Safeguarding and Child Protection Policy

Approved by: Callum Cooper and Daniel Smith
Date created: September 2023
Last reviewed on: September 2026
Next review due by: September 2027

Version Control
September 2024 (to align with KCSiE 2024 updates)
September 2025 (to align with KCSiE 2025 updates)
September 2026 (to align with KCSiE 2026 updates) – updates in red

Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Daniel Smith	safeguarding@riseap.co.uk
Deputy DSL	Callum Cooper Jack Gauden Taylor Edwards Rachel Milton Michaela Gedge Rachael Davies Annelies Hyde Leah Evans Nicola Lane	safeguarding@riseap.co.uk
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BCP Local authority designated officer (LADO)	N/A	LADO@bcpcouncil.gov.uk 01202 817 600
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1. Aims/ Statement

Policy Statement:

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their education. As an alternative provision we are committed to safeguarding and promoting the welfare of all our pupils.

The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the provision. As such, this overarching policy will link to other policies which will provide more information and greater detail.

Rise Alternative Provision aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding

- Staff are properly trained in recognising and reporting safeguarding issues (to ensure consistency)

Principles and Values

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all staff should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Safeguarding measures are put in place to minimise harm to children. There may be occasions where gaps or deficiencies in our policies and processes will be highlighted. In these situations, a review will be carried out in order to identify learning and inform the policy, practice and culture of the provision.

All pupils in our provision can talk to any member of staff about situations, or to share concerns, which are causing them worries. The staff will listen to the pupil, take their worries seriously and share the information with the safeguarding lead.

In addition, we provide pupils with information about who they can talk to outside of the provision, both within the community and with local or national organisations that can provide support or help.

As a provision, we review this policy at least annually in line with DfE, BCP, PDSCP, HSCP, HCC and any other relevant guidance.

2. Legislation and statutory guidance

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education 2026 (KCSIE 2026) and Working Together to Safeguard Children 2026. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 3).

This policy should also be read alongside the following statutory guidance:

· Alternative Provision: statutory guidance
· Working Together to Improve School Attendance
· Children Missing Education: statutory guidance
· Information sharing to safeguard children and young people (statutory guidance, updated September 2026)

This policy is also based on the following legislation:

- Education Act 2002,Section 175 of the Education Act 2002, which places a duty on RISE Alternative Provision and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- Non-Maintained SpecialSchools (England) Regulations 2015,Part 1 of the schedule to the Non-Maintained Special School s (England) Regulations 2015, which places a duty on non-maintained special School to safeguard and promote the welfare of pupils at the RISE Alternative Provision
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B (11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

- Statutory guidance on the Prevent duty,Statutory guidance on the Prevent duty, which explains education settings' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)

- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our Directors should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our AP to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment.

- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children

- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage

- The Children and Social Work Act 2017, which includes provisions relating to safeguarding partners and arrangements for safeguarding and promoting the welfare of children

- The Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025, which provide the legal framework for processing and sharing personal information, including where information is shared for safeguarding purposes

- The Crime and Policing Act 2026, including relevant safeguarding and regulated activity provisions

- The Modern Slavery Act 2015, which includes offences relating to slavery, servitude, forced or compulsory labour and human trafficking

- The Sexual Offences Act 2003, which sets out sexual offences and provides protections for children from sexual abuse and exploitation

- The Domestic Abuse Act 2021, which recognises children as victims of domestic abuse where they see, hear or experience the effects of the abuse

- The Voyeurism (Offences) Act 2019, which makes upskirting a specific criminal offence
- The Marriage and Civil Partnership (Minimum Age) Act 2022, which raised the minimum age of marriage and civil partnership to 18 in England and Wales
- The Health and Care Act 2022, which includes offences relating to virginity testing and hymenoplasty
- Relevant pupil registration and attendance legislation and, where applicable to the provision, the Education (Independent School Standards) Regulations 2014

3. Definitions

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is 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. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour

can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. Equality statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from provision to be home educated

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff and volunteers at Rise Alternative Provision and is consistent with the procedures of the 3 safeguarding partners.

Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the provision and/or can occur between children outside of our provision. All staff, but especially the designated and deputy/deputies safeguarding leads should consider whether children are at risk of abuse or exploitation in situations outside their families.

Risk and harm outside of the family can take a variety of different forms and children can be vulnerable to sexual exploitation, criminal exploitation, and serious youth violence in addition to other risks.

As an alternative provision, we will consider the various factors that can impact the life of any pupil about whom we have concerns. We will consider the level of influence that these factors have on their ability to be protected and remain free from harm, particularly around child exploitation or criminal activity.

What life is like for a child outside the school gates, within the home, within the family and within the community are key considerations when the DSL is looking at any concerns.

Safeguarding in Alternative Provision and commissioned placements

As an alternative provision, we recognise that pupils may have additional and overlapping vulnerabilities. We will work closely with the commissioning school and/or local authority to ensure safeguarding information is shared appropriately and that the placement continues to meet the pupil's needs.

We will provide commissioners with appropriate safeguarding assurance, maintain accurate information about where each pupil is receiving education during commissioned hours, and notify the commissioner promptly of significant safeguarding concerns or changes that may affect the safety of the placement.

Placements will be reviewed regularly with the commissioning school and/or local authority. Reviews will consider attendance, safeguarding, engagement, welfare, progress, pupil voice and whether the placement continues to meet the child's needs. If there are concerns that a placement, activity, location or staffing arrangement is no longer safe or appropriate, this will be raised immediately and the arrangements reviewed.

Where sessions take place away from a RISE hub, including within the community, at home or at another agreed location, we will ensure the location is known, suitable and covered by the appropriate risk assessments.

Rise Alternative Provision plays a crucial role in preventative education. This is in the context of a whole-provision approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Code of Conduct

5.1 All staff

All staff will:

- Keeping Children Safe in Education,Read and understand Part One of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education 2026, in full. The Part One overview may be used as a quick reference only and does not replace the requirement to read Part One. Staff will review the guidance at least annually and whenever significant updates are issued.
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns.
- Our systems that support safeguarding, including this child protection and safeguarding policy, the staff behaviour policy / code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, online safety policy and the safeguarding response to children who go missing from education
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The current local Family Help pathway and thresholds, including the continuum from universal and community-based support through targeted Family Help and statutory children's social care intervention. Staff should understand that Family Help brings together support around a child and family and must not delay a referral to children's social care where section 17 or section 47 thresholds may be met, or where a child is suffering or likely to suffer significant harm.

- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

- The signs of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- **Weapons and serious violence -** Staff will be aware that information suggesting a child is carrying, intends to carry, has access to, or is threatening others with a weapon may indicate a safeguarding risk. Any such concern must be reported to the DSL immediately so that appropriate action can be considered.
- **Criminal exploitation and financial exploitation -** Staff will be aware that child criminal exploitation (CCE) can involve individuals or groups using children to carry out criminal activity. Children may be groomed, threatened, controlled, placed in debt or made to feel that they owe loyalty to those exploiting them. Staff will also be aware of financial exploitation, which can include a child being pressured or encouraged to allow others to use their bank account, bank card, PIN or payment apps, receive or transfer money, open accounts or take out credit. Any concerns should be reported to the DSL.

- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm

- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe

- The fact that children can be at risk of harm inside and outside of their home, at School / Provision and online

- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children

- That a child and their family may be experiencing multiple needs at the same time

- What to look for to identify children who need help or protection

- Section 16 and appendix 2 of this policy outline in more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Daniel Smith. The DSL takes lead responsibility for child protection and wider safeguarding in Rise Alternative Provision. This includes online safety, and understanding our filtering and monitoring processes on devices and networks to keep pupils safe online.

During term time, the DSL will be available during provision hours for staff to discuss any safeguarding concerns.

Dan can be contacted by email on safeguarding@riseap.co.uk or all DSLs can be contacted by emailing slt@riseap.co.uk.

When the DSL is absent, the deputies – Jack Gauden, Taylor Edwards, Rachel Milton and Callum Cooper – will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our provision

The DSL will also:

- Keep SLT informed of any issues
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the AP's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

Callum Cooper is our Prevent lead.

5.4 The Directors

The Directors are responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
- Are informed of our systems that support safeguarding, including this policy, as part of their induction
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins Rise Alternative Provision and via the website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

Any safeguarding concern or allegation about a member of staff, supply staff member, volunteer or contractor will be considered under the procedures in Part Four of KCSIE 2026. Concerns that may meet the harm threshold and low-level concerns will be managed under the appropriate route, recorded and referred to the LADO where required. See the Managing Allegations Policy 26-27 for the detailed procedure.

- Ensuring the relevant staffing ratios are met, where applicable
- Overseeing the safe use of technology, mobile phones and cameras in the setting

5.5 Virtual School heads

Virtual School heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

They should also identify and engage with key professionals, e.g. DSLs, special educational needs co-ordinators (SENCOs), social workers, mental health leads and others.

6. Confidentiality

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

- If a victim asks Rise Alternative Provision not to tell anyone about the sexual violence or sexual harassment:
- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children

The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- information sharing advice for safeguarding practitionersStaff will have regard to the Department for Education's statutory guidance, Information sharing to safeguard children and young people (updated September 2026), when making decisions about sharing safeguarding information. Data protection law does not prevent the sharing of information where this is necessary and proportionate to safeguard a child. Staff must record what information was shared, with whom, why it was shared and the rationale for the decision.
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 15.

7. Recognising abuse and taking action

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- Is disabled
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol

- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from School , or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Staff and volunteers must follow the procedures set out below in the event of a safeguarding issue.

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to local authority children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

Safeguarding referral links:

BCP - Multi-Agency Safeguarding Hub (MASH): Children's First Response MASH - BCP Council

Dorset LA - Pan-Dorset Safeguarding Children Partnership (PDSCP) : Reporting Concerns and Continuum of Need - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership

Hampshire LA - Hampshire Safeguarding Children Partnership (HSCP): New Inter-Agency Referral Form (IARF) - Hampshire SCP

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up, log onto RISE AP internal safeguarding system (MyConcern). Following this, contact the DSL.

Logging a Safeguarding Concern (on MyConcern):

1. When to Log a Concern

You should log a concern on MyConcern **as soon as possible** when:

- A pupil makes a disclosure
- You witness or are alerted to a safeguarding incident
- You notice concerning behaviour, changes in presentation, or signs of harm
- Someone else raises a concern to you
- You have a "nagging doubt" (even if information feels incomplete)

Do not wait to gather more evidence – recording your initial concern is vital.

2. Entering Details of the Concern (Figure 2 – MyConcern Reporting Form)

When completing the concern form:

A. Add pupil(s) involved

- Search for the pupil by name
- Select one or multiple pupils if necessary

B. Describe the concern clearly

Use factual, objective language:

✓ What you saw

✓ What you heard

✓ Exact words used (if a disclosure)

✓ Date, time and context

✓ Any immediate actions you took (e.g., reassurance, first aid, notifying DSL)

Avoid:

✗ Opinions

✗ Assumptions or diagnoses

✗ Emotional language

C. Attach evidence where needed (see figure 1 below – Body Map).

- Upload screenshots
- Add photos of written notes

- Add scanned or photographed physical evidence

(Only attach relevant and proportionate material.)

3. Categorising the Concern

You will be asked to select:

- **Type of concern** (e.g., emotional well-being, neglect, physical harm, online safety)
- **Level of urgency** (if enabled by your school/AP)

Choose the option that best fits based on **what you know**, not what you suspect.

4. Submitting the Concern to the DSL Team

- Click **Submit** or **Send to Safeguarding Team**
- The DSL(s) automatically receive a notification
- Your entry becomes part of the pupil's secure safeguarding record
- After submission, the DSL will decide and record actions taken

5. What Happens Next

After your submission:

- The **DSL reviews** the concern
- They may contact you for clarifying details
- They take appropriate action (e.g., monitoring, speaking to the pupil, contacting parents, referral to external agencies)
- All actions are logged within MyConcern
- You may receive follow-up information if needed

Staff should **not investigate** or attempt to resolve safeguarding issues themselves.

6. Good Practice When Logging on MyConcern

✓ Log immediately

Ideally **within the same day**, and always **within 24 hours**.

✓ Use factual language

Stick to what was said, heard, or observed.

✓ Be concise but thorough

Include key details without unnecessary narrative.

✓ Maintain confidentiality

Do not discuss concerns with other staff unless needed for safeguarding.

✓ Follow internal escalation procedures

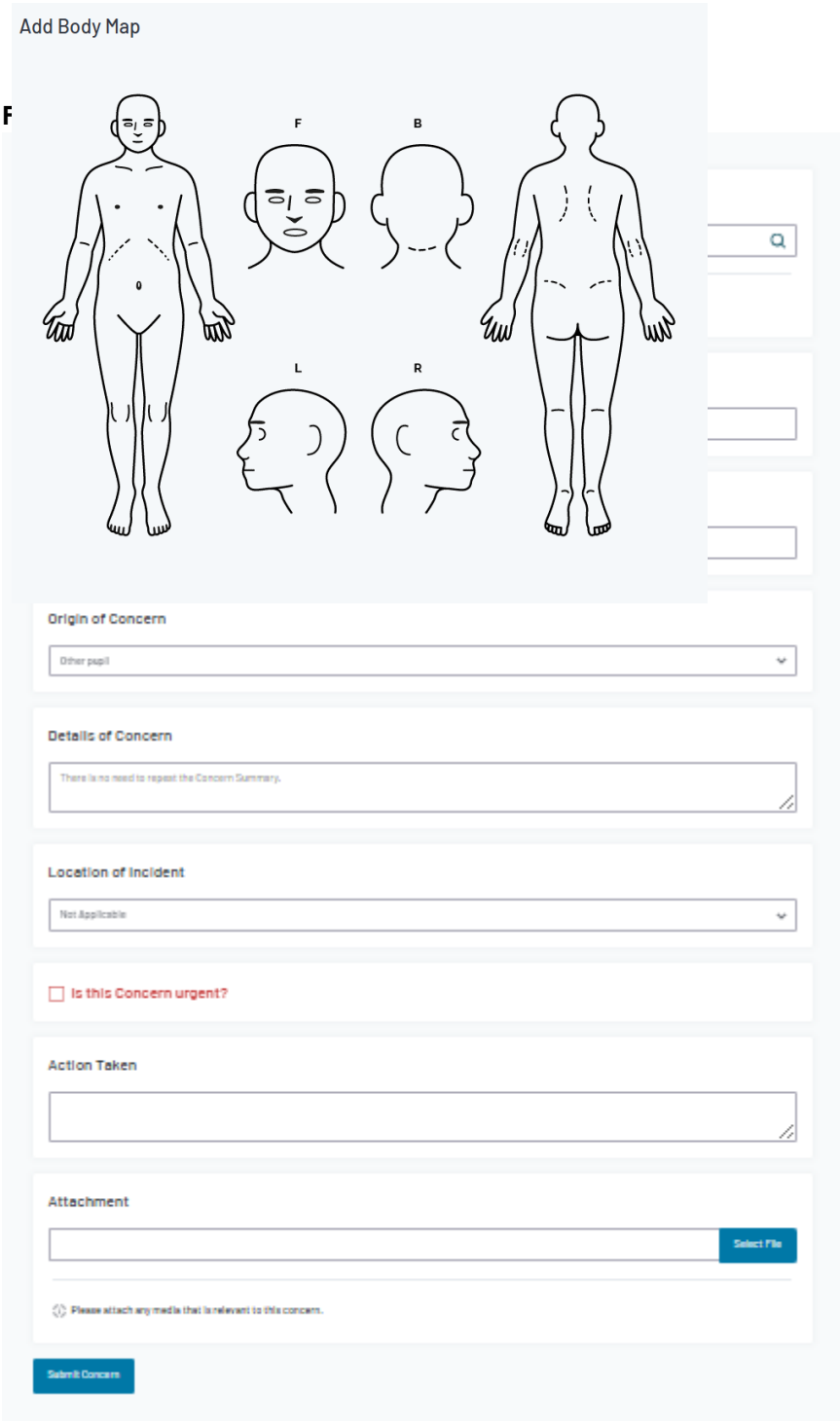
If the child is in **immediate danger**, alert the DSL **in person or via phone** before logging on MyConcern.

Alternatively, if appropriate, make a referral to local authority children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

- Bear in mind that some children may:
- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a ‘professional curiosity’ and speaking to the DSL if you have concerns about a child.

Figure 1: MyConcern Body Map



7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’. Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 2 of this policy.

Any qualified teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and staff will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve local authority children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 below, before section 7.7, illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help assessment

If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the AP will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or Channel, the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which staff can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

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

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

7.6 If you have a concern about mental health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

7.7 RISE AP Procedure for Timely Information Sharing with Home Schools and Local Authority Commissioning Teams

1. Purpose of the Procedure

This procedure ensures that RISE AP shares information with pupils' home schools and Local Authority (LA) Commissioning teams promptly, lawfully, and effectively to safeguard pupils, support their education, and meet statutory expectations around collaboration between settings.

2. Principles of Information Sharing

RISE AP follows the key principles set out in national safeguarding guidance (e.g., *Keeping Children Safe in Education*, *Working Together to Safeguard Children*):

- Information shared must be timely, relevant, accurate, and secure.
- Information sharing must always have a clear purpose, particularly relating to safeguarding, welfare, progress, attendance, and risk management.
- Only individuals with a legitimate professional need to know receive information.
- Consent is obtained where appropriate, but lack of consent does not prevent information sharing if a child is at risk of harm.
- All actions are recorded in the pupil's safeguarding, pastoral, or educational file.

3. When Information Must Be Shared

RISE AP shares information with home schools and LA Commissioners in a timely manner when:

3.1 Safeguarding concerns arise

- Any new safeguarding concern, disclosure, or incident
- Updates following referrals to external agencies
- Outcomes from multi-agency meetings
- Changes to risk assessments or student safety plans

3.2 Attendance or engagement issues occur

- Unexplained absences
- Persistent absence or declining attendance
- Off-site incidents or concerns relating to safety or welfare

3.3 Behaviour or significant pastoral events

- Serious behaviour incidents
- Exclusions or internal suspensions
- Changes in emotional wellbeing or risk factors
- Changes in family circumstances that may affect the pupil

3.4 Academic progress and provision

- Baseline assessments
- Half-termly progress and engagement reports
- EHCP updates, annual review information, or emerging SEN needs

3.5 Transition, reintegration, or change of placement

- Preparation for reintegration to home school
- Change of education setting
- Requests from the LA for updated provision or progress information

4. Timescales for Information Sharing

Type of Information	Timescale
Safeguarding disclosures / high-risk incidents	**Immediately** (same day)
Attendance concerns / unexplained absence	**Daily** reporting via agreed communication method (DC Pro Alternative Provision)
Behavioural incidents (medium–high severity)	**Immediately** (same day)
Routine academic/pastoral updates	**Half-termly** (6 weekly) or as agreed with commissioner/school
EHCP, review documents, or LA requests	Within **5 working days** or within any statutory timeframe
Transition/reintegration planning updates	Within **5 working days** of relevant meeting or plan update

5. Communication Methods

RISE AP uses secure communication channels to protect all pupil information:

- **Encrypted email**
- **Secure digital portals** (if provided by LA/school)
- **Telephone contact** for urgent alerts, followed by written confirmation
- **Multi-agency meetings** (Teams/virtual/in-person)
- **My Concern** information sharing with partner schools where linked

Each method is chosen based on urgency, sensitivity, and the receiving organisation's protocols.

6. Roles and Responsibilities

6.1 Designated Safeguarding Lead (DSL)

- Leads all safeguarding information sharing
- Ensures appropriate escalation and multi-agency involvement
- Provides updates to home schools and LAs on risk, welfare, and safeguarding cases
- Ensures all actions are recorded and stored securely

6.2 Pastoral and Safeguarding/ Behaviour Team

- Share updates regarding behaviour, wellbeing, family communication, and pastoral support
- Notify DSL of emerging concerns that may require safeguarding escalation

6.3 SENCo / SEND Lead

- Shares EHCP updates, SEN assessments, and review documents
- Liaises with home school SENCo and LA SEND caseworkers

6.4 Attendance Lead

- Provides commissioning schools and local authorities with DCPro login details, where appropriate, to enable them to monitor attendance in real time
- Monitors pupil attendance through DCPro and flags attendance patterns and concerns

- Where appropriate, places a pupil on an Engagement Pathway Plan to provide targeted support to improve attendance and engagement
- Works alongside parents/carers and commissioners to identify barriers and improve attendance and engagement

6.5 Leadership / Head of Centre

- Ensures compliance with statutory duties
- Approves reports for LA commissions, quality assurance, and placement reviews
- Oversees consistency and timeliness of information sharing

7. Recording and Evidence of Information Sharing

RISE AP keeps clear written records of:

- What information was shared
- Who it was shared with
- Why it was shared
- How it was sent
- Any actions agreed and outcomes

Records are stored securely in line with UK GDPR, the Data Protection Act 2018, and internal data retention policies.

8. Quality Assurance

To ensure good practice and compliance:

- Quarterly audits review timeliness and quality of information shared
- DSL reviews safeguarding communications weekly
- LA Commissioning feedback is monitored and acted upon
- Staff receive annual refresher training on secure and appropriate information sharing

9. Escalation Procedure

If communication breaks down or information is not received:

1. Initial follow-up via email or telephone
2. Escalation to DSL or Head of Centre
3. Escalation to the relevant LA officer or commissioning manager
4. Multi-agency meeting arranged if necessary

All escalation attempts are recorded.

10. Review of Procedure

This procedure is reviewed **annually** or earlier if:

- Legislative changes occur
- KCSIE updates are released
- Local Authority commissioning requirements change

Figure 3: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)

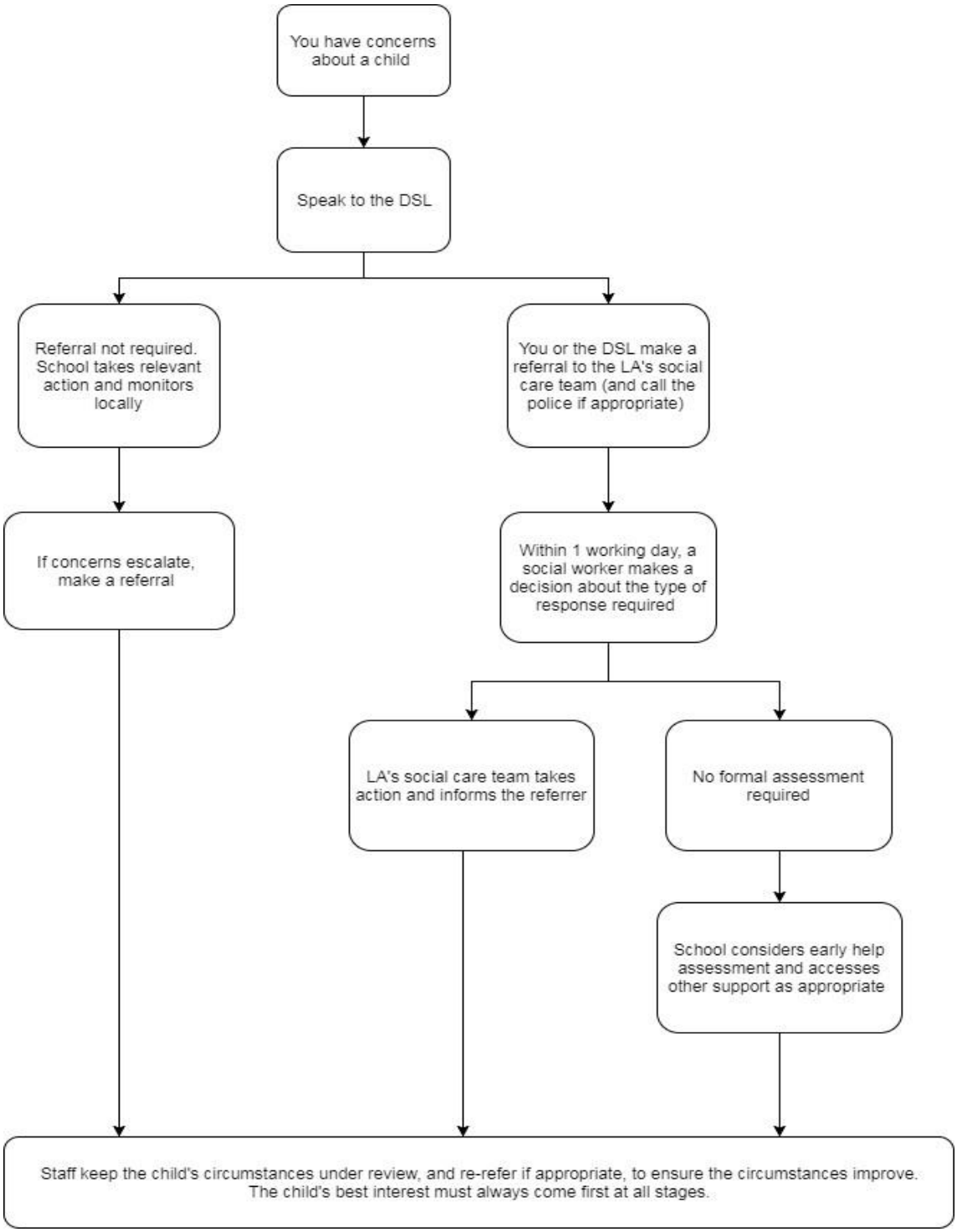
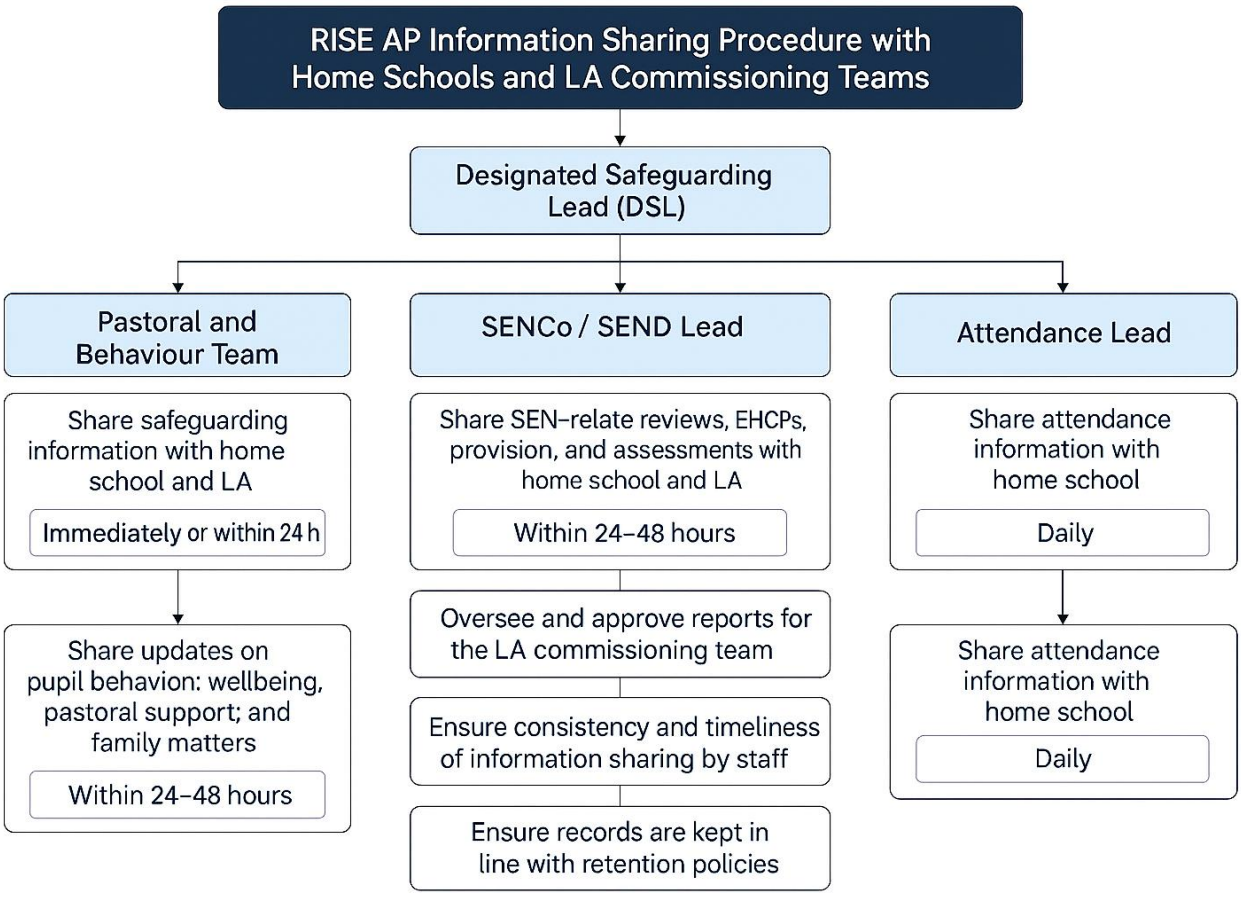


Figure 4: Information Sharing with Home School and LA Commissiong Teams



7.7 Concerns about a staff member, volunteer or contractor

If you have concerns about a member of staff (including a volunteer or contractor), or an allegation is made about a member of staff (including a volunteer or contractor) posing a risk of harm to children, speak to the DSL as soon as possible. If the concerns/allegations are about the DSL, speak to one of the Directors.

If the concerns/allegations are about the Directors, speak to the local authority designated officer (LADO).

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a volunteer or contractor) to the DSL/Directors, report it directly to the local authority designated officer (LADO) – see link to making a referral to the LADO below.

Allegations against Staff (See Managing Allegations Policy for more information)

Introduction

Allegation – this is a technical term based on the definition provided by Working Together to Safeguard Children. It is different to the dictionary definition of the word and the procedure still needs to be followed even if there is clear evidence that the incident has or has not happened. An allegation does not need to be formally made or explicitly described for this process to be followed.

Person who works with children – this covers paid and unpaid employees, contractors, volunteers and those in positions of leadership and management. This will include foster carers, approved adopters and child minders, and applies to any person, who manages or facilitates access to an establishment where children are present.

Employer – is used to describe the organisation, company, agency or provider that the adult is working for, in addition to those who manage or oversee the volunteer or member of staff.

This procedure applies when it is alleged that a person who works with children under 18 years of age has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

These behaviours can refer to incidents within and outside of the workplace. If the concerns are about someone's behaviour toward their own children, the police and/or children's social care must consider informing the LADO, the employer or regulatory body in order to assess whether there may be implications of transferable risk within the role(s) that the person holds, in which case this procedure will apply.

If an allegation arises about a member of staff or volunteer in their private lives, the LADO will need to consider whether there is a need to make disclosures to employers, voluntary bodies and/or professional bodies.

In relation to disclosing information, case law establishes that in the absence of a clear power or duty to inform, the test is whether there is a "pressing need" to disclose confidential information, sufficient to override the usual right and duty of confidentiality.

If this 'pressing needs' test is not deemed to be met, the LADO will not contact the employer and the case will be closed. Advice may be given to other agencies/individuals in order to address the concerns.

For allegations that are historic/non-recent (delayed reporting), please refer to the relevant procedure. It is also important to investigate whether the person against whom the allegation is made is still working with children, and if so, follow the procedure and report to the LADO of the area where the individual is currently working.

Consideration will need to be given to any risk by association posed by those who live with, or are in a relationship with, adults who are being investigated for or have been convicted of offences in relation to children.

Local Authority Designated Officer (LADO) referral:

BCP: https://www.bcpcouncil.gov.uk/children- young-people-and-families/local-authority-and-youth-justice-services/lado/the-process-for-reporting- safeguarding-concerns

Dorset: https://pdscp.co.uk/new-dorset-council-lado-referral-form/

Hampshire: Allegations against adults in the children's workforce | Children and Families | Hampshire County Council

7.8 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

Child-on-child abuse can include:

We recognise that child-on-child abuse is preventable and must never be normalised. It can occur inside or outside the provision and online and may include bullying and cyberbullying; racist, faith-based or other discriminatory abuse; teenage relationship abuse; physical abuse or threats involving weapons; harmful sexual behaviour, sexual violence or sexual harassment; consensual or non-consensual sharing of nude or semi-nude images, including AI-generated images; coercion; upskirting; and initiation or hazing-type violence and rituals.

Where child-on-child abuse is reported, we will consider the safeguarding needs of all children involved, including the child who has been harmed, the child alleged to have caused the harm and any witnesses. Staff should follow the reporting and recording procedures set out in this policy.

Staff should also be aware that children can display abusive behaviour towards parents, carers or other family members. Concerns about child-to-parent or caregiver abuse should be reported to the DSL and considered alongside what is known about the child and family.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our provision 's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the provision at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi- nudes)

See appendix 2 for more information about child-on-child abuse.

Procedures for dealing with allegations of child-on-child abuse

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

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering transport as a potentially vulnerable place for a victim or alleged perpetrator(s).
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Creating a supportive environment and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

- Ensure our provision helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report
    - A member of staff may overhear a conversation
    - A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent Rise Alternative Provision from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children's social care to determine this

- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

7.9 Sharing of nudes and semi-nudes ('sexting')

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is
- the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another School, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)
- The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident. See appendix 2 for more information on assessing adult-involved incidents
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are
- unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Directors and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through e.g. a safer Schools officer, a police community support officer, local neighbourhood police or dialling 101.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

8. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, Rise Alternative Provision aims to:

Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors

- Protect and educate the whole community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')

- Set clear guidelines for the use of mobile phones for the whole community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalization, misinformation, disinformation (including fake news), conspiracy theories and extremism

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above, we will:

- Educate pupils about online safety as part of our provision. For example:
- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including
- where they're a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
- Staff are allowed to bring their personal phones to the provision for their own use, but will limit such use to non-contact time when pupils are not present
- Staff will only take pictures or recordings of pupils on their personal phones for the purpose of weekly report logging and these photos will be uploaded to the weekly report and deleted immediately.
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils'
- phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories
- of risk (described above) from the provision's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our provision's community
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively

- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

8.1 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

Rise Alternative Provision recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Rise Alternative Provision will treat any use of AI to access harmful content or bully pupils in line with this policy and our behaviour policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the provision as well as referring to the Artificial Intelligence Policy. Our AP's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education

9. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of provision with the victim, and the reason(s) behind any decision(s)

10. Pupils with special educational needs, disabilities or health issues

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in the provision or the consequences of doing so.
- We recognise that children with medical conditions may also be more vulnerable to safeguarding concerns. We will ensure that relevant health information, medication and emergency arrangements are understood by staff working with the pupil. Any concern about medical neglect, unsafe medication arrangements or a child's health needs not being met should be reported to the DSL.

We offer extra pastoral support for these pupils.

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy).

11. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

12. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual School heads

We have appointed a designated staff member, Jack Gauden- Director and DSL, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated staff member is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated staff member will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual School heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

13. Pupils who are lesbian, gay, bisexual or gender questioning

The section of KCSIE 2026 on gender questioning children remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL.

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism (ASD) and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

13.1 Reviewing prejudice-based incidents – prejudical language, attitudes and behaviours

RISE Alternative Provision is committed to a culture of belonging. We recognise that prejudicial language, attitudes, and behaviors (including but not limited to racism, homophobia, biphobia, transphobia, ableism, and sexism) are not merely 'behaviour points' but are fundamental safeguarding concerns. We acknowledge that such incidents can cause long-term psychological harm and create an unsafe environment. Therefore, the monitoring of these incidents is a standing item in our formal safeguarding and behavior review cycles.

All incidents involving prejudicial language or attitudes must be tagged specifically under **Prejudice-Related Incident** on MyConcern. These must never be logged as generic 'verbal abuse' to ensure accurate data tracking.

A single incident of prejudicial behaviour will trigger a review of the CYP safeguarding file to determine if there is a risk of radicalisation or exposure to harmful ideologies at home or online.

The Designated Safeguarding Lead will:

- Review all logged incidents of prejudicial language alongside attendance and "low-level" concern logs on MyConcern,
- Verify that any individual targeted by prejudicial behaviour has received a follow-up welfare check within 48 hours of the incident.
    - Identify if specific cohorts or locations are seeing a spike in discriminatory attitudes.

13.2 Prejudice-based Incident Reporting

All incidents involving prejudicial language, attitudes, or behaviours must be recorded on the MyConcern within 24 hours. Reports must not be logged as "General Misbehaviour." They must be categorised by the specific protected characteristic targeted:

- Race/Ethnicity (e.g. racial slurs, stereotyping)
- Religion/Belief (e.g. Islamophobia, Antisemitism)
- Sexual Orientation (e.g. homophobic or biphobic language)
- Gender Identity (e.g. transphobia, intentional misgendering)

- Disability (e.g. ableist language or mocking of neurodivergence)
- Sex/Misogyny (e.g. sexist comments, sexual harassment)

When logging an incident, the reporting staff member must address the following four pillars to allow for effective safeguarding review:

Context: Was the incident spontaneous, provoked, or part of a recurring pattern? Note the location (e.g. home, online, classroom)

Specificity: Record the **exact language or gesture** used. Do not use euphemisms like "offensive language." Direct quotes are required for legal and safeguarding clarity.

Impact: Describe the immediate impact on the victim and any bystanders. Note if the victim felt targeted or if the comment was "casual" in nature.

Safeguarding Link: State whether there is a concern that the behaviour stems from external influences (e.g. social media influencers, radicalisation, or home environment).

14. Complaints and concerns about safeguarding policies

14.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

14.2 Other complaints

Other complaints will be dealt with by following our complaints policy.

14.3 Whistle-blowing

Please refer to our whistle-blowing policy.

15. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the rationale for those decisions, must be recorded in writing. This should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

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

Concerns and referrals will be kept in a separate child protection file for each child.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the provision.

If a child for whom the provision has, or has had, safeguarding concerns moves to another School or provision, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new RISE Alternative Provision to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving provision and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

16. Visitors

In line with Keeping Children Safe in Education (KCSIE) 2026, RISE Alternative Provision is committed to ensuring that all visitors to its premises are appropriately supervised, identified and monitored to safeguard the welfare of all children.

16.1 Purpose

This Visitors Policy sets out the expectations and procedures for supervising, verifying, and recording all visitors to ensure children remain safe from adults who have not undergone the school's safer-recruitment and vetting checks. KCSIE emphasises that safeguarding is everyone's responsibility, and schools must maintain a safe environment for pupils at all times.

16.2 Signing-In Procedures

All visitors must:

- Report to Reception on arrival.
- Sign in using the RISE AP's visitor management system (signing in book).
- Provide their full name, organisation (if applicable), purpose of visit, and name of the staff member they are meeting.
- Clearly display an identification badge issued at Reception at all times while on the premises.

Accurate recording of visitor details supports the provision's legal duty to maintain a safe environment and to ensure appropriate oversight of adults on site.

3. Identification (ID) Checks

- All visitors must present official photographic identification.
- Visitors who are undertaking regulated or semi-regulated activity may be required to provide evidence of enhanced DBS clearance, as advised under KCSIE procedures for checking individuals who have contact with children.
- Where a visitor does not have appropriate identification or vetting evidence, RISE Alternative Provision will determine whether the visit may proceed and what additional supervision measures are required.

4. Supervision of Visitors

- Visitors must not be left alone with pupils under any circumstances unless appropriate safeguarding checks have been completed and verified.
- Staff overseeing visitors are responsible for ensuring they follow all safeguarding procedures and do not access restricted areas.

5. Contractor and External Agency Protocols

- Contractors, maintenance personnel, and external agency professionals are subject to the same sign-in and ID requirements.

- Those working in pupil-occupied areas must be supervised unless the provision has confirmed that all necessary vetting and safeguarding checks have been completed in line with KCSIE requirements for "other checks that may be necessary for staff, volunteers and others."

6. Departing the Premises

- All visitors must sign out via the visitor management system and return their identification badge before leaving the site.
- Staff should immediately report any visitor who does not follow sign-out procedures, appears in unauthorised areas, or behaves in a manner that causes concern.

7. Managing Safeguarding Concerns

Any safeguarding concern relating to a visitor must be reported immediately to the Designated Safeguarding Lead (DSL), following the procedures outlined in Part One of KCSIE, which requires all concerns to be acted upon promptly and appropriately.

17. Training

17.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the Provision's safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-provision safeguarding approach and wider staff training
- Be in line with advice from the 3 safeguarding partners
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- Have regard to the Teachers' Standards (as Tutors and Mentors) to support the expectation that all staff:

- Manage behaviour effectively to ensure a good and safe environment
- Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of becoming involved with or supporting terrorism, and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Volunteers will receive appropriate training, if applicable.

17.2 The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They, or any other designated Prevent lead, will also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies.

17.3 Recruitment – interview panels

At least 1 person conducting any interview for any post at the provision will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

See the Safer Recruitment and Selection Policy - 2026-27 for more information.

17.4 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

18. Monitoring arrangements

Safeguarding assurance and quality assurance

We will regularly review safeguarding practice to ensure procedures are understood and followed, concerns are responded to appropriately and pupils know who they can speak to if they are worried.

Safeguarding assurance will include regular review of significant cases and emerging risks; audits of safeguarding records and decision-making; analysis of absence and attendance where there may be safeguarding implications; review of referrals and outcomes; pupil voice; and review of safeguarding training and practice.

The Directors will receive appropriate safeguarding information to assure themselves that safeguarding procedures are being followed. Learning from incidents, complaints, audits, feedback from professionals and pupil voice will be used to strengthen practice.

Where the relevant Ofsted inspection framework applies, we will be able to evidence an effective whole-provision approach to safeguarding, an open culture for raising concerns, staff knowledge of safeguarding procedures and appropriate oversight of safeguarding practice.

This policy will be reviewed **annually** by the Directors.

19. Links with other policies

This Safeguarding & Child Protection Policy should be read alongside the following RISE AP policies and procedures:

- Code of Conduct Policy 26-27
- Safer Recruitment and Selection Policy - 2026-27
- Managing Allegations Policy 26-27
- Whistleblowing Policy 26-27
- Attendance Policy 2026-27
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Data Protection & GDPR Policy
- Social Media and Confidentiality Policy
- Health and Safety Policy 2026-27
- First Aid Policy
- Administering of Medication Policy
- Equality and Diversity Policy
- Absconding (Missing Young Person) Policy 2026-27
- RISE Lone Working Policy 2026-27
- Educational Visits and Outings Policy 2026-27
- Risk Assessment Policy 2026-27
- Positive Handling and Physical Intervention Policy
- Complaints Policy
- Safe Media Use Policy

Staff should refer to the relevant policy or procedure where further detail is required.

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education 2026.

Appendix 1: types of abuse

Abuse, neglect and exploitation can occur inside or outside the home, including online. Safeguarding issues are rarely standalone events that can be covered by one definition or label and, in most cases, multiple issues will overlap.

Physical abuse 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.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of
- what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images (including computer-generated or AI-generated imagery), watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse, including online.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is 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)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: specific safeguarding issues

Assessing adult-involved nude and semi-nude sharing incidents

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care. However, as adult-involved incidents can present as child-on-child nude/semi-nude sharing, it may be difficult to initially assess adult involvement.

There are two types of common adult-involved incidents: sexually motivated incidents and financially motivated incidents.

Sexually motivated incidents

In this type of incident, an adult offender obtains nude and semi-nudes directly from a child or young person using online platforms.

To make initial contact, the offender may present as themselves or use a false identity on the platform, sometimes posing as a child or young person to encourage a response and build trust. The offender often grooms the child or young person on social media, in chatrooms or on gaming platforms, and may then move the conversation to a private messaging app or an end-to-end encrypted (E2EE) environment where a request for a nude or semi-nude is made. To encourage the child or young person to create and share nude or semi-nude, the offender may share pornography or child sexual abuse material (images of other young people), including AI-generated material.

Once a child or young person shares a nude or semi-nude, an offender may blackmail the child or young person into sending more images by threatening to release them online and/or send them to friends and family.

Potential signs of adult-involved grooming and coercion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person
- Quickly engaged in sexually explicit communications, which may include the offender sharing unsolicited images
- Moved from a public to a private/E2EE platform
- Coerced/pressured into doing sexual things, including creating nudes and semi-nudes
- Offered something of value such as money or gaming credits
- Threatened or blackmailed into carrying out further sexual activity. This may follow the child or young person initially sharing the image or the offender sharing a digitally manipulated image of the child or young person to extort 'real' images

Financially motivated incidents

Financially motivated sexual extortion (often known as 'sextortion') is an adult-involved incident in which an adult offender (or offenders) threatens to release nudes or semi-nudes of a child or young person unless they pay money or do something else to benefit them.

Unlike other adult-involved incidents, financially motivated sexual extortion is usually carried out by offenders working in sophisticated organised crime groups (OCGs) overseas and are only motivated by profit. Adults are usually targeted by these groups too.

Offenders will often use a false identity, sometimes posing as a child or young person, or hack another young

person's account to make initial contact. To financially blackmail the child or young person, they may:

- Groom or coerce the child or young person into sending nudes or semi-nudes and financially blackmail them
- Use images that have been stolen from the child or young person taken through hacking their account
- Use digitally manipulated images, including AI-generated images, of the child or young person

The offender may demand payment or the use of the victim's bank account for the purposes of money laundering.

Potential signs of adult-involved financially motivated sexual extortion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person. They may be contacted by a hacked account of a child or young person
- Quickly engaged in sexually explicit communications which may include the offender sharing an image first
- Moved from a public to a private/E2EE platform
- Pressured into taking nudes or semi-nudes
- Told they have been hacked and they have access to their images, personal information and contacts
- Blackmailed into sending money or sharing bank account details after sharing an image or the offender sharing hacked or digitally manipulated images of the child or young person

Children who are absent from education

A child being absent from education, particularly where absence is repeated or prolonged, can be a vital warning sign of a range of safeguarding issues. This might include abuse or neglect, sexual abuse or exploitation, child criminal exploitation, mental health concerns, substance misuse, radicalisation, FGM or forced marriage.

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

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school/education
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly where absence is repeated or prolonged, to help identify the risk of abuse, exploitation and neglect and to prevent children becoming missing from education. As an alternative provision, attendance and non-engagement will be considered alongside the child's known vulnerabilities and safeguarding history, and concerns will be shared promptly with the commissioning school or local authority where appropriate.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

DSLs and staff should consider:

Missing lessons: Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the child remain on the school site or are they absent from the site?

- Is the child being exploited during this time?
- Are they late because of a caring responsibility?
- Have they been directly or indirectly affected by substance misuse?
- Are other pupils routinely missing the same lessons and does this raise other risks or concerns such as SVSH between pupils, exploitation, gang behaviour or substance misuse?
- Is the lesson being missed one that would cause bruising or injuries to become visible?

Single missing days: Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days? Is the parent informing the school of the absence on the day? Are missing days reported back to parents to confirm their awareness?

- Is the child being sexually exploited during this day?
- Is the child avoiding abusive behaviour from peers or staff on this day?
- Do the parents appear to be aware and are they condoning the behaviour?
- Are the pupil's peers making comments or suggestions as to where the pupil is?
- Can the parent be contacted and made aware?

Continuous missing days: Has the school been able to make contact with the parent(s)? Is medical evidence being provided? Are siblings attending school (either our or local schools)?

- Did we have any concerns about radicalisation, FGM, forced marriage, honour- based violence, sexual exploitation?
- Have we had any concerns about physical or sexual abuse?
- Does the parent have any known medical needs? Is the child safe?

Rise Alternative Provision will view absence as both a safeguarding issue and an educational outcomes issue. Where patterns of absence, non-engagement or a child being unseen raise concern, the DSL will consider whether further safeguarding action or referral is required and will liaise with the commissioning school or local authority as appropriate.

Children Missing from Home or Care

It is known that children who go missing are at risk of suffering significant harm, and there are specific risks around children running away and the risk of sexual exploitation.

The Hampshire Police Force, as the lead agency for investigating and finding missing children, will respond to children going missing based on ongoing risk assessments in line with current guidance.

The police definition of 'missing' is: “Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed."

Various categories of risk should be considered and Hampshire Local Safeguarding Children’s Partnership provides further guidance:

Local authorities have safeguarding duties in relation to children missing from home and should work with the police to risk assess and analyse data for patterns that indicate particular concerns and risks.

The police will prioritise all incidents of missing children as medium or high risk. Where a child is recorded as being absent, the details will be recorded by the police, who will also agree review times and any ongoing actions with person reporting.

A missing child incident would be prioritised as ‘high risk’ where:

- the risk posed is immediate and there are substantial grounds for believing that the child is in danger through their own vulnerability; or
- the child may have been the victim of a serious crime; or
- the risk posed is immediate and there are substantial grounds for believing that the public is in danger.

The high-risk category requires the immediate deployment of police resources.

Authorities need to be alert to the risk of sexual exploitation or involvement in drugs, gangs or criminal activity, trafficking and to be aware of local “hot spots,” as well as concerns about any individuals with whom children might run away.

Child protection procedures must be initiated in collaboration with children's social care services whenever there are concerns that a child who is missing may be suffering, or likely to suffer, significant harm.

Within any case of children who are missing both push and pull factors will need to be considered.

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Trigger Trio (domestic abuse, parental mental ill health and parental substance misuse)

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking children, there will be pressure to make contact with their trafficker.

We will inform all parents of children who are absent (unless the parent has informed us). If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them or do so ourselves with urgency.

Welfare Checks and Unseen Children

At Rise Alternative Provision, we recognise that regular engagement with pupils is a vital safeguarding measure. When a child is not seen or heard from, this can be an indicator of risk, and appropriate action must be taken to ensure their safety and wellbeing.

A welfare check is a safeguarding response and not a disciplinary action. It forms part of our duty of care under *Keeping Children Safe in Education* and *Working Together to Safeguard Children*.

When a welfare check may be considered

A welfare check may be initiated when:

- A pupil has not been seen or engaged with for 48 hours, or has missed two consecutive planned sessions
- There has been no confirmed contact from a parent/carer to explain the absence
- There are additional safeguarding concerns about the child or family.

Procedure

Where a pupil is unseen and there is concern for their welfare, the following steps will be taken:

1. **Initial contact attempts**
   Staff will attempt to contact parents/carers using all available methods (telephone, text, email).
2. **Escalation**
   If contact is not made, concerns will be escalated to the Attendance Officer and the Designated Safeguarding Lead (DSL).
3. **Risk assessment**
   The DSL will consider:
    - The child's known vulnerabilities
    - Any history of safeguarding concerns
    - The length of time the child has been unseen
    - The context of the absence
4. **Welfare check**
   Where appropriate, a welfare check may be undertaken by a mentor/tutor, the Welfare Officer or the Designated Safeguarding Lead (DSL), or in partnership with relevant professionals to ensure the pupil's safety and wellbeing.
5. **Further action**
   If concerns remain, the DSL will follow safeguarding procedures, which may include:

- Referral to Early Help
- Referral to Children's Social Care
- Contacting other relevant professionals
- Escalation to emergency services if there is immediate risk.

Principles of welfare checks

Welfare checks are:

- Protective, not punitive
- Proportionate to the level of concern
- Child-centred, always prioritising the safety and wellbeing of the young person
- In line with statutory safeguarding guidance

Parents and carers are encouraged to view welfare checks as part of our shared responsibility to keep children safe, particularly where attendance patterns change or communication has broken down.

All welfare checks, actions taken, and decisions made will be clearly recorded in line with our safeguarding record-keeping procedures.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing School or education
- Not taking part in education

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

We will treat any child who may be criminally exploited as a victim and using the CERAF form and guidance in our referral to children's social care (New version of the Child Exploitation Risk Assessment Framework (CERAF) - Hampshire SCP). If a referral to the police is also required, as crimes have been committed on the provision premises, these will also be made. Children who have been exploited will need additional support to help maintain them in education.

If there is information or intelligence about child criminal exploitation, we will report this to the police via the community partnership information form. https://www.safe4me.co.uk/portfolio/sharing-information/

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

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

Child-on-child abuse

Child-on-child abuse is when children abuse other children. It can take place inside or outside the provision, face-to-face or online, and may occur simultaneously across different environments. It may be a single incident or form part of a wider pattern of harmful behaviour.

Rise Alternative Provision has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual making and sharing of nude and semi-nude images and/or videos, including computer-generated and AI-generated imagery
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about Rise Alternative Provision's approach to this type of abuse.

When considering harmful sexual behaviour between children, we will recognise that behaviour exists on a continuum, from inappropriate or problematic behaviour through to abusive and violent behaviour. We will consider the children's ages, stages of development, any power imbalance, coercion, consent and the wider context. We recognise that children displaying harmful sexual behaviour may also have experienced abuse or trauma and will consider the safeguarding and support needs of all children involved.

Upskirting

In 2019 the Voyeurism Offences Act came into force and made the practice of upskirting illegal.

Upskirting is defined as someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks, with or without underwear. The intent of upskirting is to gain sexual gratification or to cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

If staff become aware that upskirting has occurred, this will be treated as a sexual offence and reported accordingly to the DSL and onwards to the police.

Behaviours that would be considered as sexual harassment which may be pre-cursors to upskirting, such as the use of reflective surfaces or mirrors to view underwear or genitals, will not be tolerated and the school will respond to these with appropriate disciplinary action and education.

Pupils who place themselves in positions that could allow them to view underwear, genitals or buttocks, will be moved on. Repeat offenders will be disciplined. These locations could include stairwells, under upper floor walkways, outside changing areas and toilets or sitting on the floor or laying down in corridors.

If technology that is designed for covert placement and could be used to take upskirting or indecent images is discovered in the school, it will be confiscated. If the technology is in location and potentially may have captured images, this will be reported to the police and left in situ so that appropriate forensic measures may be taken to gather evidence.

Any confiscated technology will be passed to the headteacher to make a decision about what happens to the items. This will be carried out under the principles set out in the government guidance on searching, screening and confiscation.

If the image is taken on a mobile phone, the phone will be confiscated under the same principles. This may need to be passed to the police for them to investigate, if there is evidence that a crime has been committed.

The Trigger Trio

The term 'Trigger Trio' has replaced the previous phrase 'Toxic Trio' which was used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to adults and children has occurred.

The Trigger Trio are viewed as indicators of increased risk of harm to children and young people. In an analysis of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the triggers were present.

These factors will have a contextual impact on the safeguarding of children and young people.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child-to-parent or caregiver abuse. Domestic abuse can include physical or sexual abuse, violent

or threatening behaviour, controlling or coercive behaviour, economic abuse and psychological, emotional or other abuse. Children may be victims where they see, hear or experience the effects of domestic abuse.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in the provision/local authority (usually the designated safeguarding lead) before the child or children arrive at Provision the following day. The DSL will provide support according to the child's needs and update records about their circumstances.

Indicators that a child is living within a relationship with domestic abuse may include:

- being withdrawn
- suddenly behaving differently
- anxiety
- being clingy
- depression
- aggression
- problems sleeping
- eating disorders
- bed wetting
- soiling clothes
- excessive risk taking
- missing school
- changes in eating habits
- obsessive behaviour
- experiencing nightmares
- taking drugs
- use of alcohol
- self-harm
- thoughts about suicide

These behaviours themselves do not indicate that a child is living with domestic abuse but should be considered as indicators that this may be the case.

If staff believe that a child is living with domestic abuse, this will be reported to the DSL for referral, to be considered by children's social care.

Parental mental health

The term 'mental ill health' is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent's/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children, the impact of poor parental mental health can include:

- The parent's/carer's needs or illnesses taking precedence over the child's needs.
- The child's physical and emotional needs being neglected.
- The child acting as a young carer for a parent or a sibling.
- The child having restricted social and recreational activities.
- The child finding it difficult to concentrate, potentially having an impact on educational achievement.
- The child missing school regularly as (s)he is being kept home as a companion for a parent/carer.
- The child adopting paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child.

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children's social care.

Parental Substance misuse

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children, the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival.

These behaviours themselves do not indicate that a child's parent is misusing substances but should be considered as indicators that this may be the case.

If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to children's social care to be considered.

Young Carers

A young carer is a child or young person who provides care for another person, which may include a parent, relative or sibling because of disability, illness, mental health needs or substance misuse.

Caring responsibilities can affect a child's attendance, punctuality, engagement, wellbeing, mental health and opportunities to take part in education and social activities. Staff should remain alert to these needs and share concerns with the DSL or deputy.

Where a young carer is identified, Rise Alternative Provision will consider the child's views and work with the family, commissioning school or local authority and relevant professionals to identify appropriate support. Where safeguarding concerns are identified, normal safeguarding and referral procedures will be followed.

Missing, Exploited and Trafficked Children (MET)

The acronym MET is used to identify all children who are missing; believed to be at risk of or are being exploited; or who are at risk of or are being trafficked. Given the close links between all these issues, there has been a considered response to view them as potentially linked, so that cross over of risk is not missed.

Trafficked Children and modern slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, domestic servitude, forced criminality, financial exploitation and the removal of organs. Children may be exploited without recognising themselves as victims and apparent consent does not remove the need to consider safeguarding concerns.

Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:

- Movement (including within the UK)
- Control, through harm / threat of harm or fraud
- For the purpose of exploitation

Any child transported for exploitative reasons is considered to be a trafficking victim.

There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.

There are a number of indicators which suggest that a child may have been.

trafficked into the UK, and may still be controlled by the traffickers or receiving.

adults. These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy.
- Has a history of going missing and unexplained moves?
- Is required to earn a minimum amount of money every day.
- Works in various locations
- Has limited freedom of movement.
- Appears to be missing for periods.
- Is known to beg for money.
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good.
- Is one among a number of unrelated children found at one address.
- Has not been registered with or attended a GP practice.
- Is excessively afraid of being deported.

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault)
- Prevalence of a sexually transmitted infection or unwanted pregnancy
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation/the child has been seen in places known to be used for sexual exploitation.
- Evidence of drug, alcohol or substance misuse
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding
- Persistently missing, staying out overnight or returning late with no plausible explanation.
- Returning after having been missing, looking well cared for despite having not been at home.
- Having keys to premises other than those known about
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity.
- Truancy / disengagement with education
- Entering or leaving vehicles driven by unknown adults
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming online relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked but should be considered as indicators that this may be the case.

When considering modern slavery, there is a perception that this is taking place overseas. The government estimates that tens of thousands of slaves are in the UK today.

Young people being forced to work in restaurants, nail bars, car washes and harvesting fruit, vegetables or other foods may have all been slaves ‘hiding in plain sight’ within the U.K and rescued from slavery. Other forms of slavery such as sex slaves or household slaves are more hidden but have also been rescued within the UK.

If staff believe that a child is being trafficked or is a slave, this will be reported to the designated safeguarding lead for referral to be considered to children’s social care.

Child abduction

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Further information is available at: www.actionagainstabduction.org.

When we consider who is abducted and who abducts

Nearly three-quarters of children abducted abroad by a parent are aged between 0 and 6 years-old

Roughly equal numbers are boys and girls

Two-thirds of children are from minority ethnic groups.

70% of abductors are mothers. The vast majority have primary care or joint primary care for the child abducted.

Many abductions occur during school holidays when a child is not returned following a visit to the parent's home country (so-called 'wrongful retentions')

If we become aware of an abduction, we will follow the HIPS procedure and contact the police and children's social care (if they are not already aware).

If we are made aware of a potential risk of abduction, we will seek advice and support from police and children's social care to confirm that they are aware and seek clarity on what actions we are able to take.

Returning home from care

When children are taken into care, consideration may be given in the future to those children being returned to the care of their parents, or one of their parents. Other children are placed in care on a voluntary basis by the parents and they are able to remove their voluntary consent.

While this is a positive experience for many children who have returned to their families, for some there are different challenges and stresses in this process.

As a school, if we are aware of one of our children who is looked after is returning to their home, we will consider what support we can offer and ensure as a minimum that the child has a person, that they trust, who they can talk to or share their concerns with.

Online safety and technology

Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

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

content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news), and conspiracy theories.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Online Safety and Social Media

With the current speed of online change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying and the making or sharing of nude and semi-nude images, including computer-generated and AI-generated imagery
- digital footprint
- accessing and generating inappropriate content
- misinformation, disinformation (including fake news), conspiracy theories
- generative artificial intelligence.

RISE Alternative Provision will therefore seek to provide information and awareness to pupils and their parents/carers through:

- Acceptable use agreements for pupils, staff and parents/carers
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Social media policy

Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk) Rise Alternative Provision will ensure that appropriate filtering and monitoring arrangements are in place on provision devices and networks. Staff training will include understanding roles and responsibilities in relation to filtering and monitoring. The effectiveness of filtering and monitoring arrangements will be reviewed at least once every academic year by the appropriate senior leader, with the DSL and those responsible for IT support, and the review and any actions will be recorded. This will take account of devices and locations used across the provision, including community and off-site delivery where relevant.

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies and generative AI. Guidance on e-security is available from the National Education Network. In addition, schools and colleges should consider meeting the Cyber security standards for schools and colleges.GOV.UK. Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff - NCSC.GOV.UK

The Department has published Generative AI: product safety expectations - GOV.UK to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.

Cyberbullying

Central to RISE Alternative Provision's Anti-Bullying Policy is the principle that bullying is unacceptable and that all pupils have the right to feel safe from bullying.

RISE Alternative Provision also recognises that bullying outside provision may have an impact on pupils within provision. Where we become aware of cyberbullying involving our pupils, we will respond in line with our safeguarding, behaviour and anti-bullying procedures.

Cyber-bullying is defined as 'an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.'

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile 'phones.
- The use of mobile 'phone cameras to cause distress, fear or humiliation.
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites.
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in online forums

Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites.

Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or is required to do so.

Making and sharing nudes and semi-nudes

Making and sharing nudes and semi-nudes refers to the creation and/or sharing of nude or semi-nude images, videos or live streams by children and young people. This includes consensual and non-consensual sharing and computer-generated or AI-generated imagery that appears to depict a child or young person.

All incidents involving the making or sharing of nudes and semi-nudes require a safeguarding response. Staff must not view, copy, print, share, store or save the imagery and must report the concern to the DSL immediately. The DSL will consider coercion, grooming, exploitation, blackmail, sexual extortion, age, consent, additional vulnerabilities and whether an adult may be involved.

Children may be exposed to these risks across a range of devices, platforms and online environments. Age-appropriate education will be used to raise awareness, promote safety and help pupils understand consent, pressure, coercion and how to seek help.

The school will use age-appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents should be aware that they can come to the school for advice.

On-line sexual abuse

As a school we will:

Report to the police, CEOP or any other relevant body any online sexual abuse or harmful content we are made aware of. This could include sending abusive, harassing and misogynistic messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery. We will seek guidance from the NPCC 'when to call the police' document and the internet watch foundations 'report harmful content' website

Educate to raise awareness of what online sexual abuse is, how it can happen, how to limit the impact and what to do if you become aware of it.

Support victims of online abuse within the school community.

Gaming

Online gaming is an activity in which the majority of children and many adults get involved. The school will raise awareness:

- By talking to parents and carers about the games their children play and help them identify whether they are appropriate
- By supporting parents in identifying the most effective way to safeguard their children by using parental controls and child safety mode
- By talking to parents about setting boundaries and time limits when games are played
- By highlighting relevant resources.

Online reputation

Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organisations and work establishments now check digital footprint before considering applications for positions or places on courses.

Grooming

On-line grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

The school will build awareness amongst children and parents about ensuring that the child:

- Only has friends online that they know in real life.
- Is aware that if they communicate with somebody that they have met online, that relationship should stay online.

That the school will support parents to:

- Recognise the signs of grooming.
- Have regular conversations with their children about online activity and how to stay safe online.

The school will raise awareness by:

- Running sessions for parents
- Including awareness of grooming as part of their curriculum
- Identifying with parents and children how they can be safeguarded against grooming.

Additionally, to being targeted for sexual motivations, some young people are also groomed online for exploitation or radicalisation. While the drivers and objectives are different, the actual process is broadly similar to radicalisation, with the exploitation of a person's vulnerability usually being the critical factor. Those

who are targeted are often offered something ideological, such as an eternal spiritual reward, or sometimes something physical, such as an economic incentive, that will make them 'feel better' about themselves or their situation.

Anyone can be at risk. Age, social standing and education do not necessarily matter as much as we previously thought, and we have seen all kinds of people become radicalised, from young men and women with learning difficulties to adults in well-respected professions. What is clear is that the more vulnerable the person, the easier it is to influence their way of thinking.

Signs of grooming can include:

isolating themselves from family and friends.

becoming secretive and not wanting to talk or discuss their views.

closing computers down when others are around.

refusing to say who they are talking to; using technology such as anonymous browsing to hide their activity; and

sudden changes in mood, such as becoming angry or disrespectful.

Of course, none of these behaviours necessarily mean someone is being radicalised and, when displayed, could be a symptom of bullying or other emotional issues.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to local authority children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Children and the Court System

We recognise that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. We know that this can be a stressful experience and therefore the school will aim to support children through this process.

Along with pastoral support, the school will use age-appropriate materials published by HM Courts and Tribunals Services (2017) that explain to children what it means to be a witness, how to give evidence and the help they can access. Improving support for children going to court as well as witnesses

We recognise that making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. This school will support children going through this process.

Alongside pastoral support this school will use online materials published by The Ministry of Justice (2018) which offers children information & advice on the dispute resolution service.

These materials will also be offered to parents and carers if appropriate.

Children with family members in prison

Children who have a family member in prison are at greater risk of poor outcomes including poverty, stigma, isolation, and poor mental health.

This school aims to:

- understand and respect the child's wishes. We will respect the child's wishes about sharing information. If other children become aware, the school will be vigilant to potential bullying or harassment.

- keep as much contact as possible with the parent/caregiver. We will maintain good links with the remaining caregiver in order to foresee and manage any developing problems. Following discussions, we will develop appropriate systems for keeping the imprisoned caregiver updates about their child's education.

- be sensitive in lessons. This school will consider the needs of any child with an imprisoned parent/caregiver during lesson planning.

- Provide extra support. We recognise that having a parent in prison can attach a real stigma to a child, particularly if the crime is known and serious. We will provide support and mentoring to help a child work through their feelings on the issue.

Alongside pastoral care the school will use the resources provided by the National Information Centre on Children of Offender in order to support and mentor children in these circumstances.

Pupils with medical conditions (in school)

There is a separate policy and procedure outlining the school's position on this (link).

We will ensure that sufficient staff are trained to support any pupil with a medical condition.

All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child.

An individual healthcare plan may be put in place to support the child and their medical needs.

Pupils with medical conditions (out of school)

There will be occasions when children are temporarily unable to attend our school on a full-time basis because of their medical needs. These children and young people are likely to be:

- children and young people suffering from long-term illnesses.
- children and young people with long-term post-operative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable).

Where it is clear that an absence will be for more than 15 continuous school days, the Education and Inclusion branch of Children Services will be contacted to advise on the pupil's education.

Special educational needs and disabilities

Children who have special educational needs and/or disabilities can have additional vulnerabilities when recognising abuse and neglect. These can include:

• Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

• The potential for a disproportionate impact on children with SEND, for example by behaviours such as bullying, without outwardly showing any signs

• Communication barriers and difficulties in overcoming these barriers

• Having fewer outside contacts than other children

• Receiving intimate care from a considerable number of carers, which may increase the risk of exposure to abusive behaviour and make it more difficult to set and maintain physical boundaries

• Having an impaired capacity to resist or avoid abuse

• Having communication difficulties that may make it difficult to tell others what is happening

• Being inhibited about complaining for fear of losing services

• Being especially vulnerable to bullying and intimidation

• Being more vulnerable than other children to abuse by their peers.

We will respond to this by:

• Making it common practice to enable disabled children to make their wishes and feelings known in respect of their care and treatment

• Ensuring that disabled children receive appropriate personal, health and social education (including sex education)

• Ensuring disabled children know how to raise concerns and give them access to a range of adults with whom they can communicate. This could mean using interpreters and facilitators who are skilled in using the child's preferred method of communication.

• Recognising and utilising key sources of support including staff in schools, friends and family members where appropriate

• Developing the safe support services that families want, and a culture of openness and joint working with parents and carers on the part of services

• Ensuring that guidance on good practice is in place and being followed in relation to: intimate care; working with children of the opposite sex; managing behaviour that challenges families and services; issues around

consent to treatment; anti-bullying and inclusion strategies; sexuality and safe sexual behaviour among young people; monitoring and challenging placement arrangements for young people living away from home.

Intimate and personal care

'Intimate Care' can be defined as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of, the sexual parts of the body. The Intimate Care tasks specifically identified as relevant include:

- Dressing and undressing (underwear)
- Helping someone use the toilet.
- Changing continence pads (faeces/urine)
- Bathing / showering
- Washing intimate parts of the body
- Changing sanitary wear
- Inserting suppositories
- Giving enemas
- Inserting and monitoring pessaries.

‘Personal Care’ involves touching another person, although the nature of this touching is more socially acceptable. These tasks do not invade conventional personal, private or social space to the same extent as Intimate Care.

Those Personal Care tasks specifically identified as relevant here include:

- Skin care/applying external medication.
- Feeding
- Administering oral medication
- Hair care
- Dressing and undressing (clothing)
- Washing non-intimate body parts
- Prompting to go to the toilet.

Personal Care encompasses those areas of physical and medical care that most people carry out for themselves but which some are unable to do because of disability or medical need. Children and young people may require help with eating, drinking, washing, dressing and toileting.

Where Intimate Care is required, we will follow the following principles:

1. **Involve the child in the intimate care**

   Try to encourage a child's independence as far as possible in his or her intimate care. Where a situation renders a child fully dependent, talk about what is going to be done and give choices where possible. Check your practice by asking the child or parent about any preferences while carrying out the intimate care.

2. **Treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation.**

   Staff can administer intimate care alone however we will be aware of the potential safeguarding issues for the child and member of staff. Care should be taken to ensure adequate supervision primarily to safeguard the child but also to protect the staff member from potential risk.

3. **Be aware of your own limitations**

   Only carry out activities you understand and with which you feel competent. If in doubt, ASK. Some procedures must only be carried out by members of staff who have been formally trained and assessed.

4. **Promote positive self-esteem and body image**

   Confident, self-assured children who feel their body belongs to them are less vulnerable to sexual abuse. The approach you take to intimate care can convey lots of messages to a child about their body worth. Your attitude to a child's intimate care is important. Keeping in mind the child's age, routine care can be both efficient and relaxed.

5. If you have any concerns, you must report them.

   If you observe any unusual markings, discolouration or swelling, report it immediately to the designated practitioner for child protection.

   If a child is accidentally hurt during the intimate care or misunderstands or misinterprets something, reassure the child, ensure their safety and report the incident immediately to the DSL. Report and record any unusual emotional or behavioural response by the child. A written record of concerns must be made available to parents and kept in the child's child protection record.

6. **Helping through communication**

   There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.

7. **Support to achieve the highest level of autonomy**

   As a basic principle, children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the carer and health.

Further information from the DfE can be found:

SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)

BCP SENDIASS: SENDiass4BCP - SENDiass4BCP

Dorset SENDIASS: Dorset SENDIASS - Family Action

Hampshire SENDIASS: Hampshire (councilfordisabledchildren.org.uk)

Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Perplexing presentations (PP) / Fabricated or induced illness (FII)

The Royal College of Paediatrics and Child Health have added the term “Perplexing presentations” to the guidance around FII.

Perplexing Presentations (PP) has been introduced to describe those situations where there are indicators of possible FII which have not caused or brought on any actual significant harm.

It is important to highlight any potential discrepancies between reports, presentations of the child and independent observations of the child. What is key to note are implausible descriptions and/or unexplained findings and/or parental behaviour.

There are three main ways that a parent/carer could fabricate or induce illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history.
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents.
- induction of illness by a variety of means.

If we are concerned that a child may be suffering from fabricated or induced illness, we will follow the HIPS protocol and inform children’s social care.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from provision, or absent for a prolonged period

- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from education
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or
- equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated

- officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or Provision counsellor, as appropriate

Preventing radicalisation (PREVENT)

- **Radicalisation** refers to the process of a person legitimising support for, or use of, terrorist violence
- **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to**:**
- Negate or destroy the fundamental rights and freedoms of others; or
- Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- Intentionally create a permissive environment for others to achieve the results outlined in either of the above points
- **Terrorism** is an action that:
- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Rise Alternative Provision have a duty to prevent children from becoming involved with or supporting terrorism. The DSL, or designated Prevent lead, will undertake in-depth Prevent awareness training, including on extremist and terrorist ideologies. They'll make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our provision from becoming involved with or supporting terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online.

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends

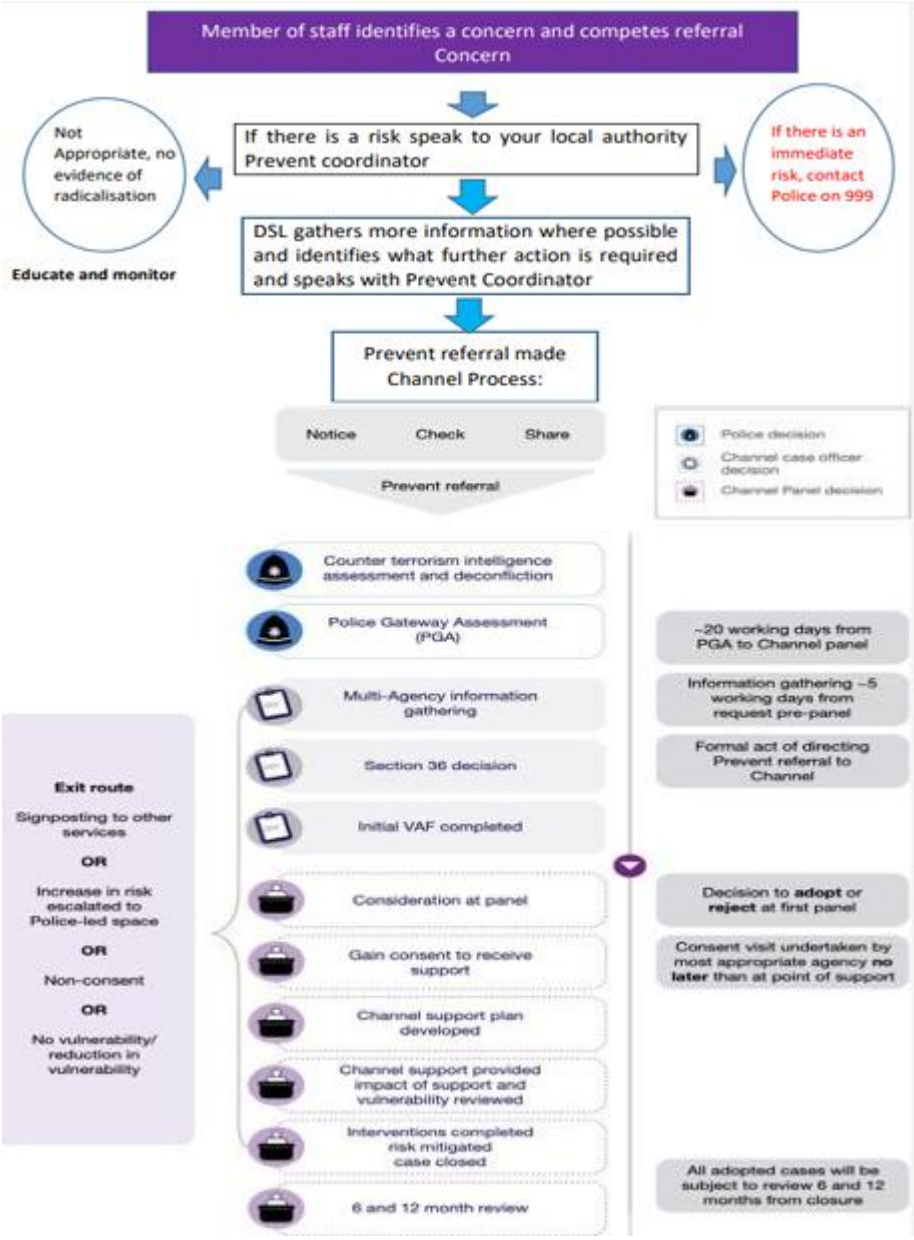
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Process Map for Reporting a concern of a vulnerable individual



Any child who is considered vulnerable to radicalisation will be referred by the DSL using the National Referral Form: Prevent | Hampshire County Council (hants.gov.uk). The Counter Terrorism Police and Children's Services through MASH will then be informed. If the Counter Terrorism Police consider the information to be indicating a level of risk, a "channel panel" will be convened and the school will attend and support this process.

Refer someone to the Prevent Team | Police.uk

Harmful sexual behaviour, sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Harmful sexual behaviour exists on a continuum, from inappropriate or problematic behaviour through to abusive and violent behaviour. Sexual violence and sexual harassment may overlap and may occur alongside other forms of child-on-child abuse.

Within our school all staff receive training about sexual violence and sexual harassment and what to do if they have a concern or receive a report. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. This pattern of prevalence will not, however, be an obstacle to ALL concerns being treated seriously.

This provision has a zero-tolerance approach to SVSH. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It cannot be described as 'banter,' 'having a laugh' or 'boys being boys'.

We will also take seriously any sharing of sexual images (photos, pictures or drawings) and videos; sexual jokes, comments or taunting either in person or on social media; or online sexual harassment.

The child protection policy has a clear procedure dealing with SVSH.

We will follow Part Five of Keeping Children Safe in Education 2026 when responding to reports of child-on-child sexual violence, sexual harassment and harmful sexual behaviour.

'Making it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter," "just having a laugh," "a part of growing up" or "boys being boys." Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

In addition, recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

Also challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.'

All staff will maintain the attitude that "It could happen here."

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same educational setting.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

Gender based violence / Violence against women and girls (VAWG)

https://www.gov.uk/government/policies/violence-against-women-and-girls

The government has a strategy looking at specific issues faced by women and girls. Within the context of this safeguarding policy the following sections are how we respond to violence against girls: female genital mutilation, virginity testing and hymenoplasty, forced marriage, honour-based violence and teenage relationship abuse all fall under this strategy.

Hymenoplasty and virginity testing

Virginity testing and hymenoplasty are illegal practices in the UK under the Health and Care Act 2022, and updated multi-agency guidance (August 2025) confirms that these procedures constitute forms of violence against women and girls and are closely linked to honour-based abuse. Schools must recognise these practices as safeguarding concerns requiring immediate action.

The guidance is intended to complement *Keeping Children Safe in Education (KCSIE)* and *Working Together to Safeguard Children*, both of which require staff to identify and respond to all forms of abuse, including culturally-linked harmful practices.

Virginity testing and hymenoplasty are:

- Forms of violence against women and girls.
- Frequently associated with coercion, familial pressure, control, or honour-based abuse.
- Practices which may involve shaming, intimidation, or forced procedures intended to uphold notions of "purity" before marriage.

Staff will be alert to situations where a pupil:

- Discloses fear of undergoing virginity testing or a procedure to “restore virginity.”
- Is under pressure from family or a community member to undergo a medical examination relating to virginity.
- Speaks of upcoming travel linked to marriage, honour expectations, or medical procedures.
- Shows anxiety about marriage-related expectations that involve bodily examinations or surgical preparation.

Professionals should also be alert to risks affecting other girls in the household, as honour-based practices are often inter-generational.

When supporting victims of the above, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the provision that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs
- Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.
- Staff should be aware of the importance of:
- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about Rise Alternative Provision's approach to this type of abuse.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from education
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from provision
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Advice for staff can be found in in the Home Office's Preventing youth violence and gang involvement.

We have a duty to not only prevent the individual from engaging in criminal activity, but also to safeguard others who may be harmed by their actions.

We will report concerns of serious violence to police and social care.

If there is information or intelligence about potential serious violence, we will report this to the police via the community partnership information form. https://www.safe4me.co.uk/portfolio/sharing-information/

Anti-Bullying

Rise Alternative Provision's Anti-Bullying Policy should be read alongside this section.

Prejudice-based abuse

Prejudice-based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice-based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender does not have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language.
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic.
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic.
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived.
- expressions of prejudice calculated to offend or influence the behaviour of others.
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

We will respond by:

- clearly identifying prejudice-based incidents and hate crimes and monitor the frequency and nature of them within the school.
- taking preventative action to reduce the likelihood of such incidents occurring.
- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice-based incidents.
- dealing with perpetrators of prejudice-based abuse effectively
- supporting victims of prejudice-based incidents and hate crimes.
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again.

Drugs and substance misuse

Rise Alternative Provision's procedures for drugs and substance misuse should be read alongside this safeguarding policy.

Any concern involving a child's possession or use of drugs, alcohol or other substances will be considered in the context of safeguarding, including the possibility of exploitation, coercion, neglect or risk to the child or others, and will be reported to the DSL.

Faith Abuse

The number of known cases of child abuse linked to accusations of 'possession' or 'witchcraft' is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem.

Such abuse generally occurs when a carer views a child as being 'different', attributes this difference to the child being 'possessed' or involved in 'witchcraft' and attempts to exorcise him or her.

A child could be viewed as 'different' for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child.

There are various social reasons that make a child more vulnerable to an accusation of 'possession' or 'witchcraft'. These include family stress and/or a change in the family structure.

The attempt to 'exorcise' may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

If the school becomes aware of a child who is being abused in this context, the DSL will follow the normal referral route to children's social care.

Gangs and Youth Violence

The majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact.

We have a duty and a responsibility to protect our pupils. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.

Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.

We will:

- develop skills and knowledge to resolve conflict as part of the curriculum
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour
- understand risks for specific groups, including those that are gender-based, and target interventions
- safeguard, and specifically organise child protection, when needed
- make referrals to appropriate external agencies
- carefully manage individual transitions between educational establishments especially into Pupil Referral Units (PRUs) or alternative provision
- work with local partners to prevent anti-social behaviour or crime.

Private fostering

Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility, for 28 days or more.

It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.

The Law requires that the carers and parents must notify the Children's Services Department of any private fostering arrangement.

If the school becomes aware that a pupil is being privately fostered, we will inform the Children's Services Department and inform both the parents and carers that we have done so.

Parenting

All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).

Some children have medical conditions and/or needs e.g. Tourette's Syndrome, some conditions associated with autism or ADHD that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.

In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.

We will support parents in understanding the parenting role and providing them with strategies that may assist:

- providing details of community-based parenting courses
- linking to web-based parenting resources
- referring to the school parenting worker/home school link worker (where available)
- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence-based parenting programmes)
- signposting to support services
- Considering appropriate early help services

Glossary

KCSiE 2026	**https://www.gov.uk/government/publications/keeping-children-safe-in-education--2**
PDSCP manual	**https://pandorsetscb.proceduresonline.com/contents.html**
PDSCP training 2	**https://pdscp.co.uk/training/courses/**
Multi-Agency Safeguarding Hub (MASH) for BCP, Hampshire and Dorset	BCP: Children's First Response MASH - BCP Council Contact number: 01202 123334 Dorset: Dorset MASH | Multi Agency Safeguarding Hub Contact number: 01305228866 Hampshire: Multi Agency Safeguarding Hub (MASH) | Children and Families | Hampshire County Council Contact number: 0300 555 1384
Dorset: Pan-Dorset Safeguarding Children Partnership (PDSCP)	Reporting Concerns and Continuum of Need - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership
Hampshire: Hampshire Safeguarding Children Partnership (HSCP)	New Inter-Agency Referral Form (IARF) - Hampshire SCP
Family Support and Advice Line	**https://www.dorsetcouncil.gov.uk/w/worried-about-a-child**
LADO	Local Authority Designated Officer (LADO): BCP: https://www.bcpcouncil.gov.uk/children- young-people-and-families/local-authority-and-youth-justice-services/lado/the-process-for-reporting- safeguarding-concerns Contact number: 01202 817 600 Dorset: https://pdscp.co.uk/new-dorset-council-lado-referral-form/ Contact number: 01305 221122 Hampshire: Allegations against adults in the children's workforce | Children and Families | Hampshire County Council Contact number: 0300 555 1384
PREVENT	Refer someone to the Prevent Team | Police.uk