child protection.

Key Safeguarding Personnel			
Role	Name	Tel.	Email
CEO/ Designated Safeguarding Lead (DSL)	Lynn Evans	01249-463040 07803-406822	lynne@therisetrust.org
Deputy DSL(s) (DDSL)	Stacey Henry	01249-823247 07715-681957	staceyh@therisetrust.org
	Leona Smith	01249-463040 07715-681976	leonas@therisetrust.org
	Alison Wiltshire	01793-851224 07715-681956	alisonw@therisetrust.org
	Danielle Blake (Youth team)	07715-681950	danielleb@therisetrust.org
Nominated Trustee	Julia Harle	01249-463040	juliah@therisetrust.org
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2020)			

<b>Children's Social Care referrals:</b> Multi-Agency Safeguarding Hub (MASH): Out of hours:	0300 456 0108 0845 6070 888
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If you believe a child is **at immediate risk** of significant harm or injury, you **must** call the police on 999.

## Introduction

The RISE Trust is committed to safeguarding and promoting the welfare of children. We will fulfil our local

and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018) + update Dec 2020
- Keeping Children Safe in Education (2020)
- The Procedures of Wiltshire SVPP (Safeguarding Vulnerable People Partnership)

- 7 golden rules for information sharing (appendix 6)  
See Appendix 1 for further relevant guidance documents

The aim of this policy is to ensure:

- all our children and young people are safe and protected from harm.
- safeguarding procedures are in place to help children and young people to feel safe and learn to stay safe.
- adults in the RISE community are aware of the expected behaviours and the RISE's legal responsibilities in relation to safeguarding and child protection.

## Scope

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care
- taking action to enable all children to have the best life chances
- preventing impairment of children's health or development and
- protecting children from maltreatment.

The term 'safeguarding children' covers a range of measures including child protection procedures. It

encompasses a preventative approach to keeping children safe that incorporates child/young people's health and safety; behaviour and preventing bullying; supporting children and young people with medical conditions; personal, health, social economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the Trustees and should be

read in alongside the following policies relevant to the safety and welfare of our children and young people:

- |  |  |               |
|--|--|---------------|
| • Behaviour policy & anti-bullying statement | • Staff Behaviour Policy/ Code of Conduct (for safer working practice) | • Food policy |
| • Equality, Diversity and Inclusion policy   | • Whistleblowing policy  | • SEND policy |
| • Health and Safety                          | • Acceptable Use policy  | • ICT policy  |

### **This policy applies to all staff in our organisation**

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of The RISE Trust, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in The RISE Trust activities (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our Trust register and any child under the age of 18 who comes into contact with The RISE Trust. This includes unborn babies.

**Any safeguarding concerns or disclosures of abuse relating to a child are within the scope of this policy.**

## Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a child.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2020). All staff working directly with children have also read Annex A.

## Trustees

As key strategic decision makers and vision setters for The RISE Trust, the Trustees will make sure that our policies and procedures are in line with national and local safeguarding requirements. Trustees will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Whole Trust annual safeguarding training Staff Behaviour Policy (for safer working practice) D/DSL training KCSiE Part 1 Looked After Children (LAC) Online safety training for Staff Preventing Radicalisation Whistleblowing	Children Missing out on education and Children Missing Education (CME) Concerns about staff conduct / allegations against staff & volunteers Dealing with a child at immediate risk Acceptable Use policy Female Genital Mutilation (FGM) Honour based violence (HBV) Peer on Peer abuse Reporting abuse /WSCB procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review Data protection policy inc retention schedule	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding leads (DDSL)

### Allegations management

Our chair of trustees is responsible for liaising with the local authority Designated Officer for Allegations (DOFA) and other partner agencies in the event of an allegation of abuse being made against the CEO.

## **Audit**

The nominated trustee for safeguarding liaises with the CEO to monitor the annual safeguarding audit return to the local authority and The RISE Trust subsequent Safeguarding Action plan regularly reviewed and updated.

## **Safer Recruitment**

The RISE Trust and its Trustees monitors the Trust's safer recruitment practice.

## **Mandatory Procedure**

### **Safer recruitment**

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE.

At The RISE Trust, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at The RISE Trust
- all Trustees
- all volunteers

See also Training.

### **Staff Behaviour Policy (for safer working practice)**

The RISE Trust is committed to positive academic, social and emotional outcomes for our children underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Behaviour Policy/ Code of Conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

### **Visitors**

All visitors complete a signing in/out form, wear an ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in The RISE Trust. A leaflet is available.

Scheduled visitors in a professional role (eg fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at a Children's centre.

If the visit is unscheduled and the visitor is unknown to the RISE, we will contact the relevant organisation to verify the individual's identity, if necessary.

### **Early Help**

At The RISE Trust, all our staff can identify children and young people who may benefit from early help as a problem emerges and discuss this with the D/DSL.

The D/DSL promotes the usage of:

- the guidance on the Wiltshire Pathways website and the Digital Assessment and Referral Tool (DART) as appropriate as part of a holistic assessment of the child's needs.
- the Multi-Agency Thresholds for Safeguarding Children on the WSCB website about suitable action to take when a children and young people has been identified as making inadequate progress or having an unmet need.

### **Identifying the signs**

All staff know how to recognise and are alert to the signs of neglect and abuse. Definitions of abuse set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2020) along with notes from Safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 of KCSiE which they are required to read, and which also includes supporting guidance about a number of specific safeguarding issues. Staff who work directly with children are also required to read Annex A of KCSiE (2018).

### **Responding to concerns/disclosures of abuse**

Staff adhere to the following Dos and Don'ts when concerned about abuse or when responding to a disclosure of abuse.

#### **Dos:**

- **create a safe environment by offering** the child a private and safe place if possible.
- **stay calm** and reassure the child and stress that he/she is not to blame.
- **tell** the child that you know how difficult it must have been to confide in you.
- **listen carefully** and **tell** the child what you are going to do next.
- use the **'tell me', 'explain', 'describe'** and/or mirroring strategy.
- **tell only the Designated or Deputy Safeguarding Lead.**
- **record** in detail using the RISE Alert form without delay, using the child's own words where possible.

#### **Don'ts:**

- take photographs of any injuries.
- postpone or delay the opportunity for the child/young person to talk.
- take notes while the child/young person is speaking or ask the child/young person to write an account.
- try to investigate the allegation yourself.
- promise confidentiality eg say you will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a child/young person of abuse or neglect and report this to the D/DSL using The RISE Trust Alert form (Appendix 3 and 4). It is the responsibility of each adult in The RISE Trust to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH.

In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice. (Appendix 2)

The DSL and/or a DDSL is always available during working hours for staff to discuss any safeguarding concerns. There is always a senior manager available for any out-of-hours working such as Youth groups.

The voice of the child/ young person is central to our safeguarding practice and they are encouraged to express and have their views given due weight in all matters affecting them.

### **Missing children and children missing education**

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

Children who do not attend their pre-school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and after reasonable attempts have been made to contact the family, the DSL follows the WSCB procedure and refers to the MASH team as appropriate.

Where there are no known welfare concerns about a child, we follow our procedures for unauthorised absence and report concerns to Wiltshire Children's Social Care.

### **Children with Special Education Needs and Disabilities (SEND)**

Children with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the child/young person's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in children and young people with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying.

To address those additional challenges the D/DSL works with the Special Educational Needs Co-ordinator (SENCo) of the pre-schools to identify children and young people with additional communication needs and whenever possible, these children and young people are given the chance to express themselves to a member of staff with appropriate communication skills.

### **Female Genital Mutilation (FGM)**

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM.

We will report to the police any 'known' cases of FGM to the police as required by law.

### **Peer on Peer abuse**

All children/ young people have a right to learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys perpetrators of such abuse. Peer on peer abuse is not tolerated, passed off as "banter" or seen as "part of growing up". It is likely to include, but not limited to:

- bullying (including cyber bullying)
- gender based violence/sexual assaults
- sexting or
- initiation/hazing type violence and rituals.

Consequently, peer on peer abuse is dealt with as a safeguarding concern, recorded as such. Victims, perpetrators and any other child/ young person affected by peer on peer abuse will be supported through The RISE Trust provisions.

The RISE Trust Safeguarding and Child Protection Policy

We provide

- relevant provision, that helps children/ young people to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- established/publicised systems for children/ young people to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for children/ young people that are identified as posing a potential risk to other children.

### **Preventing radicalisation**

Protecting children/ young people from the risk of radicalisation is part of The RISE Trust's wider safeguarding duties and is similar in nature to protecting children and young people from other forms of harm and abuse.

Staff use their judgement in identifying those who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a child/ young people. The D/DSL will always act proportionately, and this may include making a referral to the Channel programme or to the MASH.

### **Off site visits**

We carry out a risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in Appendix 2 or Appendix 4 as appropriate.

### **Record keeping and information sharing**

The RISE Trust:

- keeps clear written records of all safeguarding and child protection concerns using a standard Alert form, with a body map, including actions taken and outcomes as appropriate. Appendix 1
- ensures all safeguarding and child protection records are kept securely in a locked location or protected file on the server.
- ensures the records incorporate the wishes and views of the child where appropriate.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2015) and in line with The RISE Trust Data Protection policy and retention schedule 2019 which includes details about file retention.

Information about children at risk of harm is shared with members of staff on a “need to know” basis. The D/DSL makes a judgement in each case.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime



- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

### **Private fostering**

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a "close relative". This constitutes private fostering when the following conditions are met:

- a child is under 16 years of age – 18 if they have a disability
- the arrangement is for 28 days or longer
- the child's new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

If we become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Wiltshire Children's Social Care; we will follow this up by contacting Children's Social Care directly.

### **Case Protocol resolution policy**

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the WSCB Case Resolution Protocol and escalation policy is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

### **Photography and images**

To protect children we will:

- Seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Only use Trust equipment
- Only take photos and videos of children to celebrate achievement
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them.

Images of children may be taken within the centres via authorised RISE digital devices for educational purposes Tapestry, OFSTED evidence and planning only. Staff are required to delete all images immediately after they have been used for their agreed purposes. Permissions are always required for the use of any image. Electronic storage of images is never allowed. Digital images are not stored on laptops after they are transferred for printing, they are only allowed to be saved within The RISE Trust server or encrypted iPad. Regular checks are carried out to ensure that the Trust's policies are being adhered to. Cameras are regularly checked to

ensure that they are wiped. Staff and members of the public are not allowed to use personal camera phones in any Trust location. All parents will be asked to sign a consent form and they may withdraw this consent at any time.

Where parents take photographs of children at Trust events it is stated that these are to be for personal use only i.e.: these are not to be shared on social media.

## **Whistleblowing**

All staff can raise concerns about poor or unsafe practice and potential failures in The RISE Trust's safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with senior managers at The RISE Trust.

If a staff member feels unable to raise an issue with senior managers at The RISE Trust as above or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline  
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- A member of the Trust Board: Julia [Harle\\_juliah@therisetrust.org](mailto:Harle_juliah@therisetrust.org)

## **Managing allegations against adults**

The RISE Trust follows the procedure set out by the WSCB 'Allegations against adults' flowchart (Appendix 5):

Where anyone in The RISE Trust has a concern about the behaviour of an adult who works or volunteer at The RISE Trust, they must immediately consult the CEO who will refer to the Designated Officer for Allegations (DOFA).

Any concern or allegation against the CEO will be reported to the Chair of Trustees without informing the CEO.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns by a report could jeopardise their colleague's career.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

## **Training**

All members of staff and volunteers have read, signed and understood The RISE Trust's Staff Behaviour Policy (for safer working practice).

We ensure training attended meets the minimum standards set out by WSCB in the document 'WSCB recommended minimum standards for child protection training'.

## **Induction**

The welfare of all our children and young people is of paramount importance. All staff, including volunteers, are informed of our safeguarding procedures including online safety, at induction. Our induction also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within The RISE Trust – our Staff Behaviour Policy

- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

### **Safeguarding training**

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding, however The RISE Trust deliver annual whole staff training either face-to-face or virtually. Any member of staff not present at this whole staff session will receive this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, team meetings) as necessary and at least annually. All staff also receive training in online safety, and this is updated as necessary. See Appendix 6 for an outline of types of abuse.

*Training entitlements are:*

- Administrators/ Cooks – RISE annual training
- Pre-school staff – RISE annual training by DSL
- Pre-school manager - RISE annual training and 3 yearly accredited Working Together: A Shared Responsibility training (previously called Foundation Child Protection)
- Family Practitioners – RISE annual training by DSL and 3 yearly accredited Working Together: A Shared Responsibility training (previously called Foundation Child Protection)
- Outreach workers – RISE annual training by DSL and 3 yearly accredited Working Together: A Shared Responsibility training (previously called Foundation Child Protection)
- Managers – RISE annual training and accredited Specialist Advanced Practitioner Training (Non-Education Settings) course (previously called Advanced Child Protection) then 3 yearly refresher
- CEO – Ongoing, WSCB Fora and 2 yearly accredited Specialist Advanced Practitioner Training (Non-Education Settings) course (previously called Advanced Child Protection) / refreshers

### **Advanced training**

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attends multi-agency courses relevant to The RISE Trust needs. Their knowledge and skills are refreshed at least annually eg via e-bulletins or safeguarding networking events such as SVPP, forums or with other D/DSLs.

### **Safer Recruitment**

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum. All members of our Senior Management team have safer recruitment training.

### **Preventing Radicalisation**

All staff undertake Prevent training online.

### **Staff support**

Due to the demanding, often distressing nature of child protection work, we support staff by providing

an opportunity to talk through the challenges of this aspect of their role with the CEO, senior leader and/ or line manager to seek further support as appropriate. Regular supervisions are provided for all staff and volunteers.

## **Trustees**

Trustees undertake The RISE Trust's Induction programme. They complete RISE face to face training and complete online training where appropriate. In addition, Trustees may choose to attend whole staff safeguarding and child protection training.

## **Monitoring and review**

Trustees ensure that safeguarding is an agenda item on the for every Trust Board meeting. The CEO ensures that safeguarding is an agenda item for every team or managers' meeting. This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated Trustee meets the DSL four times a year to monitor the effectiveness of this policy.

## Appendix 1

### Related legislation and key documents

**Children Act 1989** (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

**Education Act 2002** - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

**Sexual Offences Act 2003** - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

#### **Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018**

This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

**Counter-Terrorism and Security Act 2015 (the CTSA 2015)**, section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

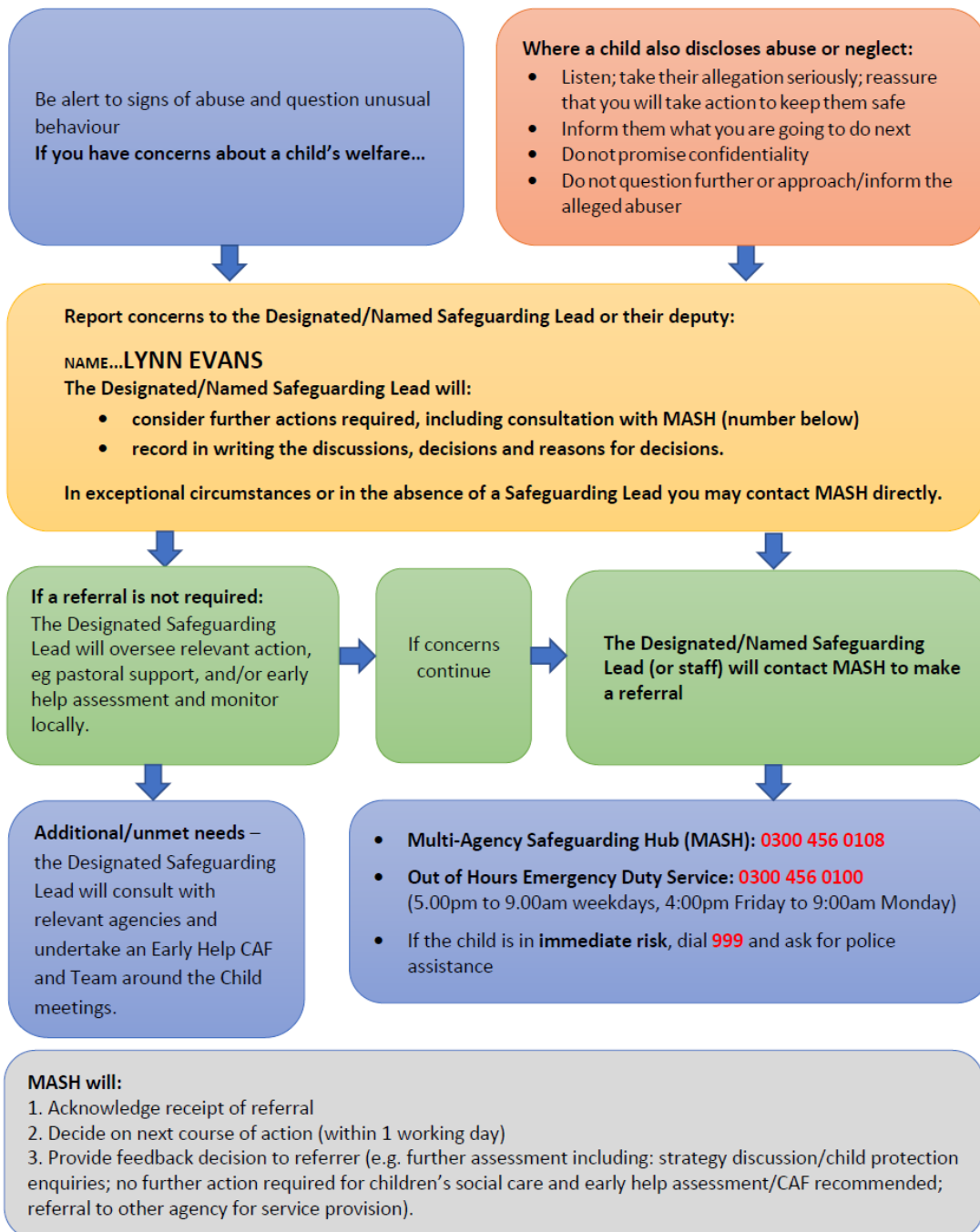
**The Safeguarding Vulnerable Groups Act (2006)** Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

**Children Missing Education (2016)** Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

## Appendix 2

### What to do if you are worried a child is being abused or neglected

for staff, volunteers and visitors in all agencies and settings



This flowchart is intended for use as a brief guide. Refer to the DfE Guidance [What to do if you are worried a child is being abused](#) for more information, definitions and possible indicators of abuse (including child sexual exploitation).

SVPP website: [www.wiltshirescb.org.uk](http://www.wiltshirescb.org.uk)

Reviewed: September 2020

## Dealing with a safeguarding concern

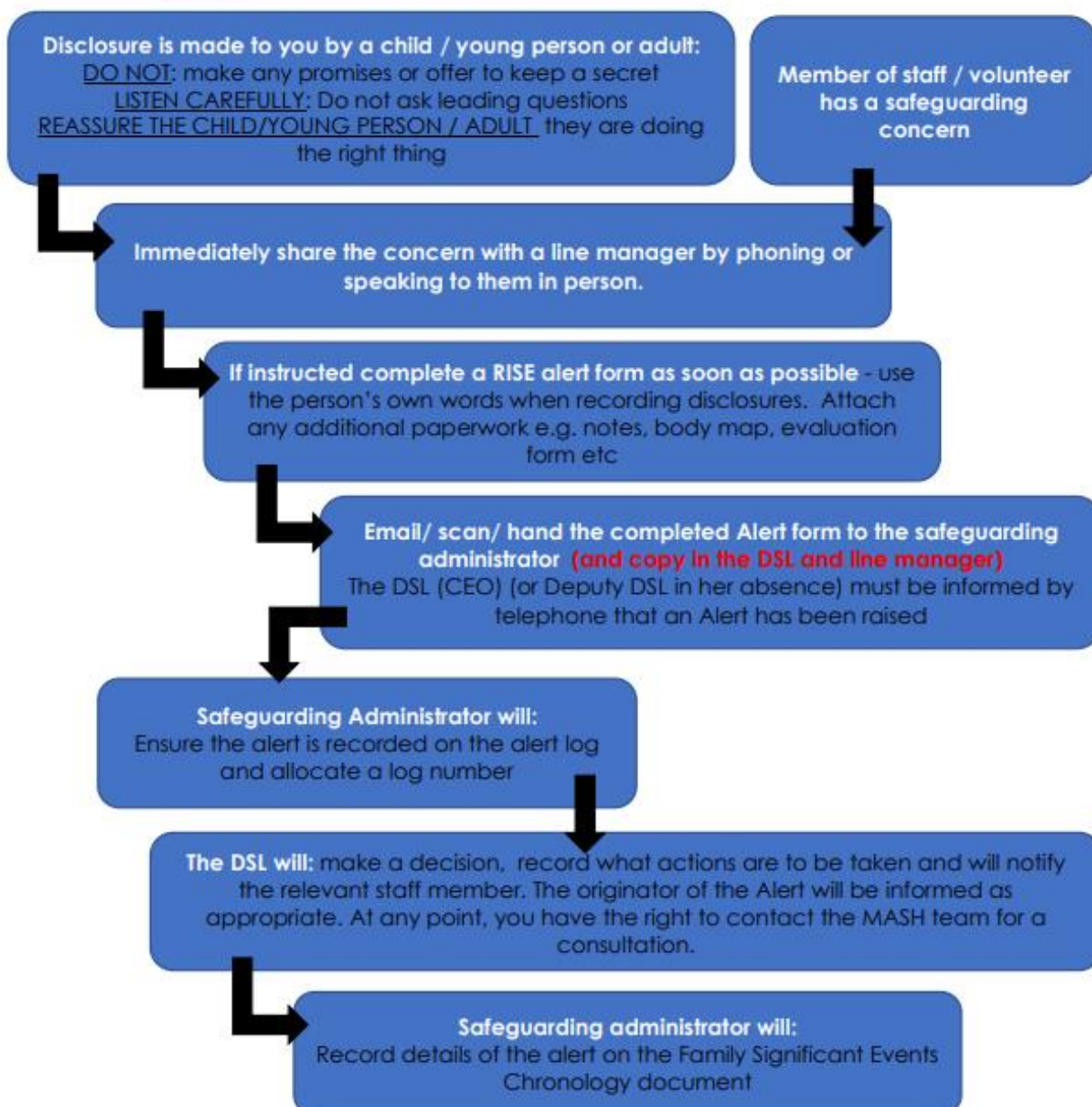


All concerns must be dealt with using The RISE Trust procedure, as per the following flowchart.

### Dealing with a concern of abuse

Abuse categories

- Physical
- Neglect
- Emotional
- Sexual





## Alert Form

Date: 

Log no		Date passed to Safeguarding Admin:		CEO / DSL:	
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Date of incident:  Time: 

Member of Staff Reporting Alert:

Address:

Telephone Number: Child Name(s):  Child's Date of Birth: Parent/Carer Full Name(s): Family address 

Do you know this family? Is there a FAM or J No?	<input type="text"/>	Any SEN?	<input type="text"/>	Previous Alerts? (CP/CIN/LAC/CAF)?	<input type="text"/>
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## Details of incident/disclosure:

**What happened?** Include where, what was said and what occurred. Questions you asked and the demeanor of the child.

Please attach any handwritten notes. Number of pages attached: Body map attached: Y  N What action did you take? Name (please print): Signed: Date: Date passed to Management: 

**You MUST phone the alert through to Safeguarding Admin at the RISE Hub 01249 463040 to ensure safe receipt. Please ensure all pages are delivered together.**



**Comments/Actions** of Duty / Line Manager or other (please state) including information shared with other agencies

Signature of Duty Manager

Date:

Job Title:

Date passed to CEO.

**Comments/Actions of CEO:**

Signed:

Date:

CEO has given feedback

Feedback required from Safeguarding Admin

*Office Use only*

**Outcome:**

**Referral to MASH**

**Contacted Social Care**

**Referral to Early Help**

Information passed to:

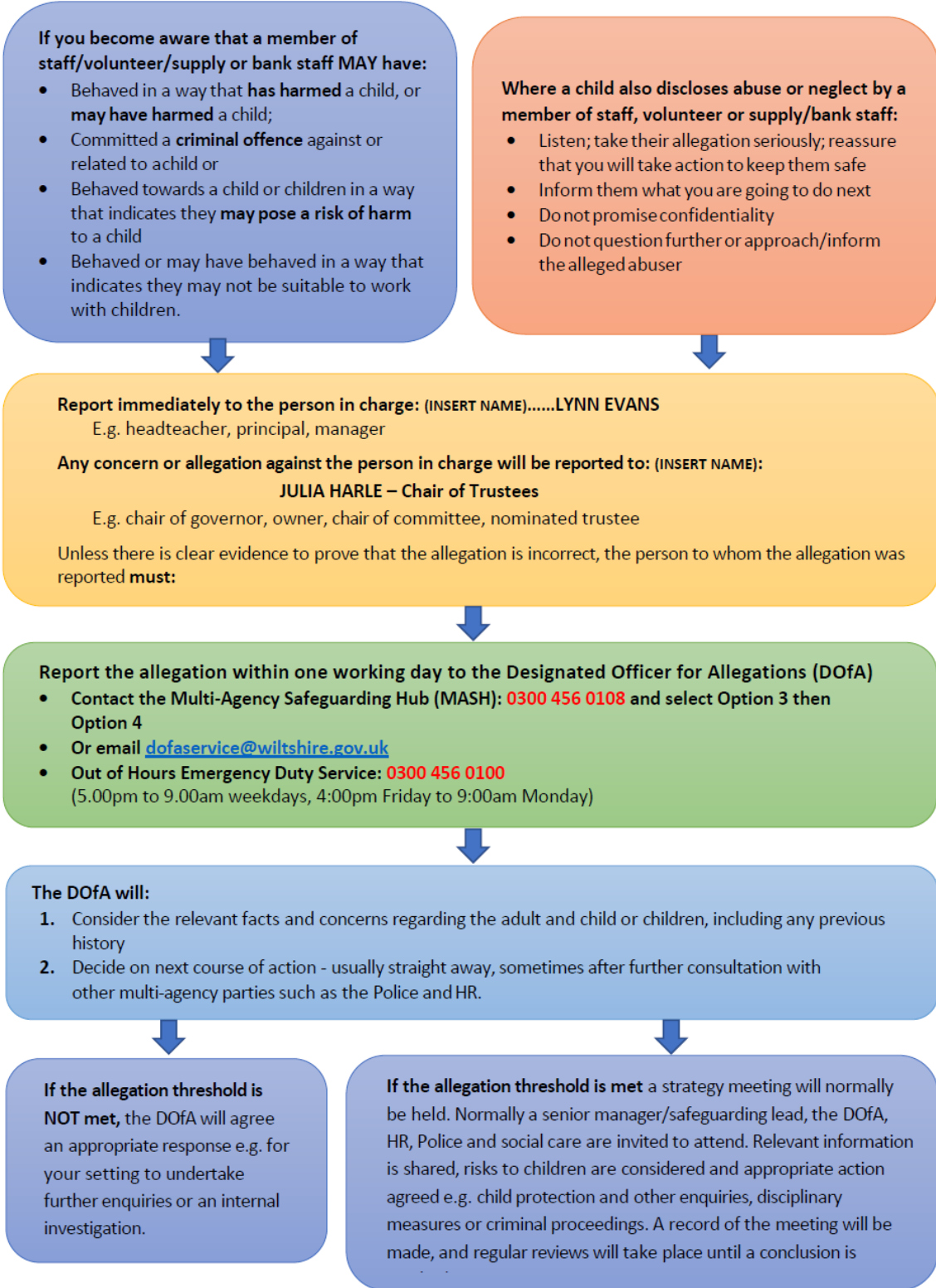
Signed:

Alert details added to Significant Chronology:

A body map **must** also be attached if physical injury has been seen -

[RISE Directory/ RISE forms/ Alerts/ Body Map 2021](#)

# Allegations against adults in education settings: risk of harm to children (including schools, early years and alternative provision settings)



Reviewed: September 2020

## **APPENDIX 6: Seven key points on Information Sharing**

The following seven key points from “Information Sharing: Practitioners’ Guide” England, March 2015, summarise the fundamental requirements for legal and professional practice in information sharing in order to balance individual rights and public interest concerns. Unless replaced or augmented by specific national guidance in any of the countries of the UK all staff should work to these principles.

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## APPENDIX 7: Definitions and indicators of abuse and neglect

'What to do if you are worried a child is being abused Sept 2015' describes some of the signs that might be indicators of abuse or neglect.

**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.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
  - bruises or cuts;
  - burns or scalds; or
  - bite marks.

**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 under-valued only in so far as they meet the needs of another person. It may include not giving the child 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the „cold shoulder“;
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point therefore we follow the Swindon and Wiltshire Children Missing from Home and Care Protocol. In addition The Rise Trust will use, where appropriate, the CSE screening toolkit and the WSCB Sexual Exploitation and Abuse Handbook 2015.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

**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 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

## Appendix 8:

### Annex/addendum to school/ college/the setting child protection policy: COVID-19

Alongside our Child Protection and Safeguarding Policy, the following updated arrangements apply until further notice:

Vulnerable children include children who have a social worker and young people up to the age of 25 with education, health and care (EHC) plans. It also includes children who have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance as per current government guidance.

As some more of our children return to our settings, we will continue to liaise with the Local Authority and with parents to decide whether a child other than those in year groups R, Y1 and Y6 with an EHCP needs to continue to be offered a place at one of our settings to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. We understand that many children and young people with EHC plans can safely remain at home. Eligibility for free school meals is not a key determining factor in assessing vulnerability.

Our senior leaders and DSLs (Designated Safeguarding Leads) have the flexibility to offer a place to children who do not have a social worker but for whom some safeguarding needs have already been identified.

There is an expectation that all vulnerable children who have a social worker will continue to attend an education setting, so long as they do not have underlying health conditions that put them at risk. Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on nonattendance. We will follow the process set out in Wiltshire Councils flowchart School/Setting attendance and children with a CiN or CP plan, until further notice.

To support the above, we will, when communicating with parents/carers of vulnerable children, confirm that emergency contact numbers kept on the children's files are correct and ask for any additional emergency contact numbers where they are available.

As children return to school, we will ask parents to advise us of any changes regarding welfare, health and wellbeing before a child returns so that safeguarding, and welfare information held on all children remains accurate.

Concerns about vulnerable children not physically attending should be progressed through the most appropriate channels. Any concerns around ongoing attendance should be referred to the EWO service either via the school link

EWO or [karen.green@wiltshire.gov.uk](mailto:karen.green@wiltshire.gov.uk) - currently this service is being offered to all settings. Its important at this time that even if a case would not typically 'meet threshold' that we collectively discuss children we are concerned about in a multi-agency forum and determine what support can best meet their needs. Contact the Early Support Hub for additional advice and support for children and families on 0300 4560108 or [MASH@wiltshire.gov.uk](mailto:MASH@wiltshire.gov.uk)

As children return to college/school/setting, there is an expectation that staff will work with and support children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners. Regular contact should be made with these partners. During the current situation schools can request a 'team around the school' meeting by contacting their Regional Lead. The Regional Lead will be able to work alongside the school and relevant agencies to set up communication channels if schools or welfare partners are finding this challenging.

Regional leads for School Effectiveness

North: [steve.wigley@wiltshire.gov.uk](mailto:steve.wigley@wiltshire.gov.uk)

East: [lesley.lowe@wiltshire.gov.uk](mailto:lesley.lowe@wiltshire.gov.uk)

South: [helen.southwell@wiltshire.gov.uk](mailto:helen.southwell@wiltshire.gov.uk)

West: [simon.watkins@wiltshire.gov.uk](mailto:simon.watkins@wiltshire.gov.uk)

## Designated Safeguarding Leads

To ensure setting staff have access to specialist advice and support about safeguarding, the following details continue to apply as the settings reopen to an increased number of children. Where a trained DSL (or deputy) is not on site, the following arrangements for a trained to provide advice remotely:

Name:	LYNN EVANS	DEB SKILTON	LEONA SMITH	DANIELLE BLAKE
Job title;	CEO	CSL	CSL	Youth Service Lead
Responsibilities:	DSL	Deputy DSL	Deputy DSL	Deputy DSL
Phone number:	07803-406822	07715-681967	07715-681976	07715-681950
Email address:	<a href="mailto:lynne@therisetrust.org">lynne@therisetrust.org</a>	<a href="mailto:debs@therisetrust.org">debs@therisetrust.org</a>	<a href="mailto:leonas@therisetrust.org">leonas@therisetrust.org</a>	<a href="mailto:danielleb@therisetrust.org">danielleb@therisetrust.org</a>

The RISE staff and volunteers are made aware that DSLs (and deputies) may have more time to support staff and children regarding new concerns (and referrals as appropriate) as more children return.

Currently face to face training is not be offered until September 2021. New e learning options are available to book through the SVPP including Domestic Abuse, County Lines & Gang Activity and Child Exploitation. The NSPCC are offering e learning for Safer recruitment training and the Home Office for Prevent.

### Reporting a concern

Where staff have a concern about a child, they will continue to follow the process outlined in the school/setting Child Protection and Safeguarding Policy. We recognise that staff and volunteers may identify new safeguarding concerns about individual children as they see them in person following partial school/setting closures and staff and volunteers must follow the school reporting procedures if they have any concern.

If a member of staff cannot access our electronic data management system for safeguarding from home, they will contact the Designated Safeguarding Lead, who is available from the list above.

Any email containing confidential information will be sent using official setting email addresses.

Where staff are concerned about an adult working with children in the setting, they will continue to follow the Wiltshire process set out in the allegations flowchart published on [www.wiltshirescb.org.uk](http://www.wiltshirescb.org.uk) In the absence of the CEO and/or Chair of Trustees, staff will follow the alternative leadership contact arrangements.

### Changes to the DOFA Service due to Covid-19

- Currently there are some changes in seeking a consultation or making a referral to the Wiltshire DOFA Service.
- From June 1st All consultations and referrals must be made in writing. Concerns and referrals for the attention of the Designated Officer should be emailed to [dofaservice@wiltshire.gov.uk](mailto:dofaservice@wiltshire.gov.uk) along with a name and contact telephone number and a referral form will be forwarded for completion.
- The telephone number for the Service is now 0300 4560108.

As part of the plan to reopen the school/setting to more children, staff are:

- made aware that issues around peer on peer abuse may have increased for some children during their time away from school as they may have spent more time online. Equally children may struggle to re-establish positive relationships with peers as they return to the school/setting. Staff are reminded about the school/setting policy with regards to the identification and reporting of peer on peer abuse.
- Reminded about what should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how a school or college responds to any such concerns)



## **Safeguarding Training and Induction**

As DSL face-to-face training has not been available during the partial setting closure due to Covid-19, D/DSL training will continue to meet statutory requirements, even if the refresher training and annual updates are not available within the required timescales. Our D/DSLs will continue to keep up to date by reading government guidance and other relevant newsletters eg NSPCC as they are published.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL will communicate with staff any new local arrangements, as appropriate.

As new staff are recruited, or new volunteers enter our school/setting, they will continue to be provided with a safeguarding induction. If staff are deployed from another education or children's workforce setting to our school/setting, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic. We will follow Wiltshire Council advice about safeguarding in relation to visiting staff/volunteers as it is published and updated on Right Choice until further notice.

For movement within the Trust, the CEO will confirm that all staff have received appropriate safeguarding training.

Upon arrival, at our setting visiting staff/volunteers working here on a temporary basis, are given a copy of our safeguarding/child protection policy, including confirmation of D/DSL arrangements.

### **Safer recruitment/volunteers and movement of staff**

When recruiting new staff, we will continue to follow the relevant safer recruitment processes for our school/setting, including relevant sections in part 3 of Keeping Children Safe in Education (2020).

In response to Covid-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. We will follow this guidance DBS checks during Covid-19 outbreak

We will continue to keep the single central record (SCR) up to date as outlined in in KCSIE and will follow Wiltshire Council advice about safeguarding in relation to the SCR and visiting staff/volunteers as it is published and updated on Right Choice until further notice.

### **Online safety in schools and colleges**

During the partial school/setting closure and as children return to the school/setting, we will continue to provide a safe online environment for staff and children. This includes the use of an online filtering system. Where children are using computers in school/setting, appropriate supervision will continue to be in place and use will be in line with guidance provided by Wiltshire Council COVID-19 Guidance and advice for opening of educational settings 19 May.

All staff who interact with children, including online/ video calling, will continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per our Child Protection and Safeguarding Policy and where appropriate referrals will still be made to children's social care and as required, the police. We will ensure any use of online learning materials and other IT systems are in line with privacy and data protection/GDPR requirements.

### **Supporting children not in school/setting**

We recognise that our settings/services are a protective factor for children and young people, and the current circumstances can affect the mental health of pupils and their parents/carers.

We will devise plans to support any child who is vulnerable and not able to attend setting for any reason as well as to support the children as they return to pre-school. Plans will be shared with parents and (social workers where involved) and will be reviewed fortnightly.

### **Supporting children in school/setting**

The CEO and EEC manager will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate. We will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England to limit the risk of spread of Covid -19 as well as Wiltshire Council COVID-19 Guidance and advice for opening of educational settings 19 May.

*Wiltshire Council 21/5/2020*