



Safeguarding, Child Protection and Adults at Risk Policy

Bedford Site

Amendments

Version	Page/ Paragraph	Detail of amendment	Approved	Review
1			01/09/21	01/09/22
	Pg 1	Inclusion of KCSIE as key document	1/9/2023	1/9/24
2	Pg 3	Inclusion of additional members of staff as Safeguarding Contacts		
2	Throughout	Changed use of vulnerable adult to Adult at Risk		
2	6.7	Additional clarification on lone working and outreach		
2	6.10	Addition of paragraph highlighting differences between child who is absent and child missing in education		
2	7.1	Addition of clarification that not all children may not feel ready or know how to tell someone they are being abuse or exploitation.		
2	7.1	Addition of info ensuring college ensures CYP who may be LGBT have		

		a trusted adult they can be open with		
2	8.11	Update of child-on-child sexual violence and sexual harassment guidelines – incorporating content from ‘Sexual violence and sexual harassment between children in schools and colleges’		
2	8.18 pg. 20	Inclusion of information on making referral under Prevent		
2	Throughout	Replace Peer on Peer with Child-on-Child abuse or exploitation to bring in line with national guidance		
2	8.14	Addition of info relating to update in law in February 2023 on forced marriage		
2	8.17	Addition of term Risk Outside the Home or ROTH alongside contextual Safeguarding		
2	8.5	Additional Clarification on Domestic Abuse or exploitation and change in legislation on CYP as victims		
3	Page 3	Addition of Definition of Safeguarding taken from the Working Together Guidance 2023		
3	Throughout	Abuse changed to Abuse, neglect and exploitation		
3	Pg 3	Clarifying that record keeping should include		
3	Throughout	Change of branding		
4	Throughout	Updated KCSIE to 2025		
4	Pg 5	Inclusion of Working together to improve school attendance		
4	Pg 10	More extensive list of vulnerable groups included		
4	Pg 31	Addition of Online Safety and use of mobile technology section		

4	From Page 31 on	Change of numbering		
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Summary

This Policy is written in line with the statutory guidance from the Department for Education (the department) issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015. As an educational setting RISE SPACE must have regard to it when carrying out our duties to safeguard and promote the welfare of children.

For the purposes of this Policy children includes everyone under the age of 18 and adults from the age of 18 onwards.

About this guidance We use the terms “must” and “should” throughout the guidance. We use the term “must” when the person in question is legally required to do something and “should” when the advice set out should be followed unless there is good reason not to. The guidance should be read alongside:

- Statutory guidance Working Together to Safeguard Children
- Departmental advice What to do if you are Worried a Child is Being Abused or exploitation - Advice for Practitioners.
 - Keeping Children Safe in Education 2025 This Policy is intended to cover all Board Members, Employees, Volunteers, Learners, Link organisations and Employers.
https://assets.publishing.service.gov.uk/media/686b94eefe1a249e937cbd2d/Keeping_childr_en_safe_in_education_2025.pdf

1. Objectives

1.1. To ensure that all children, young people, and adults at risk who are involved in activities, training, events and placements facilitated by RISE SPACE are effectively safeguarded in accordance with Keeping Children Safe in Education Statutory guidance for Schools and Colleges September 2025 (KCSiE)

1.2. To ensure that all RISE SPACE employees, visitors and volunteers are aware of and are undertaking full and correct safeguarding procedures in line with Keeping Children Safe in Education Statutory guidance for Schools and Colleges 2025. This includes the identification, recording and reporting of suspected cases of abuse, Female Genital Mutilation (FGM), extremism and radicalisation. This also includes the recording of rationale behind decisions made, even if referrals to further services are completed.

1.3. To ensure that RISE SPACE remains up to date with legislation and practice relating to safeguarding.

1.4. To raise awareness and actively promote the principles of safeguarding and well-being throughout any RISE SPACE activities.

1.5. To work in partnership with board members, children, young people, adults at risk, their parents, carers and other agencies and key stakeholders to ensure effective implementation of this Policy.

2. Scope

2.1. To cover any activity undertaken with RISE SPACE

2.2. To cover all activities carried out by learners, volunteers, employees, board members and employers.

2.3. RISE SPACE link organisations and working partnerships in other settings will need to provide their own Child Protection / Safeguarding Policies, which includes Preventing Extremism and Radicalisation. No alternative setting will be accessed unless adequate safeguarding measures are in place. Students will always be covered by RISE SPACE Policy and procedure.

3. Key Principles

The definition of safeguarding and promoting the wellbeing of children is defined in the [Working together to safeguard children 2023: statutory guidance](#) as

- *providing help and support to meet the needs of children as soon as problems emerge*
- *protecting children from maltreatment, whether that is within or outside the home, including online*
- *preventing 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*
- *promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children*
- *taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework*

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is 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. Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

3.1. For the purpose of this document, 'individual' or 'individuals' refers to all individuals working with, or in contact with, children, young people, or adults at risk at any time as part of their employment. This includes staff, volunteers, employers, consultants, visitors, and learners.

All employers who have learners on learning programmes with RISE SPACE are required to comply with this safeguarding policy.

3.2. RISE SPACE is passionately committed to a child and vulnerable adult centred approach to safeguarding in all relevant aspects of its teaching and learning, employment training and business. RISE SPACE is committed to ensuring the legal requirements and guidance are adhered to and widely promoted. Health, wellbeing, and safety is of paramount importance for all service users.

3.3. RISE SPACE will ensure that all individuals that have direct contact with children, young people, or adults at risk as part of their employment, working with RISE SPACE in any other capacity, will have enhanced Disclosure and Barring Service (DBS) clearance. They will display this by wearing the appropriate coloured identity badge.

3.4. External Speakers and Visitors to RISE SPACE without DBS clearance will always be supervised in the company of all learners and wear the appropriately coloured identity badge as a visual notice to all.

3.5. Referral and reporting procedures will be in place and strictly adhered to in the event of any concerns relating to the abuse, neglect or exploitation of children, young people, and adults at risk.

3.6. RISE SPACE staff will maintain up-to-date knowledge of safeguarding practice and procedures, extended to include the Prevent agenda with training annually and updates as and when required by the designated safeguarding lead.

3.7. RISE SPACE prioritises the welfare of children, young people, and adults at risk.

3.8. RISE SPACE will work alongside all related agencies, companies, bodies, and providers to promote and maintain the highest standards of safeguarding.

3.9. RISE SPACE will comply with all applicable regulations set out in.

- The Protection of Children's Act 1999.
- The Safeguarding Vulnerable Groups Act 2006.
- The Children's Act 2004.
- The Education Act 2002.
- The Sexual Offences Act 2003.
- The Protection of Freedoms Act 2012.
- Keeping Children Safe in Education.
- The Counterterrorism & Security Act 2015.
- The Modern Slavery Act 2015
- Government Guidance – Sexual violence and sexual harassment between children in schools and colleges.
- Working Together Guidance 2023
- [Working together to improve school attendance 2024](#)
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4. Designated Persons

Keighly Murphy – Safeguarding and Well-being Manager

Email: keighly@risespace.uk

Andrew Dalglish – Designated Safeguarding Lead

Email: andy@risespace.uk

Claire Tayeg – Deputy Designated Safeguarding Lead and Provision Lead

Email: claire@risespace.uk

Jenny Webber – SENDCo and DDSL

Email: jenny@risespace.uk

Lyndsey Stokes – Outreach Support Worker and DDSL

Email: Lyndsey@risespace.uk

5. Roles & Responsibilities

5.1. The Safeguarding and Wellbeing Manager has a key duty for raising awareness across all staff of issues relating to the welfare of children, young people, and adults at risk.

5.2. The post holder is required to have training in safeguarding issues and inter-agency working, receiving refresher training at least every two years or as and when any new issues arise.

Safeguarding Lead is responsible for:

- Overseeing the referral of cases of suspected abuse, or allegations to the relevant investigating agencies using MyConcern.
- Providing advice and support to other staff on issues relating to safeguarding.
- Maintaining a detailed and accurate record of any child protection referral, complaint, or concern (even where that concern does not lead to a referral).
- Liaising with the Local Authorities and other appropriate agencies.
- Liaising with educational establishments and secondary schools that send pupils to RISE or access any of RISE SPACE brand events, to ensure that appropriate arrangements are made for learners.
- Liaising with employers and training organisations that receive children or young people from RISE SPACE on block placement work experience or long-term placements to ensure that appropriate safeguarding policies are put into place.
- Ensuring that staff will receive training in safeguarding issues appropriate to their roles and are aware of RISE SPACE safeguarding procedures.
- Advising the Directors on efficiency and adequacy of resources and training being available to implement this policy.
- Ensuring arrangements are made to bring this policy to the notice of all employees, volunteers, employers, sub-contractors, and visitors.

5.3. Within RISE SPACE other designated staff that hold a responsibility for safeguarding and are employed with RISE SPACE (see section 4 Designated persons).

These designated staff:

- Report to the Safeguarding and Wellbeing Manager, who has lead responsibility.

- Know how to make an appropriate referral.
- Are available to provide advice and support to staff on issues relating to safeguarding.
- Are available to listen and respond appropriately to children, young people, adults at risk Looked After Children (LAC) and adults at risk studying within RISE SPACE.
- Deal with individual cases, including attending case conferences and review meetings as appropriate.

5.4. The Designated Chair of Board, Lianne Murphy, is responsible for liaising with the Directors and the Safeguarding and Wellbeing Manager over matters regarding safeguarding, including:

Ensuring RISE SPACE has procedures and policies in place which are consistent with guidelines.

Ensuring the Board considers the organisation's policy on safeguarding each year.

Ensuring that each year the Board is informed of how RISE SPACE and its staff have complied with the policy, including, but not limited to a report on the training that staff have undertaken. The designated Chair of Board is responsible for overseeing the liaison between agencies, e.g. Police, Social Services in connection with allegations against the Director. This will not involve undertaking any form of investigation but will ensure good communication between the parties and provide information to assist enquiries.

5.5. Directors have overall responsibility for all matters relating to Safeguarding and will refer any cases of suspected abuse, or allegation, to relevant investigating agencies as agreed with the Local Safeguarding Board. The Director will:

- Ensure that all employees have knowledge and understanding of safeguarding and that it is taken seriously.
- Ensure that appropriate child protection and safeguarding policies are adopted, implemented, and monitored.
- Ensure that, where services or activities are provided by subcontractors or another body, the body concerned has appropriate safeguarding policies and procedures.
- Foster a culture of openness and support.
- Ensure that all employees feel able to raise concerns about poor or unsafe practice and such concerns are handled sensitively and in accordance with the whistle blowing procedure.
- Acknowledge and discuss any concerns about any members of staff.
- Ensure that the use of new and existing media technologies does not expose learners to any potential harm during their educational hours with RISE SPACE.
- Work with the IT Coordinator to ensure safeguarding when using digital media and the internet in the education of our learners.
- Ensure that RISE SPACE has access to the external and internal resources to offer extensive support around Child Protection and Safeguarding.
- Monitor the processes for promoting learner welfare and safeguarding to ensure that adequate resources are given to it, including staff training.
- Work with the Safeguarding and Wellbeing Manager to ensure procedures are in place to ensure that learners requiring safeguarding measures are monitored in relation to their situation and progress with their learning.
- Report to the Board at each Board meeting.

- Ensure that all recruitment procedures follow Safer Recruitment Guidance.
- Ensure that learners' safety and welfare is addressed through the curriculum. The Director is responsible for referring cases of suspected abuse, or allegations to the Local Authority Designated Officer (LADO) (see Allegations of Abuse Against Staff Policy). Director is responsible for dealing with allegations made against members of staff.

6. Child Welfare

6.1 RISE SPACE recognises the need to prioritise the welfare of children, young people, and adults at risk with which it works. These are defined as follows:

- A child is anyone who is 18 years or younger.
- A young person is anyone who is 19 but has not reached their 20th Birthday.
- An adult at risk is someone who is aged 18 years or over, who is, or may be, in need of community care services by reason of SEND, mental health, or other disability, age or illness. They may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation. Individuals will always operate in line with this safeguarding policy.

6.2 RISE SPACE considers abuse of any kind, neglect, maltreatment, aggressiveness, intimidation, and bullying, all as damaging to the welfare of a child, young person or vulnerable adult.

6.3 Complaints or concerns relating to individuals working with RISE SPACE will be reported to the Director immediately. RISE SPACE's Whistleblowing Policy or Data Protection Policy do not prevent information sharing with investigating agencies where the information will help to safeguard welfare. RISE SPACE will refer concerns that a child, young person, or vulnerable adult might be at risk of significant harm to Social Care Services/Police, or the appropriate agencies as agreed with the relevant Local Safeguarding Board.

6.4 Individuals will be offered training that will help to make them aware of possible signs of abuse and act appropriately.

6.5 Children, young people and adults at risk will always be respected and encouraged to interact in both formal (evaluation and feedback) and informal (spoken word) communication where possible.

6.6 Individuals will maintain appropriate relationships with children, young people, and adults at risk, reducing physical contact and one-on-one situations to the minimum practicable level.

6.7 Individuals will endeavour to avoid being alone with a child, young person, or vulnerable adult whenever in a closed room. Doors will always remain open when lone working. The Safeguarding and Wellbeing Manager, when receiving safeguarding disclosures, will work in accordance with the Lone Working Policy. For those delivering outreach it is important to ensure that a risk assessment is completed for each young person before sessions begin and that agreements have been made with parents/carers as to how sessions will run. Best practice is to have another adult close at hand should an incident arise, although it is recognised this is not always possible. Provision for safeguarding should be made where only one member of staff is present – refer to the Lone Working Policy.

6.8 RISE SPACE recognises the right of children, young people, adults at risk, and/or their parents/guardians, to withdraw from featuring in promotional material, either on video or in photographs. opt out forms will be prioritised and strictly adhered to in relevant situations.

6.9 Child on Child abuse: RISE SPACE's procedures for minimising the risk of Child-on-Child abuse is to ensure learners are issued with:

- Learner code of conduct
- Learner handbook, containing the contact details for the Safeguarding and Wellbeing Manager
- Anti-bullying Policy
- Safeguarding, Child Protection and Adults at risk Policy
- All learners receive a face-to-face safeguarding induction with Safeguarding and Wellbeing Manager when they enrol at RISE SPACE, which addresses Child on Child abuse or exploitation.

6.10 Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

It is important that staff response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:

- Guidance on school attendance 'Working together to improve school attendance' including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.

- Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: [Children Missing Education](#).

- further information for colleges providing education for a child of compulsory school age can be found in: [Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges](#).

- general information and advice for schools and colleges can be found in the Government's [Missing Children and Adults Strategy](#).

7. Children who may be particularly vulnerable

7.1. Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. Looked After Children (LAC) are particularly vulnerable as the most common reason for children becoming looked after is because of abuse.

Children who are lesbian, gay, bi or trans (LGBTQA+)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

RISE SPACE will ensure that employees have the skills, knowledge and understanding necessary to keeping Children safe. In particular, they will ensure that appropriate employees have the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abuse, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

7.2. To ensure that all children, young person, or adults at risk working alongside RISE SPACE receive appropriate protection, we will give special consideration to those who are:

- 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

Child on Child abuse or exploitation

Allegations of Child-on-Child abuse within RISE SPACE, will be investigated. This will include meetings between the Safeguarding and Wellbeing Manager, the class teacher, the Learner and their Parent(s)/Carer(s) and any relevant external agencies. This is in line with RISE SPACE's Support Policy, including the disciplinary process.

The victim, perpetrator and any other learner affected by abuse will be supported in accordance with the Behaviour Policy and Anti Bullying Policy. Both victims and perpetrators will be dealt with on a case-by-case basis, taking into account circumstances and individual needs.

8. Definitions and categories of abuse or exploitation

RISE SPACE recognises the following as definitions of abuse; physical, emotional, neglect, and sexual with the additional categories of acts of omission, psychological, financial, or material, institutional, or professional abuse.

Someone may abuse or neglect a child or young person by inflicting harm, by failing to act to prevent harm, or by failing to ensure safety and adequate care. Harm may occur intentionally or unintentionally. Children may be abused in a family, an institution or community setting, by those known to them, or by a stranger. Examples of abuse are set out below these examples are by no means exhaustive.

8.1. Physical abuse

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

- Any injuries not consistent with the explanation given for them.
- Injuries which occur to the body in places which are not normally exposed to falls or rough games.
- Injuries which have not received medical attention.
- Reluctance to change for, or participate in, games or swimming.
- Bruises, bites, burns, and fractures, for example, which do not have an accidental explanation.
- The child gives inconsistent accounts for the cause of injuries.

8.2. Emotional abuse

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

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy.
- Obsessions or phobias.
- Sudden underachievement or lack of concentration.
- Seeking adult attention and not mixing well with other children.
- Sleep or speech disorders.
- Negative statements about self.
- Highly aggressive or cruel to others.
- Extreme shyness or passivity.
- Running away, stealing, and lying.

8.3. Neglect

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

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

- Dirty skin, body smells, unwashed, uncombed hair, and untreated lice.
- Clothing that is dirty, too big, or small, or inappropriate for weather conditions.
- Frequently left unsupervised or alone.
- Frequent diarrhoea.
- Frequent tiredness.
- Untreated illnesses, infected cuts, or physical complaints which the carer does not respond to.
- Frequently hungry.
- Overeating junk food.

8.4. Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Possible signs of sexual abuse include:

- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age or regularly engages in sexual play inappropriate for their age.
- Sexual activity through words, play or drawing.
- Repeated urinary infections or unexplained stomach pains.
- The child is sexually provocative or seductive with adults.
- Inappropriate bed-sharing arrangements at home.
- Sleep disturbances with fears, phobias, vivid dreams, or nightmares which sometimes have overt or veiled sexual connotations.
- Eating disorders such as anorexia or bulimia.

8.5 Domestic Abuse

The cross-government definition of abuse is: “Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. In line with the Domestic Abuse Act of 2021 children can be victims of domestic. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.” *

This definition, which is not a legal definition, includes so called ‘honour’ based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.” (GOV.UK)

Exposure to Domestic Abuse and/or Violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family as a result. Domestic Abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Since the introduction of the new Domestic Abuse legislation of 2021, it is now recognised that a child or young person witnessing domestic abuse are at risk of both short and long-term physical and mental health problems. Every child will be affected differently to the trauma of domestic abuse.

8.6 Bullying and Cyberbullying

Cyberbullying is bullying that takes place over digital devices, such as mobile phones and internet use through computers, laptops, and tablets. Cyberbullying can occur through SMS, Text, and Apps or online with social media, forums, or gaming, where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information or images about someone else causing embarrassment and humiliation. Some Cyberbullying crosses the line into unlawful or criminal behaviour. See RISE SPACE's Anti-Bullying Policy for further information.

The most common places where Cyberbullying takes place:

- Social media, such as Facebook, Instagram, Snapchat, and Twitter
- SMS (short Message Service) also known as a 'text message' sent through devices.
- Instant Messaging (via devices, email provider services, Apps, and social media messaging features)
- Email

8.7 Child Criminal Exploitation – County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money (on occasions weapons) from urban areas to suburban and rural areas, market and seaside towns. The key to identifying potential involvement in county lines are missing episodes, where the victim may have been trafficked for the purpose of transporting drugs.

Like other forms of abuse and exploitation, county lines exploitation:

Can affect any child or young person (male or female) under the age of 18 years; Can affect any vulnerable adult over the age of 18 years; Can still be exploitation even if the activity appears consensual; Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence; Can be perpetrated by individuals or groups, males and females, and young people or adults; and Is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, the power of imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

8.8 Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a form of child sexual abuse. It can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex.

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection), and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship, where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

Sexual exploitation involves varying degrees of coercion, intimidation, or enticement, including unwanted pressure from peers to have sex and sexual bullying. CSE does not always involve physical contact; it can also occur through the use of technology; cyber bullying and grooming.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. The victim may have been sexually exploited even if the sexual activity appears consensual.

8.9 Child on Child Abuse

When considering if a behaviour between a child or young person to another child or young person has been abusive it is important to consider; whether there is a large difference in power (for example age, size, ability, development between the young people concerned); or whether the perpetrator has repeatedly tried to harm one or more other children; or whether there are concerns about the intention of the alleged perpetrator. Child on Child abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual, or emotional (blackmail/threats) and can include gender based violence/sexual assaults, sexting, teenage relationship abuse, child on child, peer on peer youth violence, sexual bullying, harmful sexual behaviour, cyber bullying, initiations, and showing prejudice in race, religion or disability.

All Child-on-Child abuse is unacceptable and will be taken seriously, regardless of the gendered nature of abuse.

Child on Child abuse is categorised under 'abuse' and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

8.10 Teenage Relationship Abuse

This is a pattern of abusive behaviours over a course of time used to exert power and control over a dating partner. Violent words and actions are tools an abusive partner uses to gain and maintain power and control over their partner. Types of abuse include emotional, verbal, physical, financial, sexual, stalking, and digital (using technology to threaten, stalk, intimidate or bully).

8.11 Sexual Violence and Sexual Harassment between children in schools and colleges

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Further information on consent: a child under the age of 13 can never consent to any sexual activity; the age of consent is 16; sexual intercourse without consent is rape.

Sexual Harassment: When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of Child-on-Child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive, or sexualised environment.

- Whilst not intended to be an exhaustive list, sexual harassment can include:
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names
- sexual “jokes” or taunting; ☐ physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (RISE SPACE will consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats.

It is important that staff consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

All learners and staff have been provided with information on how to report, within RISE SPACE, any concerns relating to sexual violence and sexual harassment within education. They have also been provided with the following external support information

NSPCC helpline for people who have experienced sexual harassment or abuse in education 0800 136 663

Everyone's Invited is a website, which invites anyone affected by sexual harassment, abuse or assault to share his or her experience anonymously. Many of the testimonials submitted relate to experiences of children and young people at schools, college or university. You may receive enquiries from learners, parents and carers' media and requests for support. You can view the website and testimonials at:

<https://www.everonesinvited.uk/about>

Requests for support must be shared with RISE SPACE's Safeguarding and Wellbeing Manager in accordance with RISE SPACE's safeguarding procedures and should be done so using MyConcern.

Staff and Learners may also access the Children's Services Consultation Hub for Child Protection – advice line on 0300 123 4043.

Below is a list of links, which will enable staff and learners to report or request support from the following Local Authorities.

Bedfordshire

<https://www.bedfordshire.police.uk/information-and-services/Crime/Rape-and-sexual-offences/Can-I-report-to-a-third-party#fc005036>

Milton Keynes

<http://www.solACesarc.org.uk/>

Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful

umbrella term is “harmful sexual behaviour” (HSB). The term has been widely adopted in child protection and is used in this advice. **HSB can occur online and/or face-to-face and can also occur simultaneously between the two.** HSB should be considered in a child protection context

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

Responding to reports of Sexual Violence and sexual harassment

Reports of sexual violence should be made to the Safeguarding and Wellbeing Manager

8.12 Serious Violence: Serious Violent offences are offences such as homicides and offences involving guns and knives. All staff should be aware of indicators, which may signal that learners are at risk from, or are involved with serious violent crime. These may include increased absence from RISE SPACE, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that learners have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.

Early intervention is about recognising and responding to the indicators of potential vulnerability, providing early support that is effective.

When a learner begins to show the signs of exploitation or vulnerability to exploitation, and therefore are at increased risk from Serious Violence, we should be able to intervene as early as possible to help reduce the risk factors and increase the protective factors.

Within RISE SPACE timely reporting on MyConcern is crucial in helping achieve the early intervention a learner may need in this situation.

8.13 Honour Based Violence

So-called ‘honour based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including forced marriage, Female Genital Mutilation (FGM) and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and must be reported immediately.

8.14 Forced Marriage

A forced marriage is a marriage without the full consent of both parties and where pressure or threats are a factor. This is quite different to an arranged marriage, which both people will have agreed to. Emotional pressure from their family might stop them from saying anything to anyone else. The lack of control over their own decisions can lead to depression and self-harm.

Signs and indicators of concern:

- Truancy / absence from school.
- Low Motivation.
- Lack of Punctuality.
- Self-Harm.
- Depression.
- Isolation.
- Attempted Suicide.
- Eating Disorders.
- Brother/Sisters forced to marry or reported missing.
- Family disputes.
- Runaways.
- Domestic violence.
- Substance misuse.

While many of these signs and indicators could be linked to their issues, it is important to consider all potential reasons and keep an open mind. Honour Based Abuse and Forced Marriages are a fundamental abuse of human rights. As of 16th June 2014, changes to legislation made Forced Marriages a criminal offence. Remember the 'One Chance Rule'.

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

If someone you know is at risk:

Contact the Forced Marriage Unit (FMU) if you know someone who has been taken abroad to be forced into marriage.

Give as many details as you can, for example: where the person has gone when they were due back when you last heard from them

The FMU will contact the relevant embassy. If they are a British national, the embassy will try to contact the person and help them get back to the UK if that is what they want.

8.15 Female Genital Mutilation:

Female genital mutilation (sometimes referred to as female circumcision or 'cutting') refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical

reasons. The practice is illegal in the UK. It has been estimated that over 65,000 girls under the age of 13 are at risk of female genital mutilation (FGM) in the UK each year, and that 170,000 women and girls in the UK are living with the consequences of FGM. However, the true extent is unknown, due to the "hidden" nature of the crime. Females may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before they return to school. There is evidence that girls have now undergone this FGM in the UK.

Risk Factors:

- A child talking about a special ceremony.
- A young person talking about being 'cut'.
- A child belonging to certain communities.
- Planning an extended trip abroad.
- Knowledge of previous siblings.

Indicators it may have taken place:

- Prolonged absence.
- Change in behaviour on returning from an extended holiday.
- Urinary infections, bladder, or menstrual problems.
- Describing pain in the groin.
- Avoiding physical activity.
- Appears uncomfortable including when sitting.
- Finds it difficult to sit still.
- Talking about something happening to them or someone hurting them and having to keep a secret.

Making a Report

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires Teachers in England and Wales to make a report to the police where, in the course of their professional duties, they are either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe 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. For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18).

Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply. The duty is a personal duty which requires the Teacher who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second. For staff that are not teachers, reports concerning

FGM must be made directly to Safeguarding and Wellbeing Manager who will make any necessary reports directly to the Police.

Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate.

8.16 Recognising Young People Who May Be Affected by Gang Activity

Gang involvement is a multi-agency issue; partnership working, and information sharing is therefore a key to safeguarding children, young people, adults at risk at risk of gang-related harm. Children, young people, adults at risk are put at risk by gang activity both through participation in and as victims of gang violence. Learners particularly vulnerable to suffering harm in the gang context are those who are:

- Not involved in gangs but living in an area where gangs are active.
- Not involved in gangs, but at risk of becoming victims of gangs; by way of truanting from education, permanent exclusion from school/college or having been a victim of abuse or neglect.
- Not involved in gangs but at risk of becoming drawn in, for example, siblings or children of known gang members; or
- Gang-involved and at risk of harm through their gang-related activities (e.g. drug supply, weapon use, sexual exploitation, and risk of attack from own or rival gang members).
Victims and offenders are often the same people. When adults treat a young person as just a victim or just an offender, they are not considering the complex, cyclical nature of the victim-offender link and the factors that influence young people's lives. There are particular risk factors and triggers that young people experience in their lives that can lead to them becoming involved in gangs. Many of these risk factors are similar to involvement in other harmful activities such as youth offending or violent extremism.

Risk factors for a person becoming involved in gangs may include:

- Becoming withdrawn from family
- Sudden loss of interest in education - decline in attendance or academic achievement
- Starting to use new or unknown slang words
- Holding unexplained money or possessions
- Staying out unusually late without reason
- Sudden change in appearance - dressing in a particular style or 'uniform'
- Dropping out of positive activities
- New nickname
- Unexplained physical injuries
- Graffiti style tags on possessions, schoolbooks, walls
- Constantly talking about another young person who seems to have a lot of influence over them
- Broken off with old friends and hanging around with a new group
- Increased use of social networking sites
- Starting to adopt codes of group behaviour e.g. ways of talking and hand signs

- Expressing aggressive or intimidating views towards other groups of young people some of whom may have been friends in the past
- Being scared when entering certain areas
- Being concerned by the presence of unknown youths in their neighbourhood.

This is not an exhaustive list and should be used as a guide, amended as appropriate considering local knowledge of the risk factors in a particular area.

8.17 Contextualised Safeguarding – Risk Outside the Home

Contextualised Safeguarding (or ROTH) is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and Carers have little influence over these contexts, and young people's experiences of extra-familial abuse can determine parent-child relationships.

Link to further information: <https://contextualsafeguarding.org.uk/about/what-iscontextual-safeguarding>

8.18 Recognising extremism and radicalisation

The following guidance is written with regard to the Home Office guidance "Channel: Protecting Vulnerable People from Being Drawn into Terrorism" and "Channel: Vulnerability Assessment Framework".

Engagement: Example needs, susceptibilities, motivations and contextual influences that make individuals vulnerable to engagement with an extremist group, cause or ideology include:

- Feelings of grievance and injustice.
- Feeling under threat.
- A need for identity, meaning and belonging.
- Desire for status.
- A desire for excitement and adventure.
- A need to dominate and control others.
- Susceptibility to indoctrination.
- A desire for political or moral change.
- Opportunistic involvement.
- Family or friend's involvement in extremism.
- Being at a transitional time of life.
- Being influenced or controlled by a group.
- Relevant mental health issues.
- Pre-existing conviction that their religion / culture is under threat.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Their day-to-day behaviour becoming increasingly centred on an extremist ideology, group, or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group, or cause.
- Possession of material or symbols associated with an extremist cause (e.g. the swastika for far-right groups).
- Attempts to recruit others to the group/cause/ideology.
- Communication with others that suggest identification with a group/cause/ideology.
- Increased Social Media use, changes in their profile/image or name and being overly secretive about it. Extremist groups/individuals use social media to recruit those vulnerable to radicalisation.

Intent to cause harm: Not all those who become engaged by a group, cause or ideology go on to cause harm or develop an intention to cause harm, so this dimension is considered separately.

Intent factors describe the mind-set that is associated with a readiness to use violence and address what the individual would do and to what end. They can include:

- Over-identification with a group or ideology.
- 'Them and Us' thinking.
- Dehumanisation of the enemy.
- Attitudes that justify offending.
- Harmful means to an end.
- Harmful objectives.

Example indicators that an individual has an intention to use violence or other illegal means include:

- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills.
- Using insulting or derogatory names or labels for another group.
- Speaking about the imminence of harm from the other group and the importance of action now.
- Expressing attitudes that justify offending on behalf of the group, cause, or ideology.
- Condoning or supporting violence or harm towards others plotting or conspiring with others.

Capability to cause harm:

Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources

and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Example indicators that an individual is capable of directly or indirectly causing harm include:

- Having a history of violence.
- Being criminally versatile and using criminal networks to support extremist goals.
- Having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology, or construction).
- Having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training, or survival skills).

Concerns around extremism and radicalisation must be reported as part of the Prevent Duty. This can be done through Channel in Bedford Borough through this page

<https://www.bedford.gov.uk/environmental-issues/community-safety/preventing-terrorism>

8.19 Hate crime

What are hate incidents?

The Police and Crown Prosecution Service have agreed a common definition of hate incidents. They say something is a hate incident if the victim or anyone else thinks it was motivated by hostility or prejudice based on one of the following things:

- Disability ● Race ● Religion ● Transgender identity ● Sexual orientation.

This means that if you believe something is a hate incident it should be recorded as such by the person you are reporting it to, i.e. Head of Centre, Safeguarding Lead. Anyone can be the victim of a hate incident.

Other personal characteristics:

Those people who live by an alternative sub-culture can be subject to hate incidents. These are incidents based on someone's appearance and include Goths, Emos, Punks and other similar groups.

What type of incidents can be a hate incident?

Hate incidents can take many forms, for example:

- Verbal abuse like name-calling and offensive jokes.
- Harassment.
- Bullying or intimidation by children, adults, neighbours, or strangers.
- Physical attacks such as hitting, punching, pushing, spitting.
- Threats of violence.
- Hoax calls, abusive phone, or text messages hate mail.
- Online abuse for example on Facebook or Twitter.
- Displaying or circulating discriminatory literature or posters.
- Harm or damage to things such as your home, pet, vehicle.

- Graffiti.
- Arson.
- Throwing rubbish into a garden.
- Malicious complaints for example over parking, smells, or noise.

When is a hate incident also a hate crime?

When hate incidents become criminal offences they are known as hate crimes.

A criminal offence is something which breaks the law of the land. Any criminal offence can be a hate crime if it was carried out because of hostility or prejudice based on disability, race, religion, transgender identity, or sexual orientation.

When something is classed as a hate crime, the courts can impose a tougher sentence on the offender under the Criminal Justice Act 2003.

Incidents which are based on other personal characteristics, such as age and belonging to an alternative subculture, are not considered to be hate crimes under the law. These should still be reported, but they will not be prosecuted specifically as hate crimes by the police and the Crown Prosecution Service.

Examples of hate crimes:

● Assaults ● Criminal damage ● Harassment ● Murder ● Sexual assault ● Theft ● Fraud ● Burglary ● Hate mail (Malicious Communications Act 2013) ● Causing harassment, alarm, or distress (Public Order Act 1986).

What can you do about a hate incident or crime?

If you have experienced a hate incident or crime you must report it to the Safeguarding and Well-being Manager, who can report it to the police. You should also report a hate incident or crime even if it was not directed at you. For example, if another learner behaves inappropriately.

When reporting the incident or crime you should say whether you think it was because of disability, race, religion, transgender identity, sexual orientation, or a combination of these things. This is important because when it gets reported to the police it gets recorded as a hate incident or crime.

It is also important to keep in mind that some hate crimes start as smaller incidents which may escalate into more serious and frequent attacks - so it is always best to act early.

If you are being repeatedly harassed, should you report all the incidents? If you've experienced hate crime, it may have been just one isolated incident. But sometimes, you may be repeatedly harassed by the same person or group of people.

8.20 Modern Slavery

Modern slavery is a form of organised crime in which individuals including children and young people are treated as possessions/supplies and exploited for criminal gain. Traffickers and slave drivers' trick, force and/or persuade children and parents to let them leave their homes.

Grooming methods are used to gain the trust of a child and their parents, e.g. the promise of a better life or education, which results in a life of abuse, enslavement, and inhumane treatment.

Child modern slavery is identified as child abuse which requires a child protection response. It is an abuse of human rights, and all children, irrespective of their immigration status, are entitled to protection under the law.

Children are recruited, moved, or transported and then exploited, forced to work or sold. The Modern Slavery Act 2015 includes two substantive offences) human trafficking, and ii) slavery, servitude and forced or compulsory labour. It also provides two civil prevention orders - the Slavery and Trafficking Prevention Orders (STPO) and Slavery and Trafficking Risk Order (STRO) and provision for child trafficking advocates.

Children are not considered able to give 'informed consent' to their own exploitation (including criminal exploitation), so it is not necessary to consider the means used for the exploitation - whether they were forced, coerced or deceived, i.e. a child's consent to being trafficked is irrelevant and it is not necessary to prove coercion or any other inducement.

Boys and girls of all ages are affected and can be trafficked into, within ('internal trafficking'), and out of the UK for many reasons and all forms of exploitation - e.g. sex trafficking - children can be groomed and sexually abuse before being taken to other towns and cities where the sexual exploitation continues. Victims are forced into sexual acts for money, food, or a place to stay. Other forms of slavery involve children who are forced to work, criminally exploited, and forced into domestic servitude. Victims have been found in brothels or saunas, farms, in factories, nail bars, car washes, hotels and restaurants and commonly are exploited in cannabis cultivation. Criminal exploitation can involve young people as drug carriers, begging and pickpocketing. Debt bondage (forced to work to pay off debts that realistically they will never be able to), organ harvesting, and benefit fraud are other types of modern slavery.

Victims often face more than one type of abuse and slavery, for example they may be sold to another trafficker and then forced into another form of exploitation.

Children and young people may be exploited by parents, carers, or family members. Often the child or young person will not realise that family members are involved in the exploitation.

Some young people may not be victims of human trafficking but are still victims of modern slavery.

Slavery, servitude and forced or compulsory labour may also be present in trafficking cases; however, not every young person who is exploited through forced labour has been trafficked. In all cases, protection and support is available through different agencies (e.g. the police, Home Office, including Border Force, UK Visas and

Immigration, local authorities, and voluntary organisations).

Risk Factors and Vulnerable Circumstances

Victims may not always be recognised by those who come into contact with them. They may be unwilling to come forward to agencies not seeing themselves as victims or fearing further reprisals from their abusers.

Vulnerable circumstances include:

- Poverty, limited opportunities at home, low levels of education, and the effects of war are some of the key drivers that contribute to trafficking of victims
- Poor and displaced families may hand over care of their children to traffickers who promise to provide them with a source of income, education, or skills training, but ultimately exploit them
- Wanting to help their families back at home or seeking better futures
- Escaping familial situations of harm and abuse, homelessness or being orphaned
- A lack of equal opportunities, discrimination or marginalisation and social customs such as children being expected to respect and follow the adult in charge. Faith abuse and other specific practices may be used to control the child. A demand for cheap or free labour or a workforce who can be easily controlled and forced into criminal activity
- Unaccompanied, internally displaced children
- Some children may say they are unaccompanied when claiming asylum - the trafficker may have told the child that in doing so they will be granted permission to stay in the UK and be entitled to claim welfare benefits
- Former victims of modern slavery or trafficking
- Trafficked children have an increased risk of going missing from care in the UK, with some re-joining those who exploited them in the first place.

○

Indicators

Signs that a child has been trafficked may not be obvious, or children may show signs of multiple forms of abuse, neglect and exploitation. Spotting the potential signs of child slavery/trafficking in referrals and children you work with can include:

- A reluctance to seek help - victims may be wary of the authorities for many reasons such as not knowing who to trust or a fear of deportation or concern regarding their immigration status and may avoid giving details of accommodation or personal details
- The child seeming like a willing participant in their exploitation, e.g. involvement in lucrative criminal activity - however this does not mean they have benefitted from the proceeds
- Discrepancies in the information victims have provided due to traffickers forcing them to provide incorrect stories
- An unwillingness to disclose details of their experience due to being in a situation of dependency
- Brought or moved from another country
- An unrelated or new child discovered at an address
- Unsatisfactory living conditions - may be living in dirty, cramped, or overcrowded accommodation

- Missing - from care, home, or school - including a pattern of registration and deregistration from different schools
- Children may be found in brothels and saunas
- Spending a lot of time doing household chores
- May be working in catering, nail bars, caring for children and cleaning
- Rarely leaving their home, with no freedom of movement and no time for playing
- Orphaned or living apart from their family, often in unregulated private foster care
- Limited English or knowledge of their local area in which they live
- False documentation, no passport or identification documents
- Few or no personal effects - few personal possessions and tend to wear the same clothing
- No evidence of parental permission for the child to travel to the UK or stay with the adult
- Little or no evidence of any pre-existing relationship with the adult or even an absence of any knowledge of the accompanying adult
- Significantly older partner
- Underage marriage.
- Physical Appearance - Victims may show signs of physical or psychological abuse, look malnourished or unkempt, or appear withdrawn.
- Physical illnesses - including work-related injuries through poor health and safety measures, or injuries apparently as a result of assault or controlling measures. There may be physical indications of working (e.g. overly tired in school or indications of manual labour).
- Sexual health indicators - sexually transmitted infections, or pregnancy; injuries of a sexual nature and/or gynaecological symptoms.
- Psychological indicators - suffering from post-traumatic stress disorder which may include symptoms of hostility, aggression, and difficulty with recalling episodes and concentrating. Depression/self-harm and/or suicidal feelings; an attitude of self-blame, shame, and extensive loss of control; drug and or/alcohol use.

Protection and Action to be Taken

Modern slavery is child abuse, and any potential victim should immediately be referred to the Safeguarding Lead through MyConcern. See section 10 of this Policy for reporting procedures.

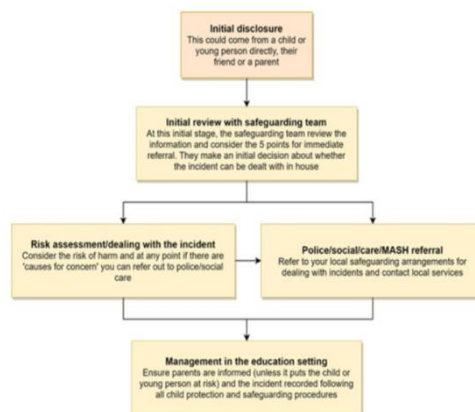
8.21 Sharing Nudes and semi nudes:

For full guidance please refer to Sharing Nudes and semi nudes: advice for education settings working with children and young people (updated March 2024) which can be found [here](#)

Below are the key steps to take, with the support of the Designated Safeguarding Lead:

When an incident involving nudes and semi-nudes comes to the attention of any member of staff in an education setting:

- the incident should be referred to the DSL (or equivalent) as soon as possible
- the DSL (or equivalent) should hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns
- there should be subsequent interviews with the children or young people involved (if appropriate)
- parents and carers should be informed at an early stage and involved in the process to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm
- a referral should be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process



It is important to note that a disclosure may not be a single event and the child and young person may share further information at a later stage therefore multiple reviews and risk assessments may be needed depending on the situation.

Initial review meeting

The initial review meeting should consider the initial evidence and aim to establish:

- whether there is an immediate risk to any child or young person
- if a referral should 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 child or young person – **in most cases, images or videos should not be viewed (see [section 2.10](#) or full guidance – [link here](#)) for further guidance on when an image may need to 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 children or young people involved which would influence risk assessment

- if there is a need to contact another education, setting or individual
- whether to contact parents or carers of the children or young people involved - in most cases they should be involved
-

Defining the Incident

[Finkelhor and Wolak's typology](#) of youth-produced imagery cases can be used to define and assess incidents according to motivations

Incidents can broadly be divided into two categories:

- **aggravated:** incidents involving additional or abusive elements beyond the creation, sending or possession of nudes and semi-nudes. These can further be sub-categorised into:
 - **adult involved:-** adult offenders (even criminal gangs) attempt to develop relationships by grooming children and young people, in criminal sex offences even without the added element of nudes and semi-nudes. Victims may be family friends, relatives, community members or contacted via the Internet. The images may be solicited by adult offenders. Some offenders may coerce or blackmail the child or young person into sending more images or making a payment (known as financially motivated sexual extortion or 'sextortion')^[footnote 10] These are all forms of child sexual abuse. See [Annex A](#) for important additional information on sexually and financially motivated adult involved incidents.
 - **youth only – intent to harm:** these cases can arise from interpersonal conflict, such as break-ups and fights among friends, or criminal/abusive conduct such as blackmail (including financial), threats or deception, sexual abuse or exploitation by young people
 - **youth only – reckless misuse:** no intent to harm but images are taken or sent without the knowing or willing participation of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly, and a victim may have been harmed as a result
- **experimental:** incidents involving the creation and sending of nudes and semi-nudes with no adult involvement, no apparent intent to harm or reckless misuse. These can further be subcategorised into:
 - **romantic:** incidents in which young people in ongoing relationships make images for themselves or each other, and images were not intended to be distributed beyond the pair

- **‘Sexual attention seeking’**: the phrase ‘sexual attention seeking’ is taken directly from the typology however it is important to note that incidents within this category can be a part of normal childhood. A child or young person should not be blamed for taking and sharing their image.
- **other**: cases that do not appear to have aggravating elements, like adult involvement, malicious motives or reckless misuse, but also do not fit into the Romantic or Attention Seeking sub-types. These involve either young people who take pictures of themselves for themselves (no evidence of any sending or sharing or intent to do so) or pre-adolescent children (age 9 or younger) who did not appear to have sexual motives.

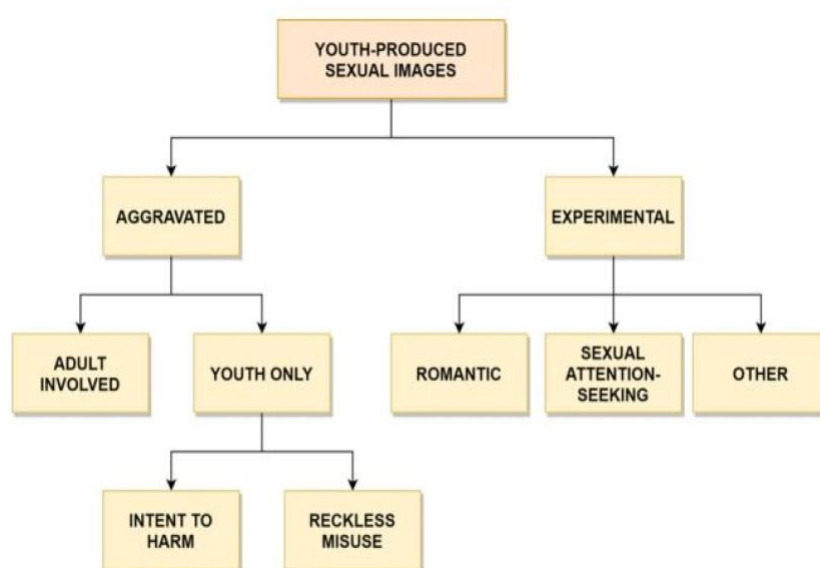


Fig 1: Sexting, a typology (Finkelhor and Wolak)

8.22 Further information

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. NSPCC offers information for schools on its website www.nspcc.org.uk Broad government guidance on the issues listed below can also be accessed via the www.gov.uk website

Missing Children and Adults at risk

- children missing education <https://www.gov.uk/government/publications/children-missing-education>
- children missing from home or care <https://www.gov.uk/government/publications/children-who-run-away-or-gomissing-from-home-or-care>

- Missing children and adults <https://www.gov.uk/government/publications/missing-children-and-adultsstrategy>

Other

- Drugs • Fabricated or induced illness • Faith abuse • Gangs and youth violence • Gender-based violence/violence against women and girls • Mental health • Private fostering • Radicalisation • Sexting • Teenage relationship abuse • Human trafficking.

9. Online Safety and the use of mobile technology

We recognise the importance of safeguarding young people 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 aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of young people, 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, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **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 young people about online safety as part of our curriculum. 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 are a witness rather than a victim.

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety.
- 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 school for their own use but will limit such use to non-contact time when pupils are not present.
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- Make all young people, parents/carers, staff, volunteers, and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use if a young person is in breach of our policies on the acceptable use of the internet and mobile phones.
- Make sure all staff, young people and parents/carers are aware that staff have the power to search young peoples' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit young people's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by a risk assessment that considers and reflects the risks faced by our community.
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, 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

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and acceptable use policy, which you can find on our website.

8.1 Artificial intelligence (AI)

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

Rise Space recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard young people. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose young people 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 Space will treat any use of AI to access harmful content or bully young people 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. Our requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

10. Procedure for dealing with a disclosure

When a child, young person or vulnerable adult discloses abuse to a member of RISE SPACE the employee must report the disclosure to the Safeguarding and Wellbeing Manager or the Deputy Designated Safeguarding Lead at RISE SPACE immediately. All concerns must be reported within 24 hours. Failure to do so may result in disciplinary action. See flow chart appendices.

All external speakers and visitors are issued with the RISE SPACE leaflet setting out guidance about their courses of action in this circumstance and a lanyard with details on the reverse.

The member of staff concerned should refer to the following guidance when hearing the allegation of abuse from a child, young person, or vulnerable adult.

The staff member should listen carefully:

- ❖ Notify the person that the disclosure cannot be kept a secret, and you are required to inform the relevant Designated Safeguarding Leads.
- ❖ Allow the person to speak without interruption, remember 'TED' (Tell, Explain, Describe).
- ❖ Never trivialise or exaggerate the issue.
- ❖ Never make suggestions
- ❖ Never coach or lead, in any way.
- ❖ Re-assure the person and let them know that they are glad the person has spoken up and that they were right to do so.
- ❖ Always question enough to clarify understanding, but not to probe or interrogate.
- ❖ Always remain calm, this is not an easy thing for them to do.
- ❖ Do not show emotions such as anger, disgust, or disbelief as this may stop the person communicating further. This may be because the person may feel that they are upsetting the staff member or may feel the staff member's negative feelings are directed towards them.
- ❖ Let the person know that RISE SPACE will take their disclosure very seriously and will take the appropriate action.
- ❖ Employees and volunteers are not required by RISE SPACE to investigate suspicions where they may suspect that a child, young person, or vulnerable adult may be at risk of suffering significant harm.

They must always refer such concerns to the Safeguarding Lead or Deputy Designated Safeguarding Lead and never explore concerns or allegations themselves; the designated people will then determine the appropriate course of action.

11. Reporting concerns and disclosures

Immediately report concerns/disclosures to the Safeguarding and Wellbeing Manager, Deputy Safeguarding Lead or Director.

Inform them about any medical attention needed or other requirements needed to safeguarding children, young people, adults at risk, or themselves for immediate protection.

Records will be kept of all such incidents on MyConcern. Their outcomes will be held by the Safeguarding Lead/Deputy Safeguarding Lead in accordance with the Data Protection Act. The law provides that these outcomes may be shared with Children's Services, the Police, DBS, and Local Safeguarding Boards, upon request.

12. Recording Concerns

Record all disclosures by using the appropriate forum, as advised by the Safeguarding Lead or Deputy Designated Safeguarding Lead. This will either be the electronic reporting system, MyConcern or alternative forms provided by the Safeguarding Lead.

Effective recording:

- Reports must be factual and accurate and include as much detail as possible.
- Opinions should be clearly stated e.g. "I thought this might be because...In my opinion..."
- List any witnesses who may corroborate your testimony.
- Differentiate between fact, opinion, interpretation, observation, and allegation.
- Always record in the child's words no matter how distressing e.g. "The child told me..."
- Report all concerns, as advised, using RISE SPACE's current online reporting system MyConcern, no later than 12 hours after the disclosure.
- Allegation of Child-on-Child abuse will be recorded by all RISE SPACE staff using MyConcern and on the bullying register, in line with our reporting procedure.

13. Confidentiality

13.1. RISE SPACE employees and volunteers will inform the child, young person, or vulnerable adult at the earliest possible stage of the disclosure that information will be shared with appropriate persons.

13.2. RISE SPACE will ensure that all data about learners is handled in accordance with the requirements of the Data Protection Act 2018, and any national laws and legislations and local guidance.

13.3. All RISE SPACE employees or volunteers who gain access to sensitive information about a learner or the learner's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

13.4. RISE SPACE ensures that confidentiality and trust will be maintained within limits, but staff must act on the basis that the safety of the person disclosing is the overriding concern. The degree of confidentiality will be governed by the need to protect those concerned.

14. Learner's awareness of Safeguarding

14.1. RISE SPACE will issue all learners with induction materials explaining how to report safeguarding matters. This is to make learners aware of what constitutes a safeguarding issue by keeping communal notice boards up to date with relevant information.

14.2. RISE SPACE assures that all policies and procedures, including those on abuse, bullying and internet safety, are implemented.

14.3. Learners that participate on programmes through RISE SPACE are made aware of methods to report concerns to ensure opportunities are not missed.

15. Allegations against members of staff

15.1. Any Allegations that are made about any employee of RISE SPACE (including any volunteers or Board Members) the allegation will be dealt with in accordance with national guidance and agreements, as implemented locally.

15.2. The Director rather than the Safeguarding and Wellbeing Manager will handle such allegations, unless the allegation is against the Director, where the Chair of Board will handle the response on behalf of RISE SPACE.

15.3. Chair of Board may also be involved from a HR position as any serious allegations against a member of staff may require the individual to be suspended pending investigation.

15.4. The Director will gather information about the allegation, and report these without delay to LADO.

16. Allegations by a learner against another learner

16.1. If allegations are made by a learner against another learner, the Safeguarding and Well-being Manager/Deputy Safeguarding Lead must be informed and will refer to the relevant organisations, as deemed appropriate. Please inform us by completing RISE SPACE's current online reporting system (MyConcern) for Safeguarding and Prevent.

17. Recruitment and Selection Procedures

17.1. RISE SPACE follows safer recruitment principles when recruiting staff and volunteers who will work with children, young people, and adults at risk. Please see Recruitment Policy.

17.2. To ensure that everyone is protected whilst at RISE SPACE, we will ensure that our employees and volunteers are carefully selected, screened, trained, and supervised.

17.3. RISE SPACE has a responsibility to ensure safe recruitment and employment practices. All employees and volunteers are vetted appropriately before commencement of employment/voluntary position, including a DBS check.

18. Disclosure and Barring Service (DBS)

18.1. All individuals working with children, young people and adults at risk will be made aware of DBS processes and regulations.

18.2. RISE SPACE will ensure rapid and efficient interaction with DBS about the discovery of new and relevant information relating to any individual.

18.3. DBS checks and any subsequent queries or concerns will be conducted through official channels and in keeping with the Data Protection Act 2018.

18.4. The Director has overall responsibility for the DBS policy.

18.5. RISE SPACE recognises its legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- The harm test is satisfied in respect of that individual
- The individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed offence
- The individual has been removed from (paid or unpaid) regulated activity or would have been removed had they not left.

This will be the responsibility of the Director

18.6. RISE SPACE will refer information to the DBS where an individual is deployed to another area of work that is not regulated activity, or they are suspended regarding point 17.5.

19. Identification Badges

19.1. RISE SPACE has taken the view that it is appropriate for employees to wear ID badges especially when representing RISE SPACE and will make their own arrangements for issuing such badges to all staff.

19.2. Any persons attending any RISE SPACE event will be issued an identification band that will be on a lanyard coloured to demonstrate their level of security checks.

20. Training

20.1. RISE SPACE has a duty to promote safeguarding issues and measures to staff and ensure they:

- Analyse their own practice against established good practice and assess risk to ensure their practice is likely to protect them from false allegations.
- Recognise their responsibilities and report any concerns about suspected possible abuse or poor practice.

20.2. Safeguarding Lead is required to undertake a minimum of level two training in safeguarding and inter-agency working and receives refresher training at least every two years. They will also undertake appropriate training on current safeguarding issues and legislation.

20.2. Other Designated Safeguarding staff are required to have training in safeguarding and inter-agency working and receive refresher training at least every two years and every year and when updates are required.

20.3. All employees/volunteers working directly with children, young people and adults at risk will undertake appropriate training on safeguarding to raise awareness of current issues and legislation every year and when updates are required.

20.4. All employees/volunteers will receive an induction on commencement of service which will include online training on ssscpd.co.uk. In addition, they will be given a copy of Part A of the Department of Education's "Keeping Children Safe in Education" and they will be required to sign to say that that they have read, received and understood this document.

20.5. Safeguarding training is mandatory to all RISE SPACE employees/volunteers. Refusal to undertake safeguarding training, will be a matter of gross misconduct, and may lead to dismissal.

20.6. Safeguarding Training will be required to be undertaken by all Board Members and the Director.

20.7. Safeguarding Training will be regularly reviewed by the Safeguarding and Wellbeing Manager

21. Health and Safety

21.1. The Health and Safety Manager has overall responsibility for health and safety matters and will work closely with Safeguarding Lead on all matters relating to Safeguarding.

21.2. RISE SPACE will ensure the safety of children, young people, and adults at risk through the following measures:

- Risk assessment will be carried out by qualified individuals in all areas and settings where RISE SPACE is responsible.
- RISE SPACE practice will be carried out in accordance with Health and Safety at Work, etc Act 2015, the Management of Health and Safety at Work Regulations 1999 and RISE SPACE's Health and Safety policy.
- Non-qualified individuals will be aware of Health and Safety procedure and refer any concerns or queries directly to qualified personnel.

21.3. Wherever relevant and possible, RISE SPACE will promote good health and safety practice when:

- Undertaking excursions, trips or any other activity taking place away from RISE SPACE premises.
- Children, young people, and adults at risk are required to travel alone or unsupervised to and/or from any activity, event or training organised by RISE SPACE.
- RISE SPACE recognises that Health and Safety is vital to safeguarding children, young people and adults at risk and accordingly will ensure that it remains a priority.

22. Monitoring and Evaluation

22.1. Through an annual review of this Policy.

22.2. Through Local Children Safeguarding Board, inter-agency communication, training, and feedback.

22.3. This policy is liable to full equality impact assessment annually.

Useful Links for Safeguarding

Luton Police Protection Unit 01582 394250 (South)	Luton MASH Tel: 01582 547653 MASH@luton.gcsx.gov.uk	Luton Multi Agency Arrangements Tel: 01582 547590	Luton LADO Tel: 01582 548069
Bedfordshire Police Protection Unit Tel: 01234 846960 (North)	Bedford Multi Agency Support Hub Tel: 01234 718700	Bedford Multi Agency Arrangements Tel: 01234 276512	Bedford LADO Tel: 01234 276693
Bedfordshire Police Protection Unit Tel: 01234 846960 (North)	Central Bedfordshire Access and Referral Tel: 0300 300 8585	Central Beds Multi Agency Arrangements Tel: 0300 300 6455	Central Bedfordshire LADO Tel: 0300 300 4833
Thames Valley Police Protecting Vulnerable People Unit Tel: 01296 39650	Milton Keynes Multi Agency Support Hub Tel: 01908 691691	Milton Keynes Multi Agency Arrangements Tel: 01908 254373	Milton Keynes LADO Tel: 01908 254373

Dealing with Safeguarding/Prevent Concerns

ALL Staff and Volunteers

You have a statutory and moral duty to ensure the promotion of the welfare of young people and adults at risk receiving education and training, this includes reporting concerns.

If you observe, note or have reported to you:

- Worrying or changed behaviour of a learner
- Physical evidence of injury
- Evidence of self-harming or placing themselves in risky situations
- Showing risk taking behaviour
- An allegation of abuse made by a learner / third party
- Disclosures, information or incidents that are of a safeguarding concern

DO NOT TAKE ANY ACTION YOURSELF

Immediately contact your Designated Safeguarding Representative to discuss your concern, Keighly Murphy, Safeguarding and Well-being Manager. All reports must be made within 24 hours of the concern.

The Safeguarding and Wellbeing Manager will advise you what action to take. They have the responsibility for contacting any outside agencies e.g. Police or Social Workers.

Your Designated Safeguarding and Wellbeing Manager:

Keighly Murphy

keighly@risespace.uk