

Safeguarding and Child Protection Policy and Processes - We Build Bridges CIC

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This policy is written to promote the best possible standards of safeguarding practice for the activities of We Build Bridges CIC.

It is in line with the most recent version of DfE statutory guidance, Keeping Children Safe in Education, and, while We Build Bridges CIC is not a charity, we aim to follow the guidance set out in the government guidance ‘Safeguarding and protecting people for charities and trustees’ link here: <https://www.gov.uk/guidance/safeguarding-duties-for-charity-trustees#policies-procedures-and-practices-you-need-to-have>

Policy Statement

The welfare of all children, young people and adults at risk, is paramount and all have equal rights of protection. Schools have the duty of care for their students and we will do

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delay – call 999



everything we can to provide a safe and caring environment whilst students attend or take part in our activities.

Equal Opportunities Statement

We recognise that anyone can become subject to discrimination, harassment, victimisation or at risk of harm due to:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity,
- race
- religion or belief
- sex
- sexual orientation

Comments and actions that contribute to discrimination, harassment or victimisation are not acceptable and will be challenged. Such incidents will be recorded and shared with the relevant agencies when necessary and appropriate.

Overarching Principles

We will:

- treat everyone with respect and celebrate their achievements;
- carefully recruit and select all personnel whether paid or unpaid;
- ensure continual training for all involved and work to ensure we meet best practice;
- respond to concerns and allegations appropriately.

When there are concerns in an educational setting, usually about the welfare of any child, young person or adult at risk; all are expected to share those concerns, without delay, with

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the Designated Safeguarding Lead (DSL), or their Deputy (DDSL) at the school which the child, young person or adult at risk attends.

All subsequent actions will be managed by that setting and the personnel involved should only inform We Build Bridges CIC's Safeguarding

Lead that a concern has been raised – they do not need to share any identifying detail. All other safeguarding concerns relating to We Build Bridges CIC should be referred by all personnel to We Build Bridges CIC safeguarding lead.

This policy is reviewed and updated regularly. We publish and promote this policy to all personnel and stakeholders, paid or unpaid, through induction and training. We also make this policy available on our website for everyone who uses our services and also make it available to our employer partners.

This policy must be followed by all personnel of We Build Bridges CIC including, but not limited to, trustees, employees and consultants ("personnel"). It also applies to volunteers including alumni, volunteers, employer partner employees or any other person working with We Build Bridges CIC in a voluntary, unpaid position ("volunteer").

By following this policy all personnel and volunteers will help to protect children and adults at risk from abuse and will also avoid the risk of any misunderstandings and allegations against them.

Policy Aim

We aim at all times to attain best safeguarding practice throughout all our activities and work to provide a safe and friendly environment and celebrate all achievements. We will achieve this by adhering strictly to this policy, guidance and safeguarding risk assessments. We Build Bridges CIC holds current Public Liability, Employees' Liability and Professional Indemnity Insurance which covers all our activities.

Safeguarding Lead

We Build Bridges CIC Designated Safeguarding Lead (DSL): Cherry Tingle

Their role is to oversee and ensure that our safeguarding policy, which includes eSafety, is fully implemented and that we attain safe standards to protect students.

Their responsibilities are:

- monitoring and recording concerns
- making referrals to school DSLs, social care, Local Authority Designated Officer (LADO) or police, as relevant, without delay
- liaison with other agencies
- overseeing all our safeguarding arrangements, including safer recruitment
- arranging training for all personnel

Karen Barker, Director, will handle any safeguarding related complaints or allegations against the DSL if appropriate.

Why do we need a Safeguarding Policy?

All organisations that work or come into contact with children, young people and/or adults at risk need to have safeguarding policies and procedures in place. Government guidance is clear that all organisations working with children, young people, adults at risk, parents, carers and/or families have responsibilities for safeguarding. It is important to remember that children, young people and adults at risk can also abuse and that such incidents fall into the remit of this policy. To undertake these responsibilities, we:

- are clear about people's responsibilities and accountability
- have a culture of listening to children, young people and adults at risk
- undertake safer recruitment practices for all personnel and volunteers working with children & young people and adults at risk
- have procedures for safeguarding children and young people and adults at risk

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- have procedures for dealing with allegations against, and concerns about any personnel
- make sure personnel, paid and unpaid, have mandatory induction and further safeguarding training, supervision, reviews and support
- have agreements about working with other organisations and agencies

All We Build Bridges CIC personnel or consultants working for We Build Bridges CIC will have the appropriate level of DBS check.

See Police Act 1997 (Criminal Records) Regulations 2009 for appropriate level. This link takes you to the contents of the latest available version (as of August 2025)

<https://www.legislation.gov.uk/ukxi/2009/1882/contents>

Explanation of Regulated Activity

This link helps to make the judgement as to what level of DBS is appropriate and necessary.

<https://www.gov.uk/government/publications/dbs-guidance-leaflets/regulated-activity-with-children>

Any We Build Bridges CIC personnel who experience anything which may alter their DBS status must report this to the We Build Bridges CIC DSL as soon as possible.

Definition of a Child/Young Person

There is no single law that defines the age of a child across the UK. The UN Convention on the Rights of the Child, ratified by the UK government in 1991, states that a child “means every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier” (Article 1, Convention on the Rights of the Child, 1989).

Definition of an Adult at Risk

There is no single law that defines an adult at risk across the UK. An adult at risk is a person over the age of 18 years (16 in Scotland) and is:

- having needs for care and support, and;
- experiencing, or is at risk of, abuse and neglect and;
- as a result of those care needs, is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

Data Protection

We will treat any personal information by which an individual can be identified (i.e. name, address, email etc.) in accordance with the latest provisions of the most recent Data Protection Act, and the most recent UK General Data Protection Regulation (UK GDPR) and will not share information with any third party, except where required by law.

Confidentiality

We Build Bridges CIC recognises that all matters relating to safeguarding are confidential, in the sense that they must not be generally discussed. Personnel will disclose any information about a child or adult at risk to other members of personnel only on a 'need to know' basis. All personnel must be aware that they have a professional responsibility to share information with other agencies, through the defined channels or otherwise, in order to safeguard children and adults at risk.

We Build Bridges CIC will ensure that confidential information is only shared where it is lawful and ethical to do so. All personnel and volunteers will be clear about situations when they can share information with appropriate agencies and professionals working together within local information sharing protocols i.e. when they believe a child or an adult at risk of harm.

Whistleblowing

Whistleblowing is when someone raises a concern externally about a person or practice within the organisation, that will affect others in an illegal and or harmful way.

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We Build Bridges CIC promotes the sharing of any concerns regarding the safeguarding of children, young people and adults at risk as soon as possible with the DSL.

If individuals reporting their concerns within We Build Bridges CIC do not feel they have been acted upon then we fully support their right to report these concerns to social care services, the police, the Local Authority Designated Officer (LADO), Charities Commission and, for concerns in regulated educational settings Ofsted, as appropriate.

Information Sharing

Timely and accurate written records play an essential role in safeguarding individuals who may have suffered, are suffering or at significant risk of suffering harm. It is important that records are shared at the appropriate time when necessary.

For concerns occurring within an education setting, the decision to share written information, and with whom, will be undertaken by the school DSL or DDSL.

For concerns taking place outside of an education setting, We Build Bridges CIC's DSL will make this decision. All concerns will be recorded using the school's system or by We Build Bridges CIC as relevant.

Safer Recruitment

We Build Bridges CIC is committed to safe recruitment in line with the relevant legislation and guidance from the government for recruiting all personnel working with children, paid or unpaid. We do this by following the latest safer recruitment guidelines at all times.

This link takes to NSPCC support re Safer Recruitment that We Build Bridges CIC uses to inform our policy and practice.

<https://learning.nspcc.org.uk/safeguarding-child-protection/safer-recruitment>

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For Short Term Projects

A short-term project is defined as one where the volunteers interact with the same group of children/adults at risk on five or fewer occasions either online or in-person and facilitated by We Build Bridges CIC.

Volunteers

Are provided with a link to this Safeguarding Policy.

Are also verbally briefed by a member of We Build Bridges CIC before the volunteering takes place. This briefing covers the key points of the Safeguarding Policy, and provides an opportunity for any questions to be addressed.

During the We Build Bridges CIC-led activity we ensure we:

- Are informed if any volunteers provided by an organisation are not subject to an enhanced DBS check.
- Commit to ensuring that an appropriate member of school staff supervises the volunteer sessions at all times, even if the activity is online.

Provide the name and contact details for the school or college's DSL and DDSs, appropriate risk assessments and details of the school or college's own safeguarding policies or procedures.

Induction and Training

All new personnel, paid and unpaid, will receive immediate induction training before they undertake any We Build Bridges CIC led activity where they may have access to pupils or students, including online.

We will ensure they have:

- received, understood and stated they will comply with this policy and the Code of Conduct;
- been given any relevant resources;
- attended and understood any training received about this policy;

- attended a briefing provided to all volunteers interacting with children / adults at risk before they begin volunteering.
- When needed, all personnel will receive further safeguarding training, at the appropriate level, as soon as possible. Personnel working directly with at-risk groups in schools and colleges will also undertake the free online government training for PREVENT/Channel and FGM if appropriate.

This link takes you to the website: <https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal>

Working Practices

Consent

It is the responsibility of the school which students normally attend (the home school) to seek parental consent for students to attend We Build Bridges CIC activities.

Where relevant, we will ensure we fulfil our obligations under Child Care Law in terms of parental responsibility and Mental Capacity Legislation on supporting, where possible, the individual's right to make their own decisions. Any decisions made should be the least restrictive and recorded.

Personnel Ratios to Children, Young People and Adults at Risk

There must always be a minimum of two responsible adults present for any activities involving students. All of We Build Bridges CIC's events taking place in a school or online with young people and or adults at risk, should have appropriate home school staff in attendance supervising (at least one home school staff member per class group of children) in line with the home school's policies and risk assessments.

Where an event involving children and/or adults at risk takes place other than in a school, it is the responsibility of the home school to ensure that there are appropriate numbers of home school staff, or other suitable trained and DBS checked staff, in attendance supervising their students.

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For We Build Bridges CIC's activities which introduce students to employers or volunteers, and which provide children/adults at risk with digital access to employers or volunteers, it is the home school's responsibility to identify children/adults at risk who will benefit from using these services. It is also the home school's responsibility to ensure a member of their staff is copied in and takes part in any communications and that the appropriate risk assessments are in place. The home school will ensure students and their staff use these opportunities appropriately in accordance with their own safeguarding, student code of conduct, e-safety and moderation policies.

Young People who Work at We Build Bridges CIC

All young people who are undertaking volunteer work, apprenticeships or work experience within We Build Bridges CIC are to be included within this policy and their safeguarding as individuals will be given the same importance as all young people we come into contact with. Any disclosures, observations of possible harm or disturbing behaviour must be reported to We Build Bridges CIC's DSL immediately.

These young people will also undertake an induction program that includes their commitment to safeguarding within the remit of the safeguarding policy and in line with all personnel induction.

In addition, information on the young person's contacts will be recorded as relevant e.g. parents, carers, school representatives and any supervisors, with emergency contact numbers.

We will check with the relevant local authority's education welfare team to see if an employment permit is required for any young people working with us.

Code of Conduct

We aim to provide a safe environment free from discrimination, upholding and promoting equality, diversity and inclusion. So that personnel, staff or volunteers do not place themselves, children or adults at risk of harm or of allegations of harm to a child/adult at risk, we require all personnel to:

- treat all children and young people and adults at risk with respect and dignity;
- ensure that their welfare and safety is paramount at all times;
- maintain professional boundaries both face to face and when using technology;
- not share contact details (including social media account information and personal email addresses or phone numbers) with children and young people;
- always listen to individuals and take account of their wishes and feeling;
- always act in a professional way and not accept bullying, swearing or other disruptive behaviour;
- liaise openly with schools;
- only use physical contact if absolutely necessary;
- listen to, and act upon, any disclosures allegations, or concerns of abuse;
- participate in approved safeguarding training at appropriate levels;
- follow our safeguarding policy at all times;
- act in a professional manner with any children/adults at risk, both in-person and online, avoiding any sense of friendship or favouritism;
- never work alone or one to one with a pupil or student;
- never meet socially with a pupil or student, including their homes;
- never give lifts in cars (or any private vehicle) to children/adults at risk, particularly one-to-one, other than in an emergency when another member of personnel should be informed of the circumstances as soon as practicable;
- seek advice from the school's DSL or DDSL or We Build Bridges CIC's DSL if any interaction with a child or adult at risk seems out of the ordinary or makes them feel uncomfortable;
- refer any concerns to the school's DSL or DDSL or We Build Bridges CIC's Safeguarding Lead immediately if they are concerned about a child or adult at risk.

Handling Disclosures – Response Protocol

When a disclosure is made by a child, young person or adult at risk it is important to remember to:

In an emergency do not
delay – call 999



- take what you are being told seriously
- stay calm and reassure
- do not investigate
- do not delay

And always:

- report the concern and seek advice from the school or college's DSL, DDSL or We Build Bridges CIC DSL
- make a careful recording of anything you are told or observe

A disclosure may come from someone telling you:

- they have or are being abused;
- they have concerns about someone else;
- they are themselves abusing or likely to abuse someone else.

Responding to Concerns

We ensure and emphasise that everyone at We Build Bridges CIC understands and knows how to share any concerns immediately.

When the concern is about the welfare of a child or adult at risk from a school, then personnel or volunteers should refer the concern to the home school Designated Safeguarding Lead (DSL) or Deputy DSL (DDSL) in the first instance. A record should be kept. Personnel or volunteers should also inform We Build Bridges CIC's DSL that they have referred a concern. There is no need for them to share identifying information with We Build Bridges CIC's DSL if the school DSL has been given details.

Everyone, including We Build Bridges CIC's DSL, will deal with concerns using the following flow chart:

If you are worried that a child, young person or adult at risk has been abused because you have:

- Seen something

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- Someone has told you they have been abused
- Someone has told you they are concerned
- There has been an allegation against a colleague
- There has been an anonymous allegation
- An adult has disclosed they were abused as a child
- A child, young person or adult say they are abusing someone else

Report this immediately

If at a school, report to the DSL or DDSL (or principal if you do not know who the DSL is) immediately.

If at a We Build Bridges CIC event that is not at a school, report to a We Build Bridges CIC member of staff who will contact the We Build Bridges CIC DSL. They will contact the appropriate authority or home school DSL. If the concern relates to the We Build Bridges CIC member of staff or DSL, report to the We Build Bridges CIC director, failing that, the police.

The home school / We Build Bridges CIC DSL will report the concern to the relevant adult or children's social care services or Local Authority Designated Officer (LADO) and / or the police as appropriate and follow up the referral within 24 hours. In cases where there is an allegation against a person with duty of care to a child, the LADO will coordinate the next steps.

Under whistleblowing, anyone can refer directly to social care / LADO / police or We Build Bridges CIC.

Concerns should be raised with Ofsted (in the case of a school) or the police (in the case of We Build Bridges CIC) if you are concerned the organisation is not managing safeguarding concerns appropriately.

IN AN EMERGENCY DO NOT DELAY – CALL 999

Record Keeping

At all times when required, and especially where there is a safeguarding concern, we are committed to keeping records which are:

- recorded on a safeguarding incident form and / or with date and time of recording;
- of sufficient details of child, young person or adult at risk to identify individual who is subject of concern and any significant others;
- accurate and factual/based on fact, as a true record of:

o what has been monitored/observed

o what has been said and by whom

o what has given cause for concern

o what action has and/or will be taken including the reason for those actions

o the reason stated for action being taken and by whom

o non judgmental

o timely – within 24 hours

o signed and dated by the writer and co-signed by the Safeguarding Lead or Deputy shared as appropriate by the Safeguarding Lead or Deputy

o stored safely and securely by the Safeguarding Lead or Deputy

Recording and storing incidents, concerns and referrals

Incidents that occur in a school should be reported in a factual and non-judgmental way as soon as possible and at the latest within 24 hours of the incident to the DSL or DDSL. For all other concerns at We Build Bridges CIC, the We Build Bridges CIC's DSL should be informed.

All records of incidents, concerns and referrals will be stored digitally in chronological order in a secure online folder. Where records relate to a child, they will be retained until the individual's 25th birthday. Where records relate to concerns about an adult's behaviour with children, records will be retained until the individual's normal retirement age, or for 10 years, whichever is longer.

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delay – call 999



Where there are unfinished legal proceedings related to an incident for which records are being held, records may need to be retained longer. In this instance, legal advice will be sought.

Records of serious incidents will be passed on to the relevant authority, including to We Build Bridges CIC and the police. Where incidents are not referred to relevant authorities, the reasons for making the decision not to refer will be recorded as well.

Making referrals for We Build Bridges CIC safeguarding concerns

Referrals will be made by the DSL. Where an incident requires a referral beyond the safeguarding lead of a school the following process will be followed by We Build Bridges CIC's DSL:

In an emergency, the police will be contacted on 999;

Otherwise, the contact details for the children's social care services for the relevant area will be found

The children's social care services will be phoned, and the We Build Bridges CIC staff member will say

'I wish to make a child safeguarding referral. Can I speak to a duty social care worker?'

The phone call referral will be followed up with the factual, written record of the concerns using social service's secure message system.

Handling Personnel Safeguarding Allegations / Dealing with Safeguarding Complaints / Disciplinary & Grievance Procedures within We Build Bridges CIC

When the allegation or complaint has been made in a school or college, they will make the referral to the relevant agencies and liaise with We Build Bridges CIC as necessary and when advised by the LADO or social services.

In an emergency do not
delay – call 999



We Build Bridges CIC's policies and procedures are in line with the statutory guidance, local Safeguarding Partnership's and Board's guidelines, and its disciplinary, complaints and grievance procedures. These will be made available to anyone on request

Where a complaint or allegation has been made with regards to any inappropriate behaviour or poor practice, the DSL will, in all cases, discuss the situation with social care services (the LADO with regards to children England and Wales only) and / or the police before making an open decision about the best way forward.

In the case where the DSL is implicated, the director/s should be informed. In the exceptional circumstances that all are involved, the person concerned will inform the appropriate governmental or local authority body. If there is a belief that the concern has not been taken seriously or acted upon then anyone can "Whistleblow".

With regards to disciplinary and grievance procedures, We Build Bridges CIC will not take any steps until they have fully discussed and agreed a strategy with social care services and / or the police or LADO. Any LADO / police investigation will override the need to implement any such procedures. Our management are responsible for making referrals to the relevant:

- Criminal Records Service
- Regulatory Authority
- Professional Body
-

Bullying and Harassment

Bullying and harassment can take many forms and include:

- physical violence including threats, verbal assaults and taunts, the destruction of property, extortion, unwanted sexual interest or contact
- indirect forms of bullying including ignoring a person and the withdrawal of friendship, malicious gossip and spreading rumours, abusive or oppressive graffiti, the use of social media, electronic messages and websites.

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delay – call 999



It is often motivated by prejudice against certain groups for example on the grounds of race, religion, gender and disability.

Whether directed at children, young people, adults at risk, personnel, volunteers, parent and carers, bullying and harassment, physical and/or emotional abuse will not be tolerated. All such behaviour will be treated as a safeguarding concern when aimed at children, young people and or adults at risk.

We will:

- provide a culture of equality and respect for all with zero tolerance to any form of bullying or harassment;
- report all incidents of bullying or harassment observed or disclosed, to the DSL or Deputy;
- take immediate steps to stop the behaviour and mitigate the effects of bullying and harassment;
- record all incidents with observations and witness statements, and action taken, signed, timed and dated.

eSafety

Why do we need to include eSafety?

The internet, mobile phones and other electronic technology have made access to information and communication increasingly easy for everyone. Government guidance is clear, that all organisations working with children, young people, adults at risk, families, parents and carers have responsibilities. It is also important to remember, children, young people and adults at risk can also abuse and such incidents fall into the remit of this policy.

eSafety Code of Conduct

We expect everyone, personnel and volunteers, at We Build Bridges CIC to agree to our eSafety code of conduct to:

- use the internet and other forms of communication in a sensible and polite way;
- only access websites, send messages or access and use other resources that will not hurt or upset anyone;
- seek permission to use personal information or take photographs of other people;
- report any concerns to the Lead DSL;
- be clear that we cannot maintain confidentiality if there is a concern about the welfare of a child, young person or adult at risk.

What are the Risks?

There are many potential risks including:

- accessing inappropriate or illegal websites;
- receiving unwanted or upsetting texts, e-mail messages or images;
- being “groomed” by another with a view to meeting the child, young person or adult at risk for their own illegal purposes including sex, drugs or crime;
- viewing or receiving socially unacceptable material such as inciting hatred or violence;
- sending bullying messages or posting malicious details about others;
- ignoring copyright law by downloading e.g. music, videos, homework cheat materials etc;
- overspending on shopping and gambling sites;
- being at risk of identity fraud for money transactions;
- inappropriate relationships or prostitution.

What else might be of concern?

A child, young person or adult at risk who:

- is becoming secretive about where they are going to or who they are meeting;
- will not let you see what they are accessing online;
- is using a webcam in a closed area, away from other people;
- is accessing the web or using a mobile for long periods and at all hours;
- clears the computer history every time they use it;
- receives unexpected money or gifts from people you don’t know;

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- does not appear to have the money they should have;

A person who:

- befriends a child, young person or adult at risk on the internet or by text messaging;
- has links to children, young people and/or adults at risk on their social media pages especially if they work in a position of care such as a sports coach or care worker;
- is secretive about what they are doing and who they are meeting.

What do I do if I am concerned?

If you have any concerns, speak to the school's DSL or DDSL and for concerns outside a school to We Build Bridges CIC's DSL.

Remember:

- do not delay;
- do not investigate;
- seek advice from the Lead or Deputy;
- make careful recording of anything you observe or are told.

eSafety Referral – Child and Adult

In the event of a referral, the school DSL will follow their procedures.

If the concern is away from a school, the We Build Bridges CIC DSL will contact NSPCC on 0808 800 5000 for immediate guidance on the particular circumstances.

Specific advice relating to use of online digital communication including social media

Transparency, openness and appropriate professional purpose must underpin any of We Build Bridges CIC's interaction with children/adults at risk via digital means.

It is good practice to keep email contact with children and adults at risk brief, formal and professional.

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Other than communications on behalf of We Build Bridges CIC itself, digital messaging services should not be used to communicate with children or adults at risk. Where it is necessary (for example when delivering an online programme) and it entails staff or volunteers having direct contact with children or adults at risk, digital technology will be used only if it allows communication to be monitored.

Where We Build Bridges CIC staff need to use digital messaging services to contact children or adults at risk, they will only do this on a professional email or meeting software provided by We Build Bridges CIC. They will always ensure a member of the school staff is present in the meeting and copied in to the email.

Mobile numbers of students must not be stored on a We Build Bridges CIC staff member's personal mobile and children/adults at risk should not have access to We Build Bridges CIC staff or volunteer personal mobile numbers.

Staff should never give children or adults at risk their personal email addresses or personal phone numbers.

Volunteers should not exchange any personal contact details of any sort with children or adults at risk. Any contact between volunteers and pupils should be facilitated by We Build Bridges CIC or the school/college.

It is not appropriate for staff or volunteers to connect with (e.g. become Facebook "friends" or connect with/follow on any other form of social media) any child or adult met through We Build Bridges CIC.

Photography, video and audio recording

The use of photography, video and audio recording is really important to record the successes and achievements of children, young people and adults at risk in their lives and activities. However, it is vital to remember that photography can be used and distributed inappropriately including on the Internet.

Any photograph, video or audio recording taken of a child or adult at risk must be for legitimate purposes in accordance with We Build Bridges CIC or the home or host school's objectives. The validity and necessity of such photograph or recording must be

transparent, obvious and approved in advance by the Safeguarding Lead for the appropriate .

Consent for taking and use of photographs, video or audio recording must be obtained by the school students attend prior to being taken; recordings must never be clandestine. The individual school must inform We Build Bridges CIC of any students whose images cannot be taken, recorded, stored or used.

It is therefore important to be clear about:

- the purpose of photos e.g. the pupil or student's own record, media and publicity etc;
- how long and where the images and recordings will be stored;
- the content required when using a professional photographer;
- publishing only limited details alongside individual's photos in newspapers etc;
- taking photographs openly in publicly accessible areas;
- the suitability of clothing;
- any group photos being taken only during the activity or on the premises;
- all those taking photos signing a registration form, which includes the reason, use and storage of all photographs and films.

The above guidance applies to any photographic and filming equipment including online meetings, camera phones, digital or video cameras, and details of which and whose equipment is used should also be recorded on a registration form.

Virtual Workshops

For Years 7 to 13, We Build Bridges CIC will aim to stream sessions to groups of students rather than individual students. Where students are dialling into the virtual workshop individually (Year 12 upwards), they will use devices which meet the home school's policies and sign in using their home school's account.

Students will be in a suitable location e.g. a classroom, with a member of the home school staff present in the room and logged on at all times. If the student is working from home, it will be the school's responsibility to confirm that either a member of staff joins the

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communication or that each participating student has an adult present in the house, and that the students understand how to conduct themselves professionally while taking part.

We Build Bridges CIC will record the session where possible but will inform all participants of this before recording.

To ensure successful, safe online communications and workshops, We Build Bridges CIC will:

- Ensure volunteers have read and agree to the code of conduct and receive an appropriate briefing from a We Build Bridges CIC staff member
- Liaise with the school to agree the most appropriate platform
- Lock the 'room' once all participants have joined
- Disable screen sharing functionality
- Disable private chat between attendees
- Ensure an appropriate background is used for the call, both by We Build Bridges CIC staff and participating volunteers
- Not use breakout rooms unless a minimum of one member of UT staff can be present in each room
- To ensure a successful, safe workshop, home schools should:
 - Ensure they have parent or carer consent for young people to participate in We Build Bridges CIC activities
 - Ensure young people are accessing video calls via the school account rather than personal accounts, to protect personal data and confidentiality
 - Ensure a member of school staff is present with students for the duration of the virtual workshop

If a student is working from home, ensure they have either a member of staff in the communication or an adult present at home while taking part, and ensure the students know how to conduct themselves professionally on the call

Other online engagement

We Build Bridges CIC may periodically use other platforms to connect schools and young people with volunteers. For every platform, a risk assessment will be carried out by the

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home and the platform will only be implemented if robust safeguarding functionality is embedded within the system.

When using these platforms, volunteers and students will agree to a code of conduct before use. If the activity involves one-to-one online communication between young people and volunteers, the volunteers will be subject to an enhanced DBS check.

The Late Pick Up of a Child, Young Person or Adult at Risk

In the event of the late pick up of a child or young person from a We Build Bridges CIC event, the home school will follow their procedures .

Child, Young Person or Adult Goes Missing

For activities away from schools and colleges, if a child, young person or adult at risk goes missing from the group or We Build Bridges CIC activity, the home school should report this to the police. Use 999 where there is a concern that they cannot be found or are vulnerable.

A missing person may be assessed as 'at risk' if they fit one or more of the following categories.

- is under 16
- has expressed feelings of suicide
- has dementia
- has been acting totally out of character
- has mental health issues
- is under increased stress
- has an illness or a physical disability
- has a learning disability
- is in need of regular medication/care
- is an addict

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The Lead DSL should be informed as soon as possible, and all details and actions recorded, dated, timed and signed.

First Aid

The responsibility for first aid at events involving students rests with the home school. First Aiders have completed specific training as set out by the Health and Safety Executive (HSE). They hold valid and up to date certificates of competence issued by an organisation whose training and qualifications are approved by the HSE. Home schools should ensure that, either the member of staff accompanying the school is first aid trained or that they have established there will be first aid cover from other staff or at the venue.

The duties of a First Aider are:

- to give immediate First Aid to children, young people, adults at risk, personnel or visitors when needed
- to ensure that an ambulance or other professional medical help is called when necessary

It is the responsibility of the home school to ensure there is always a trained first aider on site when delivering activity inside a school. Outside of an education setting We Build Bridges CIC staff will ensure that there is appropriate first aid cover when coordinating with a venue.

All incidents will be reported and recorded in the home / venue First Aid and Incident Accident Books.

Transport to We Build Bridges CIC events

The responsibility for student transport arrangements to and from We Build Bridges CIC events lies with the home school. It is for the home school to liaise with the transport providers to ensure all appropriate risk assessments are in place.

Buildings and Venues

Safeguarding risk assessments will be carried out or obtained on all buildings and venues by the home school. For venues used by students for a We Build Bridges CIC activity not taking place in a school, the responsibility lies with the home school to liaise with the venue to ensure all appropriate risk assessments are in place.

The safeguarding risk assessment should cover

- access, especially how people enter and leave the building
- signing in protocol
- use of keys
- toilets and changing rooms
- any outside space
- car parks
- a consideration and assessment if there any other relevant issues

Policy Date

This policy was last updated on 31 August 2025 and will be reviewed regularly by directors (at least annually) or when there are substantial changes needed.

Appendix

Recognising Abuse in Children Young People and Adults at Risk

For children there are four main categories of abuse:

Emotional

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.

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 adult at risk’s or child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

Physical

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.

Sexual

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

When working in educational settings the following categories are also important:

Child sexual exploitation

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child's or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse;
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due

to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Criminal exploitation including County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in County Lines are missing episodes.

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

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Peer on peer abuse, including sexual violence and upskirting:

This can include but is not limited to:

- bullying including cyber bullying;
- prejudiced based and discriminatory bullying;
- abuse within intimate relationships;
- sexual harassment;
- sharing of nudes and semi nudes images and or videos causing someone to engage in sexual activity without consent e.g. forcing someone to strip;

- upskirting, which is a criminal offence;
- initiation, hazing type incidents.

Recognising Abuse (adults)

Physical abuse – including assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions. Domestic violence – including psychological, physical, sexual, financial, emotional abuse; so, called ‘honour’ based violence.

Sexual abuse – including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.

Domestic Abuse – any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, related regardless of gender or sexuality. The abuse can have happened overseas and encompasses , but is not limited to psychological, sexual, financial and emotional abuse.

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

Financial or material abuse – including theft, fraud, internet scamming, coercion in relation to an adult’s financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

Modern slavery – encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment. (Modern Slavery Bill awaiting Royal Assent)

Discriminatory abuse – including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.

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Organisational abuse – including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

Neglect and acts of omission – including 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 behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding.

It is important to be observant, listen to what is being said and record. e.g. is what you are observing and being told about an injury consistent with the injury?

Other abuse and or indicators for children and adults include:

- Alcohol and Substance misuse
- Breast Ironing
- Carrying offensive weapons
- Concealed pregnancy
- “Honour” based abuse
- Exploitive use of technology
- Female Genital Mutilation (FGM)
- Gangs
- Gambling
- Hate and “mate” crime
- Hazing and initiation rites
- Organisational or institutional
- Radicalisation
- Spiritual abuse related to faith or belief
- Trafficking