



# CHILD PROTECTION & 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
Revision Due	August 2023

<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
27	June 2022	Added youth training entitlement
28	August/ Sept 2022	Added harmful sexual behaviour in Appendix 7 and alert form updated, KCSiE 2022 updated
29	December 2022	Redrafted using most up-to-date Wiltshire policy template. Flowcharts and forms in appendices removed as they change regularly

# Safeguarding and Child Protection Policy

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

Key Safeguarding Personnel			
Role	Name	Tel.	Email
<b>CEO/ Designated Safeguarding Lead (DSL)</b>	Lynn Evans	01249-463040 07803-406822	lynne@therisetrust.org
<b>Deputy DSL(s) (DDSL)</b>	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
<b>Nominated Trustee</b>	Julia Harle	01249-463040	juliah@therisetrust.org
<p>The key safeguarding responsibilities within each of the roles above are set out in <b>Keeping Children Safe in Education (2020)</b></p>			

<p><b>Children's Social Care referrals:</b></p> <p>Multi-Agency Safeguarding Hub (MASH):</p> <p>Out of hours:</p>	<p>0300 456 0108</p> <p>0300 456 0100</p>
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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 (2022)
- The Procedures of Wiltshire SVPP (Safeguarding Vulnerable People Partnership)
- 7 golden rules for information sharing (appendix 3)

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
- 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 **child-on-child abuse**; 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 alongside the following policies relevant to the safety and welfare of our children and young people:

- Behaviour policy & anti-bullying statement
- Equality, Diversity and Inclusion policy
- Health and Safety
- Staff Behaviour Policy (for safer working practice)
- Whistleblowing policy
- Acceptable Use policy
- Food policy
- SEND 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
- **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 s- pre-school, Liquid Logic, youth register** and any child under the age of 18 (up to 25 years old with SEND) 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.
- aware of the importance of professional curiosity.
- able to recognise the impact of trauma on development and behaviour.
- 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 2022). 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 Child-on-child abuse Acceptable Use policy Female Genital Mutilation (FGM) Honour based violence (HBV) Reporting abuse /SVPP procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review Data protection policy inc retention schedule Acceptable Use Policy	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 monitor the Trust's safer recruitment practice.

## **Mandatory Procedure**

All staff are subject to safer recruitment processes and checks. Plus, 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 bank staff, and apprenticeships 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 sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children. **It is based on the Wiltshire guidance in Right Choice.**

## **Identifying the signs**

All staff know how to recognise and are alert to the signs of neglect and abuse and wider safeguarding issues, including but not limited to **child-on-child** sexual violence and harassment, **child-on-child** abuse and exploitation, **'all' risks outside of the home and within the local area including online.** Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015), 'Keeping Children Safe in Education' (2022) and Sexual violence and sexual harassment between children in schools (2021) along with notes from safeguarding training, are important reference documents for all staff. Every staff member is provided with a copy of Part 1 or Annex A of KCSiE which

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they are required to read, and which also includes supporting guidance about several specific safeguarding issues. Staff who work directly with children are also required to read Annex B and Part 5 of KCSiE (2022).

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

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom and adult cloakrooms for easy reference.

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

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

All staff record any concern about or disclosure by a child or young person of abuse or neglect and report this to the D/DSL using the standard SGC form or family case recording. 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 MASH. In some circumstances, the D/DSL or staff member seeks advice by ringing MASH for advice.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police.

The D/DSL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

During working hours, the DSL and/or a DDSL is always available for staff to discuss any safeguarding concerns.

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

### **Online safety**

Online safety is a running and interrelated theme which is reflected in our policies and procedures. Children and young people are engaged in conversations/ session planning about safeguarding, including online safety. Online safety is considered as part of our whole trust safeguarding approach, wider staff training and curriculum planning. A personalised or contextualised approach is taken for more vulnerable children/ young people, victims of abuse and some children/ young people with SEND.

The RISE Trust ensures that parents and carers are made aware of what their child/ young person are being asked to do online, including the sites they will be asked to access and be clear who from the trust their child/ young person is going to be interacting with online.

The RISE Trust acknowledges the fact many children/ young people have unlimited and unrestricted access to the internet via mobile phone networks, the trust will follow its policy on the use of mobile and smart technology to safeguard children/ young people. The trust will follow child-on-child abuse procedures when mobile phones are used by a young person to sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.

### **Off site visits**

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

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

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

The RISE Trust:

- liaises with partner organisations (alternative provisions, Wiltshire Council, health services) to ensure any safeguarding records for learners are shared on transition and within 5 days for an in-year transfer or within the first 5 days of the start of a new term:
  - by the setting/school/organisation attended by the child/ young person.
  - by our DSL when the child leaves our settings

For RISE pre-schools: any child dual-registered with another setting/organisation, the pre-school continues to be responsible for the safeguarding of the placed child, thus the DSL will regularly liaise with the DSL at that base to ensure information is shared in the child's best interests.

- includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.
- keeps clear and comprehensive written records of all child/ young person safeguarding and child protection concerns using a standard recording form, with a body map, including how the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome on alert forms, SGCs and case recordings/ significant events
- ensures all safeguarding and child protection records are kept securely in a locked location or protected file on SharePoint.
- ensures the records incorporate the wishes and views of the child/ young person.

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/young people at risk of harm is shared with staff members in keeping with the seven golden rules to sharing information in the DfE guidance.

Information about children at risk of harm is shared with staff members 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 stepparents, 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 SVPP 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/ young people, we will:

- Seek written 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/ young person's first name with an image
- Ensure that children/ young people are appropriately dressed
- Encourage children/ young people to tell us if they are worried about any photographs that are taken of them

Images of children/ young people may be taken within the centres via authorised RISE digital devices for educational purposes - Tapestry, Baby Steps videos, 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 RISE Trust SharePoint or encrypted iPad. Regular checks are carried out to ensure that the Trust's policies are being adhered to. 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. If a parent / young person send RISE staff photographs/ videos these will be deleted unless the content is required for safeguarding purposes.

### **Visitors**

All visitors complete a signing in/out form 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.

### **Site safety**

Risk assessments are undertaken and maintained in accordance with The RISE Trust's health and safety policy.

### **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 also reflected in staff training and Staff Behaviour Policy, are in place for such concerns to be raised with senior managers at The RISE Trust. Systems are in place and well promoted so that children can confidently report concerns or abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

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 [Harlejulia@therisetrust.org](mailto:Harlejulia@therisetrust.org)

### **Managing allegations against adults**

The RISE Trust follows the procedure set out by the SVPP 'Allegations against adults' flowchart:

Where anyone in The RISE Trust has a concern about the behaviour displayed by an adult who works or volunteers 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 submitting 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.

### **Managing low-level concerns about adults**

The RISE Trust operates a 'low-level' concerns policy in accordance with KCSIE. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in the Staff Behaviour Policy, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the DOFA.

All low-level concerns will be reported to the CEO; low-level concerns about the CEO will be reported to the chair of trustees.

The Trust will:

- ensure all staff are clear about what appropriate behaviour is (as set out in the Staff Behaviour Policy), and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empower staff to share any low-level safeguarding concerns;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised, for both the child/ young person and the adult;
- respond to reports of low-level concerns in accordance with our HR conduct procedures by addressing unprofessional behaviour and support the individual to correct it at an early stage. If the concern has been raised via a third party, the headteacher will collect as much evidence as possible by speaking:
  - directly to the person who raised the concern, unless it has been raised anonymously;
  - to the individual involved and any witnesses.

Reporting low-level concerns helps to create and embed a culture of openness, trust and transparency in which the trust's values and expected behaviour are constantly lived, monitored and reinforced by all staff.

Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns will be recorded in writing on low-level concern form (SRISE Directory/Safeguarding/Flowcharts), retained and reviewed to help recognise any weakness in the trust's safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

## **Mandatory procedures – Supporting children and young people**

### **A culture of listening to children and young people**

We have a whole trust approach to listening to children/ young people and have systems in place which create an environment where they feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child/ young person at their heart.

Children and young people can safely express their views and give feedback. We regularly gather children's/ young people's voice via conversations and interactions and this data informs our practice and policies.

### **Curriculum – teaching about safeguarding**

Our pre-school children access a broad and balanced EYFS curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for children and young people to develop skills, concepts, attitudes and knowledge that promote their safety, and well-being through:

- Developing self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Examples of topics:

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

### **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 uses:

- The Multi-Agency Thresholds guidance for Safeguarding Children on the Safeguarding Vulnerable People Partnership (SVPP) website about suitable action to take when a child/ young person has been identified as making inadequate progress or having an unmet need.
- Liaises with Wiltshire EYAT and EYIA services, social care, and the police
- Various resources to identify and respond to harmful sexual behaviour

## **Children with Special Education Needs and Disabilities (SEND) or physical health issues**

Children/ young people with additional needs or certain health conditions 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's/ young person's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in children/ young people with SEND, including communication barriers. Staff recognise that those with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudiced-based bullying).

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

### **The use of 'reasonable force'**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children/ young people. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between individuals or blocking their path. The RISE Trust follows DfE advice for schools is available at [Use of Reasonable Force in Schools](#).

All staff will follow our behaviour policy and all children/ young people are encouraged to follow these expectations to reduce the need for 'use of reasonable force.' Staff will work in collaboration with children, young people and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of behaviour that is challenging.

## **Mandatory procedures – Specific forms of abuse and safeguarding issues**

### **Child-on-child abuse**

All children have a right to be in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously.

In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the trust's work, and/or online.

Staff recognise that both boys and girls can abuse their peers. Children/ young people who are LGBTQ+ may be targeted by other children/ young people. Child-on-child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". The different forms of child-on-child abuse is likely to include, but not limited to:

- siblings or children living in the same household
- bullying (including cyber bullying, prejudice-based and discriminatory bullying)

- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- 'upskirting' or any picture taken under a person's clothing without their permission or them knowing to obtain sexual gratification or cause humiliation, distress or alarm.
- causing someone to engage in sexual activity without consent
- initiation/hazing type violence and rituals.
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting)
- sexual violence and sexual harassment between children, as defined by Sexual offences act 2003 which considers rape, assault by penetration and sexual assault, all types of sexual violence. Sexual violence and sexual harassment can be between two children, or a group of children and can occur online and offline.

Consequently, child-on-child abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the trust's behaviour policy.

Any child/ young person who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child-on-child abuse, will be supported through the trust's preschool and youth systems including mentoring, and the support will be regularly monitored and reviewed.

We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.

We acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of 'it could happen here' where safeguarding is concerned.

We minimise the risk of child-on-child abuse by providing:

- a relevant, effective youth work curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- established/publicised systems for children and 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.
- training to all staff so they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern.
- a clear procedure for all staff to report all incidents as a safeguarding concern to The RISE Trust's D/DSL.

### **Child-on-child sexual violence and sexual harassment**

The DSL will follow local and national guidance when there has been a report of sexual violence and harassment between children and/or young people. This will include liaising with other professionals to develop robust risk and needs assessments and multiagency safety planning with appropriate specialist targeted work for children/ young people who are identified as posing a potential risk to other children/ young people. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's/ young person's life. The DSL will ensure

records specifically state the time and location of the incident, and any action required to make the location safer.

The NSPCC has a dedicated helpline 0800 136 663 to provide children/ young people who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.

### **Serious violence**

We are committed to success in learning for all children/ young people we work with as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children/ young people develop the social and emotional skills they need to thrive. Using engagement to help young people to understand impact and consequence and working local police partners to share intel to support reduction in youth violence..

Staff are trained to recognise both the early warning signs of contextual risk of harm and that children/ young people may be vulnerable to exploitation and getting involved in gangs as well as indicators that a child/young person is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

### **Missing children/ young people and children/ young people missing education**

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

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

The DSL shares any unauthorised/unexplained absence of children in preschool who have an allocated social worker within 24 hours.

Children who do not attend preschool 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 without success, the DSL follows the SVPP procedure and consults/refers to the MASH team as appropriate.

### **Mental health**

All staff are aware that mental health problems can be an indicator that a child/ young person has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood.

Staff are aware of how:

- these experiences can impact on children's/ young people's mental health, behaviour and education.
- they have a duty to observe children day-to-day or when they are seen by our youth team and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child/ young person that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

### **Domestic abuse**

Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional harm.

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children/ young persons in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's/ young person's circumstances and will ensure key staff provide emotional and practical support to the child/ young person according to their needs.

### **Preventing radicalisation**

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

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

### **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.

## **Training**

All staff members 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 SVPP in the document 'SVPP 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 staff member 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 staff member 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 4 for an outline of types of abuse.

*Training minimum entitlements are:*

- Administrators/ Cooks – RISE annual training
- Preschool staff – RISE annual training by DSL
- Preschool 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)
- Youth workers - RISE annual training by DSL and online as per induction plus 3 yearly accredited Working Together: A Shared Responsibility training (previously called Foundation Child Protection)
- Youth leads/ support workers - RISE annual training and online as per induction plus accredited Specialist Advanced Practitioner Training (Non-Education Settings) course (previously called Advanced Child Protection)
- Outreach workers – RISE annual training by DSL and accredited Specialist Advanced Practitioner Training (Non-Education Settings) course (previously called Advanced Child Protection)
- Managers – RISE annual training and accredited Specialist Advanced Practitioner Training (Non-Education Settings) course (previously called Advanced Child Protection) then 3 yearly refreshers
- CEO – Ongoing, SVPP Fora and 2 yearly accredited Specialist Advanced Practitioner Training (Non-Education Settings) course (previously called Advanced Child Protection) / refreshers

*Volunteers' entitlements are:*

- Induction training: confidentiality, H&S, FGM, Prevent, DA, SG & CP, Five to Thrive
- Online Safeguarding Children Level 1
- Online Prevent
- Termly updates via Volunteer Newsletter
- Updated every 3 years by doing SGC L1 again or attended SG session of Vol Ind.

### **Advanced training**

The DSL and deputy DSLs have additional multiagency training which is updated every two years as a minimum. The D/DSLs also attend 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. Members of our Senior Leadership 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**

As well as The RISE Trust's safeguarding induction programme, all trustees receive appropriate safeguarding and child protection (including online) training at induction. Safeguarding training is updated every three years. 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 for every Trust Board meeting. The CEO ensures that safeguarding is an agenda item for every team or managers' meeting.

The CEO ensures that the policies and procedures, adopted by the Trustees (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff and should be easily understood by staff, children, young people, and parents.

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 several 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.

**Mental health and behaviour in schools (2018)** advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools.

**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.

**The Teachers' Standards (2013)** set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

**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.

**Sexual violence and sexual harassment between children in schools and colleges (2021)** Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

**Preventing and Tackling Bullying (2017)** Advice for schools on effectively preventing and tackling bullying.

**Behaviour and Discipline in Schools (2016)** Advice for headteachers and school staff on developing school behaviour policy, including an overview of their powers and duties.

## Dealing with a safeguarding concern

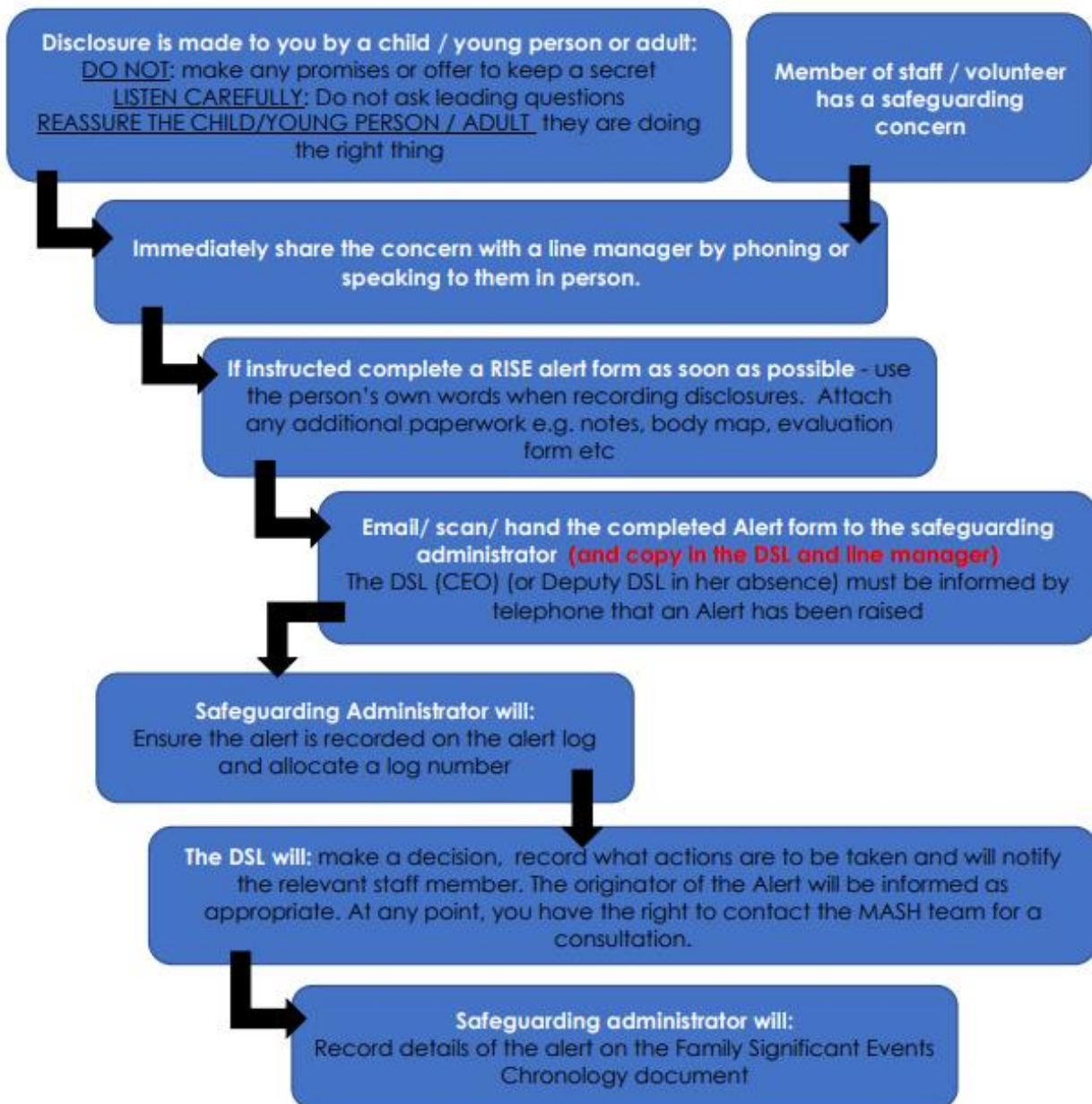


All concerns must be dealt with using The RISE Trust procedure, as per the following flowchart.

### Dealing with a concern of abuse

Abuse categories

- Physical
- Neglect
- Emotional
- Sexual



### **APPENDIX 3: 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 4: 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;
- Children with unexplained:
  - bruises or cuts;
  - burns or scalds;
  - 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 Wiltshire Council 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 wellbeing;
- 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.

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.

Child-on-child sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development.

For further information/ support - [Harmful sexual behaviour \(HSB\) or peer-on-peer sexual abuse | NSPCC Learning](#)

**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;
- 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.