

RISE

FINAL VERSION 15/2/21

Policy Title	Rise Safeguarding Policy, Procedures and Code of Conduct
Author:	NSPCC
Approver:	Carrie Wootten
Purpose:	The policy and related procedures describe Rise's commitment to safeguarding, the safeguarding procedures for children and young people and a safeguarding code of conduct
Applicable to:	<ul style="list-style-type: none">✓ Rise employees✓ Contracted staff✓ Advisory Board✓ Volunteers
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Rise Safeguarding Policy

Introduction

Rise is an industry-led schools outreach concept, aiming to inspire and educate children about engineering and technology opportunities in the broadcast, media and entertainment industries.

To provide safe and supportive experiences and working environments for our staff and volunteers, we must put safeguarding at the heart of all our actions and thoughts.

We want to ensure that every child involved in our Rise workshops and wider programme of activities is kept safe at all times and we owe a duty of care to those children and young people with whom we engage.

We will take all possible steps to safeguard children and ensure that our staff and volunteers working with them do so safely by providing them with a Safeguarding Code of Conduct and reporting procedures.

Abuse can have both short and long-term consequences. The impact can include serious injury, disability, threats to survival or even death. It can affect a person's development, mental health, ability to form relationships, self-esteem, confidence or achievements in education or work. It may impact on the ability to parent and have a decent family life. It can have huge personal and economic consequences for the individual, their family, community and society. Hence the necessity of doing everything possible to prevent abuse wherever possible and to protect children and young people whenever we identify it may be happening.

This Policy, Procedures and Safeguarding Code of Conduct will be shared with all staff and volunteers and the Advisory Board. All staff and volunteers will be expected to follow them. Staff and volunteers' understanding of this policy will be assured through training and supervision.

Carrie Wootten, Company Owner, Managing Director & Designated Safeguarding Lead

Sadie Groom, Company Owner

1. Policy Statement

1.1 At Rise, we take safeguarding very seriously and believe that safeguarding children, and protecting them from harm, is everyone's responsibility. The following has been agreed as our safeguarding statement:

“Safeguarding is everyone’s responsibility – Rise is committed to safeguarding and promoting the welfare of children. It expects all Advisory Board Members, staff and volunteers to share this commitment”.

Rise is committed to creating and maintaining an environment that aims to prevent and deter any actions or omissions, whether deliberate or inadvertent, that places children or adults at risk of any kind of abuse.

This policy applies to children and young people we work with both face to face and online.

Rise believe:

- All children and young people have an equal right to protection from abuse and neglect, regardless of their age, disability, gender reassignment, sex, nationality, race, religion or beliefs, sexual orientation, marriage and civil partnership, pregnancy or maternity, or any other additional vulnerability.
- The best interests of the child are paramount in all considerations about their welfare and protection, including when to maintain confidentiality and when to share information.
- Staff, volunteers and the advisory board all have a role to play in safeguarding
- Concerns or allegations that staff, volunteers, or advisory board members have abused or neglected a child or adult at risk will be managed sensitively and fairly in accordance with this policy, relevant legislation and local safeguarding procedures.
- Working together with children, parents, carers, schools and authorities is essential in promoting welfare and ensuring the protection of children and young people.

As part of working together, Rise expect the relevant authorities to act on our concerns. We will escalate our concerns, where necessary, in our efforts to be satisfied that our concern has been taken seriously and protection has been put in place

1.2 Purpose and Scope

The purpose of this policy is to provide clear guidance on the identification, and prevention of abuse and detail the procedures for responding to and reporting any concerns or allegations of abuse arising from the interactions between Rise and children and young people.

The Policy covers all activity and service delivery by Rise staff and volunteers. For the avoidance of doubt, this includes services delivered from any location, including school settings and online.

It is the responsibility of staff, volunteers, contractors to act if there is a safeguarding for concern or allegation but it is not their responsibility to determine if abuse has occurred or what protective action is required. Responsibility for deciding whether to escalate a concern to the appropriate authority lies with those in Rise who have a specific safeguarding role.

1.3 Application

This policy applies to all aspects of Rise activity. It applies to the Managing Director, staff (including contracted staff) and volunteers who work with children and young people. It also applies to the Advisory Board.

Rise safeguarding standards and requirements will be included in contractual or service level agreements with contracted staff (sessional staff) and our volunteers.

1.4 Breaches

Failure to follow these procedures may render staff liable to disciplinary procedures and volunteers liable to the volunteer resolution process and/or the involvement of statutory services.

1.5 Our commitment to safeguard

Rise will fulfil its commitment to safeguarding children and young people by:

- Valuing, listening to and respecting children and young people
- Providing a safeguarding code of conduct for staff, volunteers, and the Advisory Board
- Ensuring suitable staff and volunteers are recruited to work with children and young people by adopting safer recruitment, selection and vetting processes
- Building awareness and skills through a safeguarding induction and training appropriate to roles and responsibilities
- Risk assessing and mitigating for any risks in our activities or events that involve children and young people
- Work with each school in preparation for workshops, to ensure the relevant safeguarding policies are in place and that all necessary actions happen to ensure each child's wellbeing and safety.
- Establishing safeguarding governance arrangements with assigned roles and responsibilities,
- Responding in a timely and appropriate manner to safeguarding concerns or allegations and refer them immediately to the appropriate local authority and police if it is thought a crime may have been committed
- Promoting a culture of safeguarding where staff, volunteers, the advisory board, children and young people feel able to speak out without fear of recrimination, harassment or bullying
- Providing effective management through induction, supervision, and support
- Ensure that confidential information about safeguarding concerns or allegations is shared where it is lawful and ethical to do so.
- Perform due diligence, which includes safeguarding, with other organisations that deliver activities or events involving children on behalf of Rise
- Maintaining a risk register which includes any outstanding safeguarding risks

- Raising awareness of our safeguarding policy and procedures, both within Rise and with those whom we engage
- Monitoring and reviewing our safeguarding practice to identify any lessons learnt and implications for policy and practice
- Reviewing our safeguarding policy, procedures and code of conduct every two years or sooner if it is required due to legal changes, learning from safeguarding incidents or if the nature of our activities change.

1.6 Definitions

For the purposes of this policy and procedures, the following terms and definitions apply:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or another child or children.

Child: Legally, a child includes babies, children and young people from pre-birth up to 18 years. The fact that a young person has reached the age of 16, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody does not change his/her entitlement to protection. This applies to England, Wales and Northern Ireland.

Where we use the term *young people* in this document we mean anyone who is 18 years and above. However, young people, for the purpose of safeguarding, fall under the adult legislation even if they are still at school.

In Scotland, there is a variance to this where a child is someone up to the age of 16 years unless the child is subject to a supervision requirement by a Children's Hearing, in which case they are considered a child until the age of 18 years¹.

Adult at risk: Safeguarding duties apply to an adult (any person aged 18 years and up) who has needs for care and support (whether or not the local authority is meeting any of those needs); is experiencing, or at risk of, abuse or neglect; and as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

Safeguarding and promoting the welfare of children²

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Safeguarding means:

- protecting children from abuse and maltreatment
- preventing impairment to children's physical and mental health and/or development

¹ See *National Guidance for Child Protection in Scotland* 2014 (para 21-24) for more detailed guidance

² Department for Education (DfE), 2018; DfE, 2020; Department of Health, 2017; Wales Safeguarding Procedures Project Board, 2019; Welsh Government, 2020

- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes
- educating those around children to recognise the signs and dangers of abuse and neglect

Child and adult protection: This is part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children or adults at risk who are suffering, or at risk of suffering, significant harm. Different types of abuse (e.g. physical, emotional, sexual or neglect) may constitute significant harm. More details about the types of abuse are presented in Appendices 3-6.

Significant harm: is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states ‘where the question of whether harm suffered by a child is significant turns on the child’s health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.’

Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

Contextual safeguarding: Children and young people may be vulnerable to abuse or exploitation from outside their families such as at school, from their peer group, or from within their wider community or online. These threats can take different forms such as exploitation by criminal gangs, trafficking, online abuse and radicalisation. Assessments of children in such cases should consider whether wider environmental factors are present in a young person’s life and are a threat to their safety or welfare. Interventions should focus on addressing these wider environmental factors.

Early identification and help: Statutory guidance³ stresses the importance of children or young people having the opportunity of early help and support to avoid child or adult protection intervention later. Early identification and help may consist of one or more professionals supporting a child, adult or family once an assessment of needs has been made by the local authority.

Paramountcy principle A key principle of the Children Act 1989 is that the welfare of the child is paramount. This refers to a child centred approach which is fundamental to safeguarding every child. It means keeping the child’s best interests in focus and at the heart of all decisions about them.

1.7 Rise policies and procedures

Safeguarding and promoting the welfare of children and young people is a broad concept. Rise policies and procedures which contribute to safeguarding must also be followed by those to whom they apply or when relevant to the situation. They are as follows:

Speak up/Whistleblowing policy and procedures
Privacy Policy
Social media policy
Complaints policy

1.8 Law, guidance and standards

³ HM Government (2018) *Working Together to Safeguard Children* (amended 2020)

The safeguarding policy and procedures are underpinned by UK legislation and guidance

See **Appendix 1** for details of the legislation.

2. Safeguarding Governance - Roles and responsibilities

2.1 Managing Director

The Managing Director holds the ultimate legal safeguarding responsibility for Rise activities. This includes the effective management of its staff and volunteers, the development and delivery of a long-term strategy and the protection of the company's reputation and values. Ensuring that robust safeguarding management and reporting processes are in place is an essential part of the Managing Director's role.

The Managing Director will:

- Review and approve safeguarding policies and procedures annually.
- Contribute to the development of an organisational culture that promotes effective safeguarding practices. Implement robust recruitment and selection processes so that safe and suitable staff and volunteers are in role
- Ensure effective reporting and auditing processes are in place and that the same are regularly reviewed.
- Ensure adequate resources are available for effective safeguarding training across the organisation and safeguarding plans.
- Coordinate the response to any safeguarding concerns about children and young people or allegations against staff members and volunteers together with the Lead Safeguarding member on the Advisory Board.
- Promote and embed safeguarding and a safer culture in all areas of the organisation including with Rise's partners / contractors.
- Review the safeguarding implications of all existing and proposed new projects

2.2 Advisory Board

The Advisory Board are professionals and proven experts in the broadcast, media and entertainment industry.

Their role is to provide advice on all areas of service delivery both from an operational and strategic perspective and be briefed on safeguarding activity on a regular basis. They have no legal responsibility to ensure Rise deliver safeguarding against legislation and guidance. (See Terms of Reference).

There is a nominated Board Member for Safeguarding who will:

- Act as a link between the Managing Director and the Advisory Board itself.
- Assume the role of deputy DSL in the absence of the Managing Director
- Provide a quarterly summary report on safeguarding activity for the advisory board

2.3 Designated Safeguarding Lead (DSL)

The Rise Designated Safeguarding Lead is the Managing Director. They will have frontline contact with volunteers, staff and customers. The DSL and deputy DSL will receive regular training, updates and communications in order undertake this role.

The DSL is responsible for:

- Acting as the first point of contact for all safeguarding concerns and allegations.
- Responding to safeguarding concerns or escalating them to the Local Authority
- Keeping accurate records of all safeguarding concerns
- Providing timely support and guidance to colleagues and volunteers about safeguarding issues and concerns.
- Ensuring that all Rise Safeguarding Concern Forms are kept securely and in line with data protection requirements.
- Liaising with statutory services in an emergency
- Co-ordinating safeguarding training

2.4 Project Managers

Project managers may be appointed to some of our programmes. Where this is the case then they have a shared responsibility to safeguard and promote the welfare of children and young people. They will have frontline contact with volunteers and customers during the life of a project and will be more readily available than the Managing Director. They will receive regular training, updates and communications in order undertake this role.

During the delivery timeframe of projects on which they are employed they will be responsible for:

- Liaising with statutory services in an emergency
- Providing timely support and guidance to volunteers about safeguarding issues and concerns. Report all safeguarding concerns to the DSL verbally and in writing in a timely fashion

3. Safer Working Practices

Rise aims to reduce the risk of any harm to children and young people. Our recruitment and vetting policy as well as our safeguarding code of conduct are key means to achieve this.

3.1 Safeguarding code of conduct

Adherence to this Safeguarding Code of Conduct will help keep children, young people and Rise staff and volunteers safe whilst delivering workshops in schools or mentoring sessions. This safeguarding code of conduct applies at all times whether you are working face to face or online and in any settings.

It helps is to minimise any risk of misplaced or malicious allegations. and provides clear expectations of behavior for staff, volunteers and the advisory Board.

Staff and volunteers are expected to comply with this Code and will. be required to sign that that they have read the code and agreed to abide by it when working (for pay or otherwise)

for Rise. Breaches of the Code will be taken seriously and acted upon by the Managing Director.

This applies to all our work or engagement with children and young people.

3.2 You must:

- Treat all children and young people equally, respectfully, with warmth and empathy, and listen to their wishes and feelings.
- Behave in a calm, positive, supportive and encouraging way with children and young people.
- Value and take the contributions of children and young people seriously, actively involving them in planning activities wherever possible.
- Ensure you report on any suspicions, concerns, allegations or disclosures made by another person, including any made against you. You must report such concerns and allegations using the safeguarding procedures.
- Ensure that the focus of your relationship with a child or young person (including their family in some cases) that you have met through Rise remains professional. It is not appropriate to develop the relationship into a friendship that goes beyond the parameters of the activity or role or for it to develop into an intimate relationship.
- Plan activities with children and young that involve more than one other adult being present, or at least within sight/hearing of others.
- Respect a child or young person's right to personal privacy but never agree to keep any information relating to the harm of a child or young person confidential.
- Ensure your appearance and dress is appropriate to your role e.g. no contentious slogans or bareness that might cause offence
- Ensure that dangerous or otherwise unacceptable behaviour, including bullying or initiation ceremonies by children or young people are challenged and addressed.
- Be aware that children or young people can develop infatuations (crushes) towards adults working with them. If this is happening, you should tell the DSL and then respond to the situation in a way that maintains the dignity of all concerned.
- Ensure that if a child or young person needs physical comfort that this is done in a way that is both age appropriate and respectful of their personal space. Never act in a way which may be perceived as threatening or intrusive. Always check out with a child or young person before you act to make sure they are comfortable with you touching them. Physical contact should not be done in a hidden or secretive way that could be misconstrued by the child or anyone else observing it. Physical contact should be limited to a sideways hug or touch of the arm or hand.
- Ensure that if any kind of physical support is required during any activities, it is provided only when necessary in relation to the activity and that you are doing this in a way that another colleague can observe you whenever possible.
- Disclose any criminal charges or involvement in any safeguarding investigations that occur after commencement of employment or volunteering.

3.3 You must not:

- Conduct a sexual relationship in person or online with a child or young person (met through your work or volunteering) or indulge in any form of sexual contact with them regardless of the age of consent. This would constitute a breach of a position of trust and is never acceptable even if the young person is aged 16 years or above and can legally consent to a sexual relationship.
- Never touch a child or young person in a way which may be considered indecent.
- Swear or make sarcastic, insensitive, derogatory or sexually suggestive comments or gestures to or in front of children or young people.
- Engage in or allow any sexually provocative games involving or observed by children or young people, whether based on talking or touching.
- Show favouritism or gossip about children or young people.
- Rely on your reputation, position or the organisation to protect you.
- Work under the influence of alcohol or drugs.
- Smoke or vape in front of children or young people.
- Discuss your own personal or sexual relationships in front of, or with, children or young people.
- Give or receive gifts or substances such as drugs, alcohol, cigarettes, e-cigarettes from or to a child or their family.
- Use any type of physical punishment to discipline. Shouting at children or young people should be avoided and only used if alternative forms of discipline have failed.
- Do things of a personal nature that the child or young person can do for themselves.
- Travel alone with a child or young person in a car unless it has been risk assessed and has the Managing Director's approval
- Steal, or condone someone else's stealing, regardless of the value of the stolen item.
- Photograph or film children or young people without following our Use of Images policy.
- Broadcast or show any audio or visual material (CDs, DVDs, videos, photos, films, computer or games etc.) that has inappropriate content for children or young people.
- Invite, or allow, a child or young person whom you have met through your work to your home.
- Arrange to meet a child or young person outside of your work role or activity where the purpose is one of friendship or an intimate relationship.
- Stay alone overnight with children or young people unless specifically recruited and vetted to provide supervision for children in our care overnight.
- Share a bedroom or a bed with a child or young person with whom you are working.

- Use your own digital camera or video for work – this includes integral cameras on mobile phones unless this is part of Rise official business and has been agreed and documented the Managing Director
- Use any device to ‘upskirt’ a young person. Upskirting is the practice of taking a non-consensual photograph or film under a person’s skirt or kilt. It is illegal.

3.4 Communication with children and young people

The following sections of the Safeguarding Code of Conduct outline expectations for communicating with children and young people via phones, mobile devices, email, texts, social media and apps.

You must:

- When communicating with children or young people online observe the same rules of behaviour as if speaking with them in person that is by being professional - polite, respectful, not swearing or saying anything (using the written word, images or icons) that could be regarded as sexual innuendo, bullying or discrimination.
- Ask yourself whether the content of the message could be misunderstood or misinterpreted by someone else.
- Only contact children or young people online for Rise work purposes.
- Follow the Rise Safeguarding Children Procedures if you are made aware of abuse online, or observe other staff/volunteers uploading or posting any defamatory, obscene, abusive or harmful content.
- Only use social media where there is a permanent record of what’s been said and sent thereby being open to scrutiny e.g. the use of Snapchat is inappropriate or disappearing messages that are being introduced on some apps.

You must not:

- Use any text speak abbreviations or symbols/emoticons (even if you ordinarily use these in your personal life) as these can be open to misinterpretation.
- Disclose non-public and confidential information about Rise, its staff/volunteers or the children or young people with whom we are working.
- Upload or post any defamatory, obscene, abusive or harmful content.
- Engage in the exchange of self-generated sexual images or messages (i.e. sexting, sharing nudes or semi nudes etc) with children or young people.
- View, download, create or share (with colleagues or children) illegal content including abusive images of children.
- Ask to become an online friend or contact of a child or young person or add or allow a child or young person to join your contacts/friends list on personal social media sites.
- Seek to befriend a child, young person or their family whom you have met through work in order to develop a personal or sexual relationship.
- Have any form of communication with a child which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic

mail, phone calls, texts, physical contact, sexting or sharing nudes or semi -nude photos

For those working on school workshops:

Do not give your personal contact details to children, including your mobile telephone number and details of any blogs or personal websites and never 'friend' or 'follow' children you have worked with on any Rise social media platforms.

For mentors:

You may give young people your personal contact details in terms of email address and phone number and professional social media (Linked in).

Keep the contact details of your mentee secure and do not share it with anyone else. They should only be used for the purposes of the specific programme.

3.5 Use of images (photos and film)

- Do not display or distribute images of children unless you have written consent to do so from parents/carers
- Do not use images which may cause distress
- Avoid making images in one to one situations or which show a single child with no surrounding context
- Ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed
- Only use equipment provided or authorised by the Rise
- Report any concerns about any inappropriate or intrusive photographs or film
- Always ensure you have written parental permission to take and/or display photographs of children or young people
- Always use equipment provided by Rise and its suppliers - personal phones or cameras are not permitted and should not be visible to the children during school workshops.
- Be clear about the purpose of the activity and about what will happen to the images when the activity is concluded.

3.6 Upholding the Safeguarding Code of Conduct

Staff/volunteers should report any breaches of the Safeguarding Code of Conduct to the DSL or deputy DSL within one working day. A decision will then be made as to the appropriate course of action to be taken which might involve initiating the allegation procedures or other employment policies depending on the seriousness of the breach. A record must be kept of any breach and the outcome.

3.7 Additional guidance

Rise has developed specific guidance for its mentoring project and workshops in school and outlines the additional safer working practices in relation to these activities. See Appendices 7 and 8 for further details.

4. Safer recruitment and vetting policy and procedures

4.1 Rise will ensure that all staff and volunteers are safe and trustworthy to work with children and young people and each other by following robust safer recruitment procedures. The Managing Director is responsible for these procedures and will ensure they are updated annually.

This will include:

- Advertisement of positions
- Application process (form)
- References
- Interviews (safeguarding question)
- A self-declaration of cautions and convictions
- Disclosure and Barring Service disclosure check to the appropriate level

All staff and volunteer recruitment will include an interview and self-declaration of cautions and convictions and checks and a DBS disclosure check to confirm suitability to work with children.

The Safeguarding Vulnerable Groups Act 2006 requires us to carry out specific vetting (enhanced DBS) and checks on 'references' on staff and volunteers who perform 'regulated activity'. i.e. work closely with children and young people

Refer to DBS guide to eligibility and summary lists below.

4.2 Regulated Activity with Children

The following staff or volunteers would be considered to be working in regulated activity if they are: -

- Providing teaching training, instruction, care for or supervision of children
- Providing activity within specified establishment i.e. schools, children's homes, hospitals or centres and nurseries
- Providing healthcare (any frequency) to a child by a health care professional (includes help with eating or drinking, toileting, washing bathing or dressing for reasons of illness or disability or the prompting thereof of training in relation to personal care activities)
- Moderating an online forum for children
- Driving a vehicle used for conveying children
- Providing child minding or foster caring services (any frequency)
- Day-to-day management of those performing regulated activity (any frequency)

The Statutory guidance: Regulated Activity (children) - supervision of activity with children which is regulated activity when unsupervised guidance makes it clear that the staff and volunteers would not meet the threshold for Regulated Activity when:-

- There is supervision by a person who is in regulated activity i.e. the teacher
- The supervision is regular and day to day; and
- The supervision is “reasonable in all the circumstances to ensure the protection of children”

Rise will have no entitlement to do a barred list check on a worker or volunteer who, because they are supervised (by someone in regulated activity), is not in regulated activity. Enhanced level of DBS Checks will be requested from all applicants.

Rise will try to ensure that they do not knowingly employ someone to work with children if they are barred from working with that group of individuals by the DBS. All staff and volunteers will be asked to make a formal declaration that they are not barred from working with children or adults.

4.3 The advertisement, recruitment and training of all staff and volunteers will follow the current safeguarding guidance. We will identify those roles that require DBS vetting procedures and make it clear in advertisements and application forms of the need to undergo DBS disclosure checks.

4.4 We are an equal opportunity employer and any recruitment decision that is made will be based purely on the person’s suitability to perform the role, and not on other non-job related factors, such as sex, race, age or disability.

5. What to do if you have a safeguarding concern about a child or young person

5.1 How to recognise a safeguarding concern?

The signs of child abuse are not always obvious as a child or young person might not tell you what's happening to them. They might be scared that the abuser will find out, and worried that the abuse will get worse or they might think that there is no-one they can tell or that they will not be believed. Sometimes, children and young people don't realise that what is happening to them is abuse.

It is crucial that you use all available information and that the child's presenting injuries or behaviours are seen in context. e.g. is the change in behaviour a result of a sudden illness or bereavement?

Different types of abuse may be occurring simultaneously or sequentially. Appendices 2-6 contain the following information to supplement the policy and procedures so that everyone is more confident about how to recognise child abuse and neglect concerns:

The *five R's* underpin the procedures:

- **Recognise** that a child is being harmed or is at risk of harm
- **Respond** appropriately to someone who is telling you what is happening to them
- **Refer** the concerns to the Designated Safeguarding Lead (DSL) who will decide what action to take next
- **Record** the concerns and all other actions

- **Resolution** by the DSL of the referral, follow up referrals made to other agencies and possible escalation if concerns remain.

5.2 Non-recent historic allegations of abuse.

Any disclosure or concerns that relate to abuse that happened more than a year ago, whether involving anyone working at Rise or outside of it, must be taken seriously and acted upon in line with the procedures outlined in Section 5 and 6. Often survivors of abuse take years to come forward due to shame and a fear of being disbelieved however, the alleged perpetrator may remain a risk to others and therefore all non-recent historic allegations should be examined.

5.3 Additional vulnerabilities

Some children are particularly vulnerable to abuse. For example, research shows that disabled children are more likely to be a target for abuse. Equally care-experienced children and young people, or those that have already experienced harm, may be more vulnerable. For further details about abuse in specific circumstances and vulnerabilities see Appendix 5.

5.4 How to respond to a disclosure of abuse?

The way you respond to someone who makes a disclosure or raises a concern is extremely important. Consult the below checklist so you can best support and respond appropriately. If abuse is disclosed to you:

- Listen carefully to what they're saying. Be patient and focus on what you're being told. Try not to express your own views and feelings. If you appear shocked or as if you don't believe them it could make them stop talking and take back what they've said.
- Give them the tools to talk. If they're struggling to talk to you, suggest they contact Childline 0800 1111.
- Let them know they've done the right thing by telling you. Reassurance can make a big impact. If they've kept the abuse a secret it can have a big impact knowing they've shared what's happened.
- Do not promise confidentiality or to keep this secret
- Tell them it's not their fault. Abuse is never a child's fault. It's important they hear, and know, this.
- Say you'll take them seriously. They may have kept the abuse secret because they were scared they wouldn't be believed. Make sure they know they can trust you and you'll listen and support them.
- Don't confront or criticise the alleged abuser. Confronting the alleged abuser could make the situation worse for the child and you don't have the full picture anyway.
- Explain what you'll do next. For younger children, explain you're going to speak to someone who will be able to help. For older children, explain you'll need to report the abuse to someone who can help.
- Report what the child or young person has told you as soon as possible. Report as soon after you've been told about the abuse so the details are fresh in your mind and action can be taken quickly. It can be helpful to take notes as soon

after you've spoken to the child. Try to keep these as accurate as possible.
Retain all notes made and speak to the DSL.

5.5 How to report (internally) including emergency situations

If you are a member of staff or volunteer you must contact your Workshop Rise Project Manager in person or by telephone as soon as possible or before you finish your workshop. If they are not available or not in place then you must contact the Designated Safeguarding Lead by telephone as soon as possible or before you finish your workshop.

Following initial contact with your project manager or your DSL you should follow up with a written report on email to safeguarding@risewib.com

DSL Contact details

Rise DSL Carrie Wootten 07951 070274 (Out of hours and Deputy Arrangements and their contact details will be entered in out of office voicemail)
Email: safeguarding@risewib.com

Deputy DSL Lisa Lavender, lisa@britisharrows.com / 07768 858023

5.6 Emergency situations

In some circumstances, you may have immediate concerns about a child's safety arising from the information disclosed to you, for example:

- A child has expressed suicidal thoughts/intentions or intentions to harm another child or person
- Information that a child could be subject of further abuse if they go home
- Information that a child has contact with a registered sex offender
- Information that a child is being groomed into terrorism
- A serious crime has been committed
- Information about a potential terrorist incident

If this is the case (emergency situation) then you must contact the police (999) immediately to report the matter if working outside of a school setting. If working in a school setting during office hours then contact the school designated safeguarding lead.

You must then also inform the Designated Safeguarding Lead (DSL) as soon as possible after contacting the police and before the end of your working day.

5.7 In order to assess if the situation is one of immediate harm, the following questions may be useful to consider:

1. Is the child or any other person/child at risk of imminent harm?
2. Has the child disclosed that they or another person have suffered harm or is at risk of harm or abuse? (Including self-harm)
3. Is urgent medical attention required?

4. Have any signs of child or adult abuse been disclosed or identified? (Refer to Appendix 2 and 3)
5. Has a serious crime been committed or likely to be committed?
6. Has anyone threatened or attempted suicide or self-harm?
7. Is the abuse happening more often or getting worse?
8. Is the child very frightened or do they have increased vulnerability for example a disability or previous experience of abuse?

5.8 How to refer to make a safeguarding referral to the statutory agencies

Normally (i.e. in non-emergency situations) the person responsible for referring safeguarding concerns to children's social care or adult social care is the Designated Safeguarding Lead (DSL). If, for any reason, the Designated Safeguarding Lead (DSL) is not available, then the referral should be done by the Deputy DSL.

This contact must be made by telephone as soon as possible and in any event before the end of the working day on which the concern is raised.

- Referrals must be made to the relevant local authority children's social care services
- The safeguarding referral should be made to the local authority covering the area where the child lives
- A separate Local Authority Safeguarding Referral Form (online) may be requested by the receiving local authority. You will be provided with guidance about how to access this online form from the local authority duty manager.

Decisions and agreed actions with children's or adult social care should be recorded on the Rise Safeguarding Log part of your Safeguarding Concern Reporting Form Appendices 10 and 11). i.e. names, telephone numbers, roles, etc.

It is possible to consult Children's or Adult Social Care, the NSPCC helpline or the Police directly without giving details that would identify the child or young person. The advice given may be that a referral must be made; in which case the DSL must do so immediately. The Local Authority duty manager will advise how to make such a referral (usually an online form or a call the MASH⁴ team).

The local authority will require detailed information about the child or young person of concern, the risk of harm and details of the concern. The local authority will want to know what steps have been taken to assess and manage immediate risk against the individual to ensure they are safe.

The local authority may want copies of records that have already been gathered to establish if there is a concern.

The DSL is responsible for completing the online referral form of the relevant children's or adult social care service and retain a copy of it and hold this securely.

5.9 Working with or in schools or colleges

⁴ Multi agency safeguarding hub

Where our project is set up through a school or taking place at a school/college then the arrangements for reporting any safeguarding concerns are different. This is because the school/college has a statutory duty to safeguard. If you have any concerns about the welfare of a child, or something concerning is disclosed by a child or you feel someone is behaving inappropriately around children, you should report it immediately to the Rise DSL. They will advise if you should inform the school designated safeguarding lead whilst you are on site or if the DSL will do this themselves.

It is the responsibility of the school DSL to make a referral to statutory services if they consider it necessary.

The Rise DSL must make a record of the action taken and ask the school DSL to inform them of the outcome because it may impact on the future mentoring relationship.

6. Responding to safeguarding allegations against staff and volunteers

6.1 If you become concerned about the behaviour of another member of staff or volunteer towards a child or young person then you should report the matter to the DSL immediately. Such concerns may include:

- a member of staff or volunteer giving a child a lift home
- a colleague who is being repeatedly abused by a partner and has children living with him/her
- a colleague taking photos of children on their own device
- concern about a colleague's post on their private social network site i.e. Facebook, twitter etc

6.2 A safeguarding allegation is defined as being where someone has:

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

6.3 If your concern is about your DSL, deputy DSL or Project manager then report to one of the other two individuals.

If you don't think that Rise has taken your allegation seriously then you may use the Rise Whistleblowing Procedures or you can make a referral directly yourself to children's social care/LADO.

The NSPCC National Whistleblowing Advice Line also offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation. Call 0808 800 5000.

Ofsted provides another whistle blowing service for raising concerns around Education settings.

6.4 Safeguarding allegations will be taken seriously and subject to a proper enquiry using this procedure.

Concerns must be reported immediately or as soon as possible after the concern comes to light and within the day.

There may be up to four strands in the management of any safeguarding allegation and any or all of them may be required depending on the circumstances:

- 1) Enquiries by children's social care about a child
- 2) A police investigation, if a criminal offence may have been committed
- 3) Rise internal employment processes
- 4) Referral to the Disclosure & Barring Service

6.5 Contacting the Local authority designated officer (LADO)

The LADO will:

- discuss the allegation and ensure all the relevant reports and lines of inquiry are undertaken
- assist in decisions about making referrals or action to protect a child
- provide advice and information about allegations and concerns regarding paid and unpaid workers, including discussing whether there is evidence to establish whether the allegation is false or unfounded.

The LADO must be contacted by the DSL where an allegation is made against a staff member or volunteer and they believe it meets the definition of a safeguarding allegation.

The DSL should contact the Local Authority Designated Officer (LADO) **within one working day** using the relevant Local Authority referral form giving as much detail as possible. Where the DSL assesses that there is an immediate threat to a child or young person then the DSL should contact the Police immediately. (See emergency situations at section x)

(For more information please see Chapter 2, Working Together to Safeguard Children, 2018).

6.6 Suspension without prejudice

In all cases where safeguarding allegations against staff and volunteers are reported, the DSL will consult with the LADO and the deputy DSL to make decisions about suitability to continue working or volunteering for us pending the outcome of any enquiries. This will be the case even if the concern or allegation is not linked to activity or behaviour conducted for Rise or that has occurred within working hours.

Such action does not presume guilt and the decision to suspend will not be made lightly. It will only be made after careful consideration of the initial facts by the DSL and the Lead Board member for safeguarding.

The DSL will contact the LADO and/or the Police before informing any suspected abuser in order to minimise the prejudice of any Police investigation.

At the point of suspension, the employee or volunteer can be informed in broad terms and what the nature of the concern is, but not specific details. This is particularly important if the allegations are a possible crime, which may lead to a full Police investigation.

6.7 Concerns about a teacher

In the event that a concern reported involves a school teacher the Rise DSL will notify: The Designated Safeguarding Lead for the school and determine who will report to:

- the Local Authority Designated Officer (LADO) for the relevant local authority area where the school is located.
- the relevant local authority Children's Social Care Services

6.8 Support

Rise will provide support for the subject of the allegation during any investigative process. Action should be taken to reinstate them quickly if allegations are found to be false. During any investigation of an allegation against an individual suspended from the work place, Rise has a continuing duty of care. It will ensure a link person is nominated to provide support and guidance and signpost to other external support networks e.g. local trade union reps, G.P. Samaritans etc.

6.9 Concluding the allegation management process

The options for resolving the allegation will need to consider the results of any police investigation, trial or any inquiries. The options include:

- reintegrating the subject of the allegation back into the workplace or volunteering
- training and guidance to address issues of poor practice
- using the capability or disciplinary process
- informing other known employers of the individual concerned (done by the LADO or police)
- making a referral to the Disclosure and Barring Service (DBS) for possible barring of the person from regulated activity if Rise has decided they can no longer work/volunteer for them on the basis of their behaviour towards children or young people

6.10 The following definitions should be used when recording the outcome of allegation:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **False:** there is sufficient evidence to disprove the allegation.
- **Malicious:** there is sufficient evidence to disprove the allegation and that the allegation was made to deceive.
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation.

- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references.

6.11 Every effort should be made to reach a conclusion in all cases even if:

- the subject of the allegation refuses to cooperate, although they should be given a full opportunity to respond to the allegation
- it is difficult to reach a conclusion
- the member of staff or volunteer has resigned or withdraws their service
- the person is deceased.

6.12 DBS legal duty to refer

If, at any time, Rise suspends or removes an individual from working with children and they pose a risk to children due to:

- relevant conduct
- risk of harm
- receiving a criminal caution or conviction for a relevant offence
- the person has resigned or left that post in circumstances where they may have been removed

Then Rise will refer the matter to the Disclosure and Barring Service for a barring decision. The DSL in consultation with the Deputy DSL will be responsible for making all such referrals. This must be done even if the person has resigned or is deceased. This process is outlined on the DBS website and they will advise if needed.

If the subject of the allegation is registered with a professional body (e.g. a teacher) then a referral to that professional body must be considered. This must be done even if the person has resigned or is deceased.

6.13 Rise will never use a 'settlement agreement' or 'compromise agreement' or 'non-disclosure agreement' with a member of staff regarding any safeguarding allegation. These agreements are where the person subject to an allegation agrees to resign if Rise agrees not to pursue disciplinary action or make a referral to DBS, and both parties agree a form of words to be used in future references.

The subject to the investigation must be advised in writing of the outcome of the investigation within five working days of the conclusion of the investigation.

6.14 At the conclusion of the investigation, the DSL and lead board member for safeguarding will undertake a review to understand lessons learned and make any practice or procedural changes if necessary.

6.15 False or malicious allegation

If an allegation is determined to be false or malicious, the DSL must consider if any further

action is required which includes:

- if the safeguarding allegation was deliberately invented or malicious then this should be discussed with the police and advice sought
- whether disciplinary action is required (in respect of employees)
- the support needs of the person that was the subject of the safeguarding allegation or the person that was harmed.

7. Information sharing and confidentiality

7.1 Personal information held by Rise is subject to a legal duty of confidentiality and will not normally be disclosed without the consent of the individual child or parent. However, the right to confidentiality and respect for private and family life (Article 8, Human Rights Act, 1998) is not absolute. The only exceptions to this are where confidentiality can be overridden either by a court order or other legal authority (e.g. Prevent Duty), or if there is significant public interest in order to safeguard a child.

Sharing of information between Rise staff and volunteers and other organisations and partners is essential for effective identification, assessment, risk management and service provision. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children and adults at risk of abuse or neglect and exploitation.

Rise will ensure that confidential information is only shared where it is lawful and ethical to do so. They will ensure that staff and volunteers are clear about situations when they can share information with appropriate agencies and other professionals working together within local information sharing protocols i.e. when they believe a child is likely to suffer significant harm.

7.2 Information should be shared on a need to know basis only, as judged by a DSL. Staff and volunteers must be aware that they cannot promise any child or young person that they will keep information confidential when it's about safeguarding concerns or allegations.

7.3 Consent to share information

The following principles apply:

- Ideally information should be shared where there is consent for so doing.
- Data protection law and regulations are not a barrier to sharing information about safeguarding.
- Be open and honest about what you will do with the information.
- Always consider the safety of the child (for instance would telling a child's parents put that child at further risk?).
- Ensure what is shared is it necessary, proportionate, relevant, accurate, timely and secure.
- Don't assume that someone else will pass on information that they think may be critical to keeping a child safe

- DSL to keep a record of what information has been shared and the reason for seeking consent or not using the Safeguarding Concern Form or Safeguarding Action Log

7.4 Consent for those over 18

Any young person who is aged 18 and above is considered an adult in terms of the law and they have a far greater say over keeping information confidential when it comes to safeguarding. If it is thought they are at risk and cannot understand the consequences of that risk and refuse to give consent to share the information, then the DSL should seek advice from adult social care as to the steps to take without giving the young person's details. However, if the young person is still in school or college then the DSL would notify the safeguarding lead there and they would take the matter forward with the young person.

8. Recording, record keeping and retention of records

8.1 How to record safeguarding concerns?

The Rise Safeguarding Concern Reporting Form (Appendix 10) must be completed by the DSL with the help of the person raising the concern.

It is recognised that much of the information required to complete the Safeguarding Reporting Form may not be available to us but nevertheless it is important that the lack of any of this information should not stop us from reporting your concerns or seeking advice.

8.2 Making safeguarding records

The following steps should be observed when recording details about a safeguarding concern. This applies to informal hand-written notes made by staff or volunteers or when completing the Rise Safeguarding Concern Reporting Form.

- Whenever possible and practical, take notes during any conversation.
- Ask permission to do this and explain the importance of recording information.
- Where it is not appropriate to take notes at the time, ensure Safeguarding Concern Reporting Form is completed before the end of the working day.
- Record the time, date, location, format of information (e.g. letter, telephone call, direct contact) and the persons present when the information was given.
- be clear about which information is fact, hearsay, opinion
- Include the context and background leading to the disclosure.
- Maintain a log of discussion or agreed actions and record times, dates and names of people contacted and spoken to as well as their contact details.
- Include full details of previous concerns or referrals to the Children's or Adult Social Care and the Police, if known.
- Ensure all original notes or documents are retained if notes have to be made elsewhere than the Safeguarding Concern Form. These original notes may form part of the 'evidence chain' in a criminal investigation.
- Originals and electronic documents must be retained securely at all times.

8.3 Storage of safeguarding records

All Safeguarding Concern Reporting Forms contain confidential information and should be either be securely filed in electronic safeguarding folders on the Rise Google Suite folders or kept as paper copies in locked cabinets.

Access to safeguarding files will be made available to the Managing Director (Designated Safeguarding Lead), the Deputy DSL and relevant Project Managers.

Processing of confidential safeguarding data will comply with GDPR 2018 guidance.

8.4 Records retention and destruction schedule

Rise keeps child records until the person reaches the age of 18 years. If the organisation were ever to be wound up then these records would be archived in line with our policy.

Records concern an adult safeguarding concern will be retained for 7 years.

In the case of safeguarding allegations, a summary will be placed on file and kept until the person reaches retirement age or for a period of 10 years from the date of the allegation, if that is longer.

Responsibility for the destruction of records lies with the DSL.

9. Training

9.1 Rise identifies that safeguarding training and awareness is fundamental to the development and maintenance of a safe environment and safer organisation. All current staff and volunteers will be trained to the appropriate standards in safeguarding to maintain and promote safer staff, a safer culture and a safer organisation.

9.2 The current plan is for staff/volunteers to receive the following training:

DSL and deputy DSL:

NSPCC Safeguarding children and young people aged 16-25 years
NSPCC Designated safeguarding officer training
NSPCC Recruitment and selection training

Mentors:

NSPCC Safeguarding children and young people aged 16-25 years

Workshop volunteers:

NSPCC Introduction to Child Protection

9.3 Safeguarding training will not be regarded as a 'once only' activity, but as on-going development of skills and knowledge of safeguarding. If our activities change then we will also consider whether additional safeguarding training is required.

10. Complaints

All complaints that are received about the conduct or behaviour of Rise staff or volunteers will be dealt with according to the Rise Complaints Policy.

The person responsible for dealing with and managing complaints is the Managing Director and they will have received safeguarding training appropriate to this role. If any complaint is identified as a potential safeguarding concern then it will be referred into the Rise Safeguarding Procedures.

If a complaint is received against the Managing Director then it will be referred to the Deputy DSL to deal with and manage.

Refer to the Rise Complaints Policy.

11. Whistle-blowing

11.1 The Public Interest Disclosure Act 1998 introduced protection for workers from reprisals for disclosing information in the public interest. It emphasises the importance that the role 'whistle-blowing' can play in deterring and detecting poor and dangerous practice, inappropriate behavior.

11.2 Rise will promote practical arrangements for whistle-blowing to enable its customers, staff, volunteers and parents to voice their concerns, made in good faith, without fear of repercussion. Any member of staff who uses the Rise 'Speak Up' procedure will be made aware that their employment rights are protected.

11.3 Staff and volunteers will be supported to bring matters of concern to the attention of the Managing Director and/or relevant external agencies. This is particularly important where the welfare of children or young people may be at risk.

11.4 Rise will:

- Ensure it has appropriate whistle-blowing procedures in place.
- Ensure that it has clear procedures for dealing with allegations against staff or volunteers
- Empower and support staff and volunteers to report any behaviour by colleagues or professionals that raises concern regardless of source.

11.5 Staff will be encouraged to contact either a Project Manager (if in place) or the Managing Director unless the disclosure concerns that person, in which case they will be asked to contact the other individual.

12. Quality and Review

12.1 Rise is committed to striving for excellence in the provision of its services and during all interactions between the organisation and with children. We will use an electronic recording system (spreadsheet /log) to capture all relevant Safeguarding data to evidence and monitor compliance in safeguarding. We will keep all personal data confidential and secure and process all such data according to GDPR 2018.

12.2 We will actively review safeguarding cases (quarterly), and safeguarding procedures

(annually) to identify common themes or trends across our services that arise from all safeguarding concerns or disclosures. This quality assurance mechanism is a crucial and integral part of the safeguarding governance arrangements. Best practice identified during any quality and review process will be fed into staff training and updating safeguarding procedures.

13. Use of Images - Photographs and film

13.1 Rise takes and uses images of children and young people for a variety of purposes. Images may be captured by those working for, or on behalf of, Rise. These images may be used in print or online and retained both as hard copies or digitally.

13.2 Most occasions when people take photographs or film of children and young people are valid and do not provide any cause for concern. Unfortunately, there are occasions when this is not the case. A policy on the use of images is required because of the potential risks associated with photographing or filming children and young people:

- Children may be identifiable and therefore could be traced by someone who intends to harm them in some way using facial recognition software. Contact may be made with a view to facilitate abuse or to bully/troll them because of their views;
- There may be direct and indirect risks when images are shared online or in print with personal information attached to them;
- There could be legal restrictions in place to prevent a child from being identified to protect them e.g. if a child is in local authority care or if they have been adopted;
- The images may be inappropriate or undignified;
- Photos and film can be edited to create illegal content including child abuse images;
- Images may be collected and shared.

Given the potential harm that the misuse of images could bring to children or young people it is essential to minimise the risks by having appropriate safeguards in place.

13.3 The General Data Protection Regulation 2018 (GDPR) explicitly states that children's personal data merits specific protection because they may be less aware of the risks involved in using their data. The GDPR allows for the processing of personal data on the basis of consent:

- **The right to be informed** (articles 13 and 14). You must be clear about the context of how any images are going to be used. For example, Rise cannot use photographs for social media if permission had only been given for it to be used in a printed newsletter.
- **The right to access** (article 15). Individuals have the right to access their personal data on request, and receive confirmation about how it's being used.
- **The right to erasure** (article 17). Individuals have the right to request their images be removed from websites, social media or future versions of printed materials.

13.4 Informing and gaining consent - individuals and small groups

When taking images of **individuals or small groups where people may be identified** it is essential to obtain explicit written consent of all those featured. This includes any Rise staff or volunteers too. The best way to achieve this is via the Consent Form for Photography, Film and Interviews (Appendix 12). This must be signed by a parent or legal guardian. It should include clear information about how the images will be used and where, will they be shared with any other organisation, how long they will be retained for and who to contact if consent is being withdrawn.

We expect the following in terms of obtaining written consent:

- For those up to 13 years: a parent/guardian must consent
- For those aged 13 - up to 18 years: a parent/guardian and the young person must consent
- For those aged 18 upwards - we request their consent only

Consent will only be valid if it is freely and explicitly given, documented and you do not create or use images for any other purpose than the one for which consent was given. It is imperative that children and young people are not put under pressure by anyone from Rise or anyone else acting on our behalf to be photographed or filmed.

In schools. If you are working in schools and you want to take photographs or film then you must ensure that written consent has been obtained and have this confirmed in writing by the school prior to the visit taking place and before any photographs or films are taken and used. If the school offers to take photographs and pass them onto Rise then clarification must be sought from the school as to how the images or film can be used (this will depend on the terms contained within their own policy and release form) and that parental consent has already been granted.

Looked after children. All requests for images to be taken or filmed of Looked After Children (i.e. children in care) should be referred to the social worker responsible for the child or young person in question.

Managing those where there is no consent. Where consent has not been obtained, you should be careful not to exclude any child or young person from an activity rather there should be a system in place for identifying those not to be photographed or filmed for example by the wearing of a coloured spot or lanyard, holding a placard which hides the face, moving out of view etc.

Withdrawal of consent. Anyone who consents to Rise taking their image in any form needs to be informed about how they can ask for that image to be destroyed and not included in any future publication. Of course, Rise cannot be responsible for how others use images once published and nor would we be able to give any guarantee that we can withdraw published images (particularly those in print) even if consent for them is subsequently withdrawn. We can however, confirm when we will stop using the image if consent is withdrawn.

13.5 Informing and gaining consent - crowd scenes

It is not necessary to gain consent from children and young people involved in a crowd scene where adults and children cannot be identified. However, it is important to consider if the activity is a sensitive one whereby someone might not want to be recognised even in a crowd

scene because of the nature of the event. In such instances thought needs to be given to the type of shot taken, the ability to blur out those in the foreground etc.

13.6 Taking and using images

Rise expects that in taking any images you will follow these best practice guidelines:

- Images should be taken which are respectful and dignified
- Only take and use images of children and young people in suitable clothing
- Consider if there are images in the background which could locate a child or symbols they are wearing (e.g. school uniform) that might locate them
- It is safer not to put the child or young person's full name with the image or use only the first name. If it is thought necessary to use the full name with the image then consent must have been sought for this to happen. The same restrictions apply to tagging images posted online.
- Do not take images of children or young people engaged in private activities e.g. washing, bathing, dressing, getting changed, naked or semi naked etc
- Do not take images of children or young people behaving recklessly or dangerously

13.7 Capturing, editing and storage

Under the GDPR there needs to be a process that helps us to find and delete personal data (including photographs) at a later date and this is a part of managing Rise's digital assets. This requires us to have a system for labelling the content and being able to locate it should it be necessary.

Each Consent Form for Photography must be kept in a secure manner and password protected as this is personal data so its storage must comply with data protection requirements.

All images and films need to be stored securely with restricted access to them so that no one can accidentally use them without being clear who they belong to and the context in which they may be used. Any printed photographs should be stored in a locked cabinet at a secure site with restricted access to them.

Digital photographs and film should be stored by the Managing Director.

13.8 Retention and Destruction

Photographs and film should be destroyed once used for the specified purposes. They can only be retained for the period specified in the Consent Form. Once the retention period has been reached then photographs or film should to be destroyed/deleted unless further consent has been obtained to keep them for longer. The process for destroying photographs/film is as follows unless they are being retained for our organisational archive:

- Hard copies of photographs should be placed in confidential waste for destruction or shredded.
- Digital images should be deleted

- Photography or film of no use should be removed at source or in any copies when no longer needed.
- A record of destruction should be made wherever possible.

13.9 Equipment

Images/film may be taken using a range of equipment including cameras, mobile phones, laptops and notebooks. If personal equipment has to be used then all photographs or film should be passed to the Managing Director for safe storage. These images should not be stored on any mobile phones or shared with anyone other than for the purpose specified.

13.10 Use of external photographer

There are times when we sub contract with a photographer to take photographs or film on behalf of Rise In such instances, the contract must include our expectations about safeguarding children and young people as per this policy and our Safeguarding Code of Conduct.

13.11 Safeguarding concerns

If anyone has a concern about the taking and using of images and film that is inappropriate or harmful to children and young people then you must follow the Safeguarding Policy and Procedures.

13.12 Appointing a Workshop Photographer

Rise will carry out appropriate checks and due diligence on any photographer used for the purpose of taking images of children during a Rise workshop. They will ensure that they are supervised at all times and they comply with the school visiting procedures.

14. Use of social media

Social media refers to the latest generation of interactive services such as blogs, discussion forums and instant messaging. Social media includes:

- Social networking sites e.g. Facebook
- Micro-blogging services e.g. Twitter
- Video-sharing services e.g. You Tube
- Photo-sharing services e.g. Websites, Flickr, Instagram

Social media is mainly used for advertising events and recruitment of volunteers.

Rise has several official social media presences, including (but not limited to) the:

- Rise_WIB@ Twitter account,
- <https://www.facebook.com/RiseWIB/> Facebook pages for Rise
- <https://www.linkedin.com/company/rise-wib> LinkedIn
- <https://www.flickr.com/photos/184497888@N06>

- <https://www.youtube.com/channel/UCwuUr4DdVLGM1aw0iRPzSHQ>
- https://www.instagram.com/rise_wib/

Passwords for these accounts are held centrally by the Managing Director. Email addresses and passwords for these accounts must not be changed without the authorisation of the Managing Director or Communications Manager.

Breaches of media law and internal policies could have serious consequences for the organisation. Therefore, Rise reserves the right to suspend access of any staff member found to have published inappropriate material.

Rise social media accounts should only be set up with the approval of the Managing Director. This is to ensure that any new account which is set up fits the overall communications and social media strategy and Rise branding guidelines.

Appendix 1: Underpinning legislation and guidance

United Nations Convention on the Rights of the Child 1991

Protection of Children Act 1978

Children Act 1989 and 2004

Sexual Offences Act 2003

Female Genital Mutilation Act 2003

Safeguarding Vulnerable Groups Act 2006

Protection of Freedoms Act 2012

Communications Act 2003

Malicious Communications Act 1988

Counter Terrorism and Security Act 2015

Serious Crime Act 2015

Modern Slavery Act 2015

Defamation Act 2013

Digital Economy Act 2017

Data Protection Act 2018, GDPR 2018

Privacy and Electronic Communications Regulations (PECR)

HM Government (2018) Working Together to Safeguard Children

Voyeurism Act 2019

Communications Act 2003

Malicious Communications Act 1988

Social Services and Well-being (Wales) Act 2014,

Working Together to Safeguard People, Volume 1, 2014

Wales Accord on the Sharing of Personal Information (WASPI) 2013

Wales Safeguarding Procedures 2019

Well-being of Future Generations (Wales) Act 2015

Children and Young People (Scotland) Act 2014

National Guidance for Child Protection in Scotland (Scottish Government 2014)

Getting It Right for Every Child (Scottish Government 2015)

The Children (Northern Ireland) Order 1995

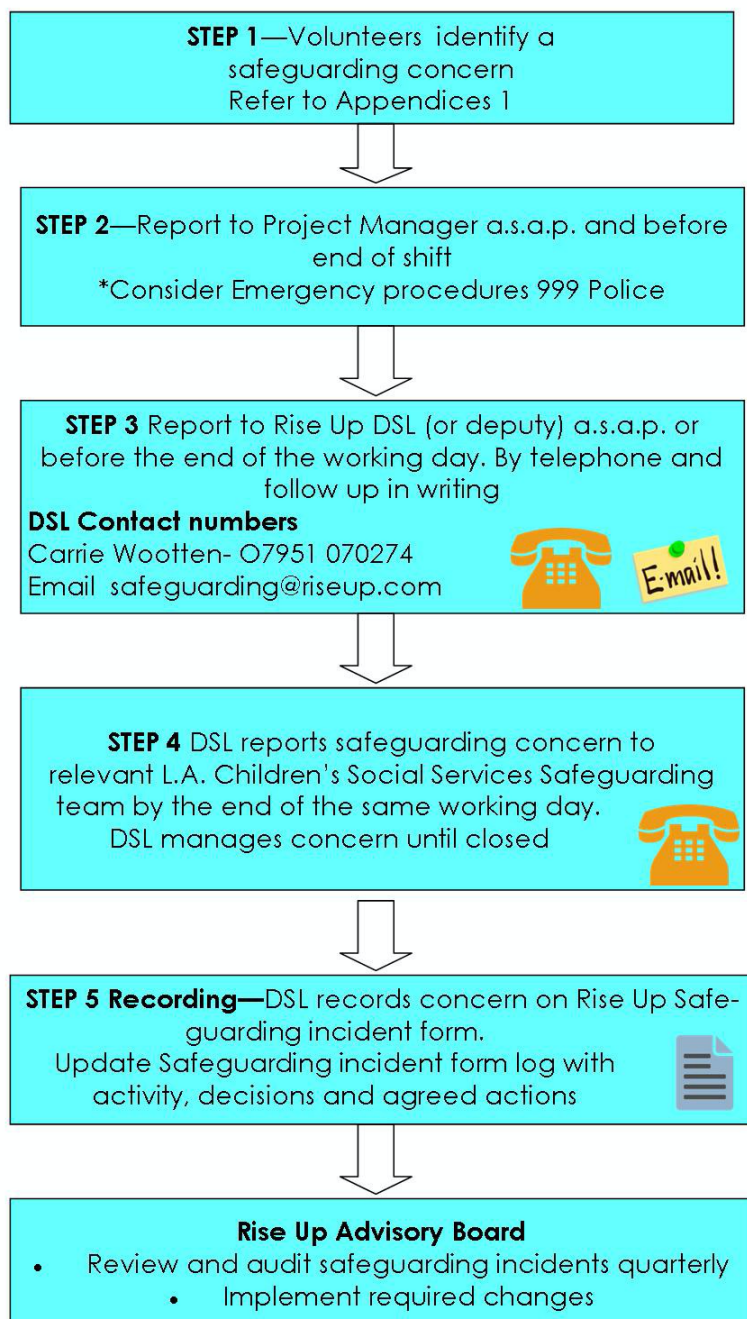
Co-operating to Safeguard Children and Young People in Northern Ireland 2017

Malicious Communications (Northern Ireland) Order 1988

Safeguarding Board Northern Ireland Core Policy and Procedures 2018

Criminal Law Act 1967

Appendix 2: Safeguarding concerns flowchart



Appendix 3: Types and indicators of child abuse and neglect

This lists of possible signs and symptoms of abuse must never be considered to be comprehensive or definitive 'checklists' as children and young people may behave strangely or appear unhappy or distressed for a number of reasons as they move through the stages of development, and as their family circumstances and experiences change. Neither does the presence of one or more of any of the commonly cited possible signs and symptoms 'prove' that a child has been or is being abused. (We need to be clear that our role is not to investigate or prove abuse but to observe, gather and share information where we have concerns).

You should also remember that all children, regardless of age, sex, ethnicity, disability, race or culture, are entitled to the same level of protection and, as such, racial, cultural, religious or similar factors can never be used to 'explain' or justify abuse or maltreatment.

Physical abuse

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

Most children and young people will collect cuts and bruises as part of the rough-and- tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbow, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this can be more complicated with burns, as these are often delayed in presentation due to blistering taking place sometime later.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks,
- Multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 own opinion, 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care. Even so, children who appear well- cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress

Sexual abuse

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 the 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.

The organisation has become increasingly aware of the criminal activity of viewing or downloading abusive images of children from the Internet. This is not a "victimless" crime but is both evidence of abuse taking place and is a criminal offence. It should be reported as a concern in all cases.

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain, bruising or bleeding near genital area
- Sexually transmitted disease
- Pregnancy
- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn

- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Substance or drug misuse
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults

Child sexual exploitation **is a form of child sexual abuse**. It 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, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- Constant hunger, sometimes stealing food from other children and young people
- Constantly dirty or 'smelly'
- Loss of weight, or being constantly underweight
- Inappropriate clothing for the conditions

Changes in behaviour which can also indicate neglect may include:

- Complaining of being tired all the time
- Not requesting medical assistance and/or failing to attend appointments
- Having few friends
- Mentioning being left alone or unsupervised

Bullying

Bullying is not always easy to recognise as it can take a number of forms. A child may encounter bullying attacks that are:

- physical: pushing, kicking, hitting, pinching and other forms of violence or threats
- verbal: name-calling, sarcasm, spreading rumours, persistent teasing
- emotional: excluding (sending to Coventry), tormenting, ridiculing, humiliating

Persistent bullying can result in:

- depression
- low self-esteem
- shyness
- poor academic achievement
- isolation
- threatened or attempted suicide

These definitions and indicators are not meant to be definitive, but only serve as a guide to assist you. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or the birth of a new baby in the family or relationship problems between parents/carers. In assessing whether indicators are related to abuse or not, the authorities will always want to understand them in relation to the child's development and context.

Appendix 4: Types and indicators of adult abuse and neglect ⁵

Adult abuse and neglect can take many forms and the circumstances of the individual case should always be considered.

Physical abuse can include

- assault
- hitting
- slapping
- pushing
- misuse of medication
- restraint
- inappropriate physical sanctions

Domestic violence can include

- psychological
- physical
- sexual
- financial
- emotional abuse
- 'dishonor' based abuse
- coercive and controlling behaviour

Sexual abuse can include:

- rape
- indecent exposure
- sexual harassment
- inappropriate looking or touching
- sexual teasing or innuendo
- sexual photography
- subjection to pornography or witnessing sexual acts
- indecent exposure
- sexual assault
- sexual acts to which the adult has not consented or was pressured into consenting

Psychological abuse can include:

- emotional abuse
- threats of harm or abandonment or deprivation of contact
- humiliation
- blaming
- controlling
- intimidation
- coercion
- harassment
- verbal abuse
- cyber bullying
- isolation
- unreasonable and unjustified withdrawal of services or supportive networks

Financial or material abuse can include:

- theft
- fraud

⁵ Care Act 2014 guidance

- internet scamming
- coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions
- the misuse or misappropriation of property, possessions or benefits

Modern slavery can include:

- slavery
- human trafficking
- forced labour and domestic servitude.
- traffickers and slave masters using whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment

Discriminatory abuse can include:

- harassment
- slurs or similar treatment because of a person's race, gender and gender identity, age, disability, sexual orientation, religion

Organisational abuse

This includes neglect and poor care practice within an institution or specific care setting such as a hospital or care home or the care provided in one's own home. It involves one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice because of the structure, policies, processes and practices within an organisation.

Neglect can include:

- ignoring medical, emotional or physical care needs
- failure to provide access to appropriate health, care and support or educational services
- the withholding of the necessities of life, such as medication, adequate nutrition and heating

Self-neglect

This covers a wide range of behaviours such as neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. It should be noted that self-neglect may not prompt an enquiry by adult social care. An assessment should be made on a case by case basis. A decision on whether a response is required under safeguarding will depend on the adult's ability to protect themselves by controlling their own behaviour. There may come a point when they are no longer able to do this, without external support. Incidents of abuse may be one-off or multiple, and affect one person or more. Repeated instances of poor care may be an indication of more serious problems and of what we now describe as organisational abuse. In order to see these patterns, it is important that information is recorded and appropriately shared.

Additional forms of harm although not referenced in the Care Act 2014:

<p>Cyber bullying</p> <p>This is where someone repeatedly bullies someone else through emails or texts or online forums.</p>	<p>Mate crime</p> <p>When vulnerable people are befriended by members of the community who go on to exploit and take advantage of them. This can result in serious harm or even murder by people who purported to be their friend.</p>
<p>Forced marriage</p> <p>Where one or both partners are married without their consent or against their will. Forced marriage is a criminal offence.</p>	<p>Radicalisation</p> <p>The aim of radicalisation is to inspire new recruits, embed extreme views and persuade vulnerable people to the legitimacy of a cause. It may seek to involve them in committing violent offences.</p>

Appendix 5: Other Safeguarding Situations

Protecting Children from Domestic Abuse

Prolonged and/or regular exposure to domestic violence can have a serious impact on children's safety and welfare, and can impact on them in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress which may express itself in anti-social or criminal behaviour. Although separating from a violent partner should result in women and children being safe from harm, the danger does not automatically end.

Section 31(9) of the Children Act 1989 as amended by the Adoption and Children Act 2002 States: 'harm' means ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

This means that when a child is exposed to or witnesses domestic abuse of another (parent) they are likely to suffer significant harm (emotional abuse) and it should result in a safeguarding referral being made to Children's Social Services. <https://learning.nspcc.org.uk/child-abuse-and-neglect/domestic-abuse>

County Lines

County Lines' is a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs. These dealers will use dedicated mobile phone lines, known as 'deal lines', to take orders from drug users. Heroin, cocaine and crack cocaine are the most common drugs being supplied and ordered. In most instances, the users or customers will live in a different area to where the dealers and networks are based, so drug runners are needed to transport the drugs and collect payment.

Exploitation of young and vulnerable people

A common feature in county lines drug supply is the exploitation of young and vulnerable people. The dealers will frequently target children and adults - often with mental health or addiction problems - to act as drug runners or move cash so they can stay under the radar of law enforcement.

In some cases, the dealers will take over a local property, normally belonging to a vulnerable person, and use it to operate their criminal activity from. This is known as cuckooing.

People exploited in this way will quite often be exposed to physical, mental and sexual abuse, and in some instances, will be trafficked to areas a long way from home as part of the network's drug dealing business. As we have seen in child sexual exploitation, children often don't see themselves as victims or realise they have been groomed to get involved in criminality. So, it's important that we all play our part to understand county lines and speak out if we have concerns.

Female Genital Mutilation

Female Genital Mutilation (FGM) is a collective term for a range of procedures which involve partial or total removal of the external female genitalia for non-medical reasons. It is sometimes referred to as female circumcision, or female genital cutting. The practice is medically unnecessary, is extremely painful and has serious health consequences, both at the time when the mutilation is carried out, and in later life.

Female Genital Mutilation has been a specific criminal offence since the Prohibition of Female Circumcision Act 1985 came into force on 16 September 1985. The 1985 Act was replaced by the Female Genital Mutilation Act 2003. Further amendments were made by sections 70 to 75 Serious Crime Act 2015.

Forced marriage

Forced marriage is where one or both people do not (or in cases of children or adults with learning or physical disabilities), cannot consent to the marriage and pressure or abuse is used. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

There have been reports of children and adults who may be vulnerable and at risk of abuse or neglects who may be vulnerable and at risk of abuse or neglects with mental health needs, learning and physical disabilities being forced to marry. Some adults do not have the capacity to consent to the marriage. Some children and adults who may be vulnerable and at risk of abuse or neglects may be unable to consent to consummate the marriage – sexual intercourse without consent is rape. There are various offences under the Sexual Offences Act 2003 that can be committed relating to a person with a mental disorder impeding choice.

Disabled children and adults who may be vulnerable and at risk of abuse or neglects are particularly vulnerable to forced marriage and its consequences because they are often reliant on their families for care, they may have communication difficulties and they may have fewer opportunities to tell anyone outside the family about what is happening to them.

Radicalisation and violent extremism

The Counter Terrorism and Security Act 2015, sets out the duty on local authorities, Police and NHS to provide support for people vulnerable to being drawn into terrorism. In England and Wales this duty is the Channel programme which identifies new duties under the 'Prevent Strategy'. Children or adults who are showing signs of radicalisation and violent extremism will need to be considered as at risk of harm to themselves or others and therefore such concerns should be acted upon by following our safeguarding procedures. Indicators of radicalisation and violent extremism may include:

- showing sympathy for extremist causes
- joining or seeking to join extremist organisations;
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies
- possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views

Trafficking Children

Trafficked children are at increased risk of harm because they are largely invisible to the professionals and volunteers who would be in a position to assist them. The adults who traffic them take trouble to ensure that the children do not come to the attention of the authorities, or disappear from contact with statutory services soon after arrival in the UK or in a new area within the UK.

Trafficking causes significant harm to children in both the short and long term; it may involve all forms of abuse.

Modern Slavery

Modern slavery is a complex crime that takes many different forms. It encompasses slavery, servitude, forced and compulsory labour and human trafficking. Traffickers and slave drivers coerce, deceive and

force individuals against their will into a life of abuse, servitude and inhumane treatment. Victims may be sexually exploited, forced to work for little or no pay or forced to commit criminal activities against their will. Victims are often pressured into debt / bondage and are likely to be fearful of those who exploit them, who will often threaten and abuse victims and their families. These factors make it very difficult for victims to escape.

If you have a concern that a child or adult customer is subject to forced or compulsory labour or human trafficking they must report the matter to the DSL. The DSL can contact the local Police force has a nominated Single Point of Contact (SPOC) to which referrals can also be made via 101 and a National Modern Slavery Helpline on Tel:0800 0121 700.

Young people and gang activity

Overall, young people can be 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, which can have a negative impact on their ability to be safe;
- not involved in gangs, but at risk of becoming victims of gangs;
- 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.

Young carers

A young carer is a person under 18 who provides or intends to provide care for another person (of any age except for where that care is provided for payment or as voluntary work). Young carers may require support services either for them or for the person they care for in order to ensure that their health and welfare does not suffer. In some instances, young carers may also need protection due to the adverse circumstances they may be experiencing or where the behaviour of the person that they are caring for is abusive.

Appendix 6: Grooming behaviour

'Grooming' is the process through which a person attempts to befriend a child with the intention of later developing a sexual relationship with them. It involves making the child feel comfortable through a variety of methods thus developing trust, before initiating physical contact and abusing that trust. Some argue that the term *entrapment* or *control* better describes this process.

An offender is likely to look to groom the adults as well as the child in order to gain their trust. This process can happen within a family or within an institution or organisation. Those who sexually abuse children are often experts at gaining confidence, and can look for situations where they can have unsupervised access to children.

Signs that an individual may be grooming a child or young person include:

- Being dressed inappropriately around the child or young person
- Spends most of his/her spare time with children and has little interest in spending time with someone of his/her own age
- Giving special attention to a child or young person
- Isolating a child or young person from other people
- Hugging, touching, kissing, tickling, wrestling with or holding a child or young person
- Giving gifts (including cigarettes/alcohol/drugs) or money for no apparent reason
- Treating a child as an equal/peer or like a spouse
- Finding ways to be alone with a child or young person when other adults are not likely to interrupt, e.g. taking the child for a car ride, arranging a special trip, etc.
- Not respecting the privacy of a child or young person
- Discussing their own sex life or asking a child or young person to discuss sexual experiences or feelings;
- Viewing abusive images of children
- Abusing alcohol or drugs and/or encourages children or young people to use them. The use of such substances reduces inhibitions.
- Allowing children or young people to consistently 'get away' with inappropriate behaviors
- Encouraging silence or secrets
- Makes fun of a child's body parts – uses sexualised names for the child or young person
- Not adhering to the rules, authority or code of conduct in the setting, organisation or within an activity

Appendix 7: Guidance for delivering workshops in schools

Prior to attending school premises to deliver a Rise workshop the following activity must take place.

1. Parental Contact Forms are sent out via schools to parents. This form will include the Rise Safeguarding Statement and who to contact if they have a concern about their child. The form signposts parents to view video footage of the Project (risewib.com) and requests written consent from parents for Rise to contact them directly. i.e. Stay in touch form via Newsletter by email, mobile phone number or 'what's app'
2. Parental Consent Form for the taking of photographs of a child during a project workshop. This written consent will allow the taking of photographs of their child for one of the following purposes only. Full names or identifying information will not be used in any accompanying text or captions when the image/photo is used.
 - Marketing material
 - Social media
 - Website
 - Educational or publicity material for Rise and Rise
 - Broadcast industry presentations

Attending school premises

- All visits to schools will be pre-arranged and organised through the Project Manager of the Workshop. No other person representing Rise will be in touch with a school to arrange a workshop, unless agreed with and introduced by our DSL - Carrie Wootten, Managing Director, via verbal or written notification.
- On the point of arranging our workshops, we will confirm who the School's Designated Safeguarding Lead (DSL), so we can refer to this individual if any information is disclosed by students. This information will be provided to all staff and volunteers involved in the workshop
- All Rise representatives will report to school reception first and not enter the school via any other entrance.
- All Rise representatives will explain the purpose of their visit and who has been the main contact within the school. They should wear their issued 'Rise uniform t-shirt' and be ready to produce formal identification when required.
- All Rise representatives will be asked to sign the school visitors' record book or equivalent such as an electronic recording system which may include a photograph being taken.
- A school visitor's badge should be worn and displayed prominently at all times when in the school community.
- Rise representatives should wait in the reception area until they are met by an appropriate member of school staff to be escorted to their destination.
- All Rise representatives should be accompanied by a member of school staff at all times.
- Rise representatives should never be alone with pupils/children at any time.
- If Rise representatives find they are alone with pupils/children at any stage, they should report immediately to a member of school staff or reception.
- On departing the school, Rise representatives should leave via reception, sign out of the building, return their visitor badge and be seen to leave the premises.
- No Rise representative will work with or attend an individual school on a regular basis.

Appendix 8: Rise Mentoring Framework



The UTC Mentoring Framework

Rise Up

What is Rise?

Rise is a global advocacy group that supports women working in the broadcast media technology sector.

Its goal is to ensure there is a diverse and gender balanced workforce across the specific areas of: engineering, technical operations, sales, marketing and business. Launched in 2017, Rise aims to ensure there is a sustainable pipeline of technical talent in the media and broadcast industry at all levels.

It achieves this via 4 programmes of work designed to encourage women into the industry, supporting and elevating them through all stages of their career.

Rise is growing fast thanks to the support of industry partners such as Sky, ITV, BT Sport, BBC, AVID, Adobe, and Ross Video who recognise how important gender diversity is to their businesses.

Why Rise matters?

The media and broadcast sector is still predominantly male, from senior directors through to engineers and little has changed over the last 10 years. There are women in some roles, but the representation is minimal and not across all roles or levels of seniority.

Whilst it's improved, still only 17% of technical jobs are filled by women (Source: The Guardian / PWC. 2nd Jan 2020) and diversity tends to tail off at more senior levels. Less than 10% of Technology Officers are women. Rises' ultimate goal is to change and to see a gender balanced and diverse workforce.

How Rise tackles gender diversity

To address this imbalance, Rise understands that women need champions, skills training, speaking opportunities, female role models and networks to attract them to our industry, elevate and retain them through to the most senior levels.

We offer this via 4 key programmes:

1. Rise Mentoring Scheme – an award-winning scheme which runs annually. Chosen mentees benefit from an industry mentor and a series of regular events to help them build their network, confidence and skill set.
2. Rise Awards – a global initiative to recognise women across technical operations, marketing, sales, product innovation, engineering, and business.
3. Rise Events – a series open to all. Rise organises and runs events for knowledge sharing and networking.

And

4. **Rise Up** – a new industry-led UK schools outreach programme to inspire and educate children and young women about opportunities in the broadcast, media and entertainment industries.

THE UTC Rise Up MENTORING PROGRAMME STRUCTURE

The mentoring programme will work with the UTC network across England supporting young *** women from *** schools.

The aim and ambition of the programme is to inspire, educate and inform young women about the opportunities that lie across the broadcast media technology industry and to show the career pathways and education routes young women might like to take once they leave school.

The Mentors will all be women working in the industry, who themselves have been through the Rise Industry Mentoring programme. They will work in companies such as Sky, BT Sport, BBC, Google, NEP, Adobe etc.

Timeframes and Structure

January 2021 - training: both the Mentors and the Mentees will undertake training for the mentoring programme, so each is aware of their responsibilities and how the mentoring sessions will work.

The Mentors will also undertake an NSPCC Safeguarding online course.

Carrie Wootten, Managing Director of Rise, will make the Mentor / Mentee pairings, once all training has been completed.

Year 12: this programme will run from Feb-Oct 2021, with a break in the Summer

Year 13: this programme will run from Feb-July 2021.

The structure of each month is as follows:

1-2 hours per month of 1-2-1 sessions between each Mentor and Mentee.

In addition to this, the UTC wide network of Mentees will meet together for 1 hour to network with each other and to also meet industry contacts.

If at all possible, we would like to bring together the Mentees, Mentors and sponsors face to face during the programme, but this will be Covid dependent.

Communication

Once the consent forms have been signed and the training has been completed, the Mentor and Mentee will communicate directly on the timings of their mentoring session. It is envisioned that all of these will be online via Zoom or over the phone due to Covid. If at all possible, Rise, will bring together the Mentees and Mentors as a group at some point during the programme.

Carrie Wootten, the Managing Director of Rise, will be running the monthly group sessions, and again these will all be online. She will also be the main contact for students and their parents throughout the programme.

Contact details:

carrie@risewib.com / 07951 070274

Appendix 9: Safeguarding Contacts List

Name and role	Safeguarding Role	Contact details
Carrie Wootten	Managing Director and Designated safeguarding officer	carrie@risewib.com 07951 070274
Lisa Lavender	Advisory board member for safeguarding and deputy designated safeguarding officer	lisa@britisharrows.com 07768 858023
NSPCC Helpline	24-hour helpline for advice on child protection matters for professionals and adults	0808 800 5000
Childline	24-hour helpline for children and young people	0800 1111
Whistle blowing advice line (external)	Advice can be sought from NSPCC if using the Railway Children whistleblowing procedure has not resolved the concern	0800 028 0285
Ofsted	To report concerns about education settings	0300 1233155 email whistleblowing@ofsted.gov.uk
The UK Safer Internet Centre	Provides advice for professionals and responds to reports about sexual abuse images of children online	0344 800 2382
Child Exploitation and Online Protection Centre(CEOP)	Investigates inappropriate online behaviour such as grooming online or sexual exploitation	0870 000 3344
Internet Watch Foundation	Remove images of child sexual abuse content and criminally obscene content online	01223 203030
Disclosure and Barring Service (DBS)	Advice line for criminal records checks	03000 200 190
The Mix	Helpline offering support and advice for those under 25 years	020 7009 2500
Local authority children's social care (England)	Use the following website to find out the details	https://www.gov.uk/report-child-abuse-to-local-council

Appendix 10: Safeguarding Concerns Form

Complete as much detail as you are able. Don't delay making a referral if there is information missing.

Part 1 Details of the Child/ren or adult at risk:		
Name of Child/ren or adult at risk:		
Gender:	Age:	Date of Birth:
Religion	Ethnicity	Any additional needs (e.g. disability, language spoken, interpreter required)
School/college details		
Parent's/Carer's name(s):		
Home address of child/ren or adult at risk:		
Part 2 Details of a safeguarding allegation against staff/volunteer/contractor		
Name and role of person		
Age and/or Date of Birth		
Home address		
Part 3 Your Details:		
Your Name:	Your Position:	Your contact details
Part 4 Report:		
Are you reporting your own concerns or responding to concerns raised by someone else?		
<input type="checkbox"/> Responding to my own concerns <input type="checkbox"/> Responding to concerns raised by someone else		If responding to concerns raised by someone else, please provide their name, role and contact details (if known):

Please provide details of the concerns you have for the child's or adult at risk safety and/or welfare, including times, dates or other relevant information. Please make it clear whether you are giving a fact, expressing your opinion or expressing the opinion of someone else. Please add any other relevant information known about the family/child/adult at risk circumstances. If you are reporting on concerns about a safeguarding allegation against a staff member/volunteer/contractor please provide full details here.

The child's or adult at risk account of what happened (e.g. of any incident, injury, disclosure, behaviour):

Please provide details of the person alleged to have caused the incident/injury if known (e.g. names(s) /address/ incident address /relationship to child or adult at risk etc.):

Please provide details (name, role contact details if known) of any witnesses to the incident/concerns:

Appendix 11: Safeguarding Recording Log

Date & time	Your Name	Notes

Appendix 12

RISE UP UTC MENTORING PROGRAMME 2021: CONSENT FORM

ABOUT RISE UP

Rise Up is the education arm of Rise: <https://risewib.com>

Its ambition is to inspire, educate and inform children and young women about opportunities and pathways in the broadcast, media and entertainment industries. Our industry sponsors are BT Sport and ITV and collectively we are delighted to be launching our first UTC Mentoring programme.

The Mentors will all be women working in the industry, who themselves have been through the Rise Industry Mentoring programme. They will work in companies such as Sky, BT Sport, BBC, Google, NEP, Adobe etc.

Please see our attached '**Rise Up UTC Mentoring Framework**' document for more information.

CONSENT TO TAKE PART

As part of this programme, your child will be in touch with their industry Mentor and the Managing Director at Rise. We would therefore like to gain your consent to communicate with your child via:

- Email: through their UTC email address
- Zoom: for their mentoring sessions with their industry mentor and monthly catch-ups with all of the Mentees
- Text / Phone: to communicate with Rise and possibly their Mentor too

Please note Rise asks all industry mentors to undertake a NSPCC safeguarding course and each Mentor will be DBS checked too. We would therefore be grateful if you could complete the following form.

I consent to my child taking part in the Rise UTC Mentoring Programme and to use the communication tools outlined above:

Child's Details
Child's full name:
UTC:
Parent Name:
Date:
Parent signature:

CONSENT TO PHOTOGRAPHY

Rise would like to promote the Rise Up UTC mentoring programme to its industry network, sponsors and partners, and would very much like to include your child's photo in this material, in particular on the Rise website: <https://risewib.com>

We would therefore be grateful if you could complete the following consent form.

I hereby give permission to Rise to use any still and/or moving image (e.g video footage & photographs) that includes the child named below whilst undertaking the Rise Up UTC Mentoring Programme.

I understand that these will be used for:

- marketing material
- social media
- website
- educational or publicity material for Rise and Rise Up
- broadcast industry presentations

Child's Details
Child's full name:
UTC:
Parent Name:
Date:
Parent signature:

Should you, at any stage, wish to change your mind about this consent, please do contact me on the details below.

We are really looking forward to working with and supporting your child through this programme.

Many Thanks

Carrie Wootten
Managing Director

Email: carrie@risewib.com / Tel No: 07951 070274