



Safeguarding Policy

Radnor House Twickenham is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. It is our aim that all pupils achieve their very best.

Safeguarding and promoting the welfare of children is defined in the DfE's Keeping Children Safe in Education (KCSIE): DfE September 2025 as protecting children from maltreatment, whether that is within or outside the home, including online. Providing help and support to meet the needs of children as soon as problems emerge. Preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. 'Children' includes everyone under the age of 18.

It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.

Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure. Radnor House Twickenham recognises the importance of providing an ethos and environment within the school that helps children to be safe and to feel safe. In our school children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

Applies to:

This Safeguarding Policy has been authorised by the Board of Governors and is addressed to all members of staff and volunteers. In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and governors. This policy applies wherever staff or volunteers are working with pupils even where this is away from the school, for example at an activity centre or on an educational visit.

Related Documents:

- Anti-Bullying Policy
- Behaviour Policy
- Educational Visits and Off-site Activities Policy
- First Aid Policy
- Health, Safety and Welfare Policy
- Learning Differences Policy, incl. SEND
- Online Safety Policy
- Personal, Social, Health and Economic Education Policy including Relationship and Sex Education Policy
- Risk Assessment Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Whistleblowing Policy

Availability:

This policy is made available to parents, staff and pupils in the following ways: via the school website, and on request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy is subject to continuous monitoring, refinement and audit by the Principal.
- The Board of Governors undertakes a formal annual review of this policy.
- This policy will next be reviewed no later than September 2026.

Signed

A handwritten signature in black ink, appearing to read 'Amy Cavilla', written over a light blue rectangular background.

Amy Cavilla

Principal

September 2025

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1. Statement of the School's Commitment to Safeguarding

This policy, which applies to the entire school, is consistent with the requirements of:

- Radnor House Twickenham's Local Safeguarding Children Partnership – Kingston and Richmond Safeguarding Children Partnership – the Partnership's guidelines and arrangements for local intra-agency procedures are available on their website on [Home - Kingston and Richmond Safeguarding Children Partnership](#)
- Keeping Children Safe in Education (KCSIE): DfE September 2025 (KCSIE): DfE September 2025, and any subsequent amendments: see www.gov.uk/government/publications/keeping-children-safe-in-education
Part 1 of which is available on the school website.
- Working Together to Safeguard Children (WT): DfE, published March 2015, last updated December 2024. Updated June 2025 version (WT): DfE, published March 2015, last updated December 2024: see
- The advice to schools in The Prevent Duty: DfE March 2015, last updated December 2024. Prevent Duty guidance, updated September 2023: DfE March 2015, last updated December 2024: see
- The advice to schools in What to do if you are Worried a Child is Being Abused - Advice for Practitioners DfE March 2015: see <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- The advice to schools in Sexual Violence and Sexual Harassment Between Children in Schools and Colleges: DfE Sept 2022: now included in the KCSIE Sept. 2025 update. www.gov.uk/government/publications/keeping-children-safe-in-education
- *Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges* (updated March 2025) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK](#)

Accordingly, the policy aims to:

- safeguard children whether they are at risk of maltreatment or abuse, or in need of specific local authority or inter-agency care and school support;
- ensure that the school provides a safe, caring environment which promotes, at all times, the best interests of the children in the school & always know where a child is based during school hours.
- encourage a sensitive and open 'listening' environment in which staff and pupils feel free to discuss general matters relating to safeguarding and to raise specific concerns; in particular all pupils are advised as to the various ways, including through independent listeners and counsellors, in which they may make any general or personal safeguarding concerns known;
- promote full co-operation with, and contribute to the provision of, appropriate co-ordinated support and/or early help from, external agencies.

Noting that in the matter of any referral to an external agency the foremost consideration is the best interests of the child, parental consent for such referrals is neither necessary nor in some cases appropriate.

At Radnor House Twickenham, safeguarding is everyone's responsibility. Although referrals are normally to be managed by the Designated Safeguarding Lead (DSL), anyone may refer a child if necessary.

Members of staff should use the school's Whistleblowing Policy if they have any concerns about the handling of safeguarding matters, either in general or in specific cases. This covers any concerns a member of staff has about another staff member's inappropriate behaviour towards a pupil, or a concern that a safeguarding issue is not being referred onto the local safeguarding partnership as it should be, i.e. ineffective and unsafe practice.

As a result of the Covid-19 pandemic, some members of the school community may have been exposed to an

element of adversity and trauma including bereavement, anxiety and, in some cases, increased welfare and safeguarding risks. The school will work with local services, such as health and the local authority, to ensure the necessary support is in place. The school will continue to follow government guidance and will amend this policy and related approaches, as necessary.

2. Key Personnel and Contact Details

Please note that external responsibilities, and therefore details of any external personnel named below, may be subject to change without notification to the school.

Designated Safeguarding Lead (DSL) and Prevent Officer

Name: Katie Gilmore

Job Title: Director of Safeguarding & Health (DSL)

Email: kgilmore@radnorhouse.org

Mobile: 07553 648 668

Telephone: 020-8891-6264 (ext 211)

Deputy Designated Safeguarding Lead (Deputy DSL)

Name: Shaelene Bruce

Job Title: Assistant Head Wellbeing & Inclusion

Email: sbruce@radnorhouse.org

Telephone: 020-8891-6264 (ext 206)

Deputy Designated Safeguarding Lead (Deputy DSL)

Name: Kathryne Macharg

Job Title: Director of Sixth Form

Email: "Kathryne Macharg" <kmacharg@radnorhouse.org>

Telephone: 020-8891-6264

Deputy Designated Safeguarding Lead (Deputy DSL)

Name: Amy Cavilla

Job Title: Principle

Email: acavilla@radnorhouse.org

Telephone: 020-8891-6264

Deputy Designated Safeguarding Lead (Deputy DSL)

Name: Stephen Carrington

Job Title: Headmaster

Email: scarrington@radnorhouse.org

Telephone: 020-8891-6264 (ext 221)

Nominated Governor for Safeguarding

Rachael Friend

rachael.friend@dukeseducation.com

Tel 020 3696 5300

Mobile 07552 268782

Local Safeguarding Children Partnership: Full details of the arrangements in place in the Richmond and Kingston area, and which the school works within, are available at:

<https://kingstonandrichmondscb.org.uk/media/upload/fck/file/KRSCP%20Arrangements%20Document%20June%2027%202019.pdf>

Children at Risk

Single Point of Access (SPA): 020 8547 5008 (office hours); 020 8770 5000 (emergency contact);

spa@richmond.gov.uk

Referral: https://www.richmond.gov.uk/services/children_and_family_care/single_point_of_access/single_point_of_access_for_professionals/make_a_referral_to_spa

Children in Need

Name: Children's Social Care and Referral Team

Telephone: 020 8897 7969

Referral forms for children in need of additional support from one or more external agencies are available at: www.richmond.gov.uk/services/children_and_family/single_point_of_access

Children's Social Care and Referral Team- under SPA by Achieving for Children (AfC): 020 8547 5008

LADO

Allegations against staff, volunteers and governors:

Larissa Webber (Lead LADO), Jaqueline Alsop (Case Lead), Julie Fisher (Triage): 07774 332 675 (mobile)

larissa.webber@achievingforchildren.org.uk; jaqueline.alsop@achievingforchildren.org.uk;

julie.fisher@achievingforchildren.org.uk

<https://kr.afcinfo.org.uk/pages/community-information/information-and-advice/safeguarding-and-child-protection/quality-assurance-and-review-service/local-authority-designated-officer>

Although referrals in cases of abuse and/or need to Children's Services are usually made through the DSL, anyone can make a referral using the contact details above. Any member of staff or volunteer who has concerns about poor or unsafe practice, either in general or in any specific case, should follow the guidance given in the school's Whistleblowing Policy.

Contact details for Prevention of Extremism:

Local Authority Prevent Lead: Rick Warrington

Email: rick.warrington@met.police.uk

Telephone: 07767007716 (or non-emergency police line 101)

DfE dedicated counter-extremism helpline for teachers and governors: 020 7340 7264 with information provided via counter-extremism@education.gov.uk

Contact details for mandatory reporting Female Genitalia Mutilation (FGM)

Police contact: 101 (non-emergency) or 999 (emergency only)

Advice and guidance available from: 0800 028 3550 with information provided via fgmhelp@nspcc.org.uk

Forced Marriage Unit:

020 7008 0151; email: fm@fco.gov.uk

NSPCC/Home Office Child Abuse Whistleblowing Helpline:

The [NSPCC's what you can do to report abuse dedicated helpline](https://www.nspcc.org.uk/what-you-can-do-to-report-abuse) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by the school. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

NEW - NSPCC/Home Office Report Abuse in Schools Helpline:

On 1st April 2022, a dedicated helpline was launched to support potential victims of sexual harassment and abuse in education settings. The NSPCC Report Abuse in Education helpline can be reached on 0800 136 663, on Monday to Friday 8am - 10pm, or 9am – 6pm at weekends. It can also be contacted by email at help@nspcc.org.uk

Additional external contact details:

Independent Schools Inspectorate
CAP House, 9 – 12 Long Lane, London, EC1A 9HA
Tel: 0207-600-0100

Disclosure and Barring Service
DBS Referrals, PO Box 181, Darlington, DL1 9FA
Telephone for referrals: 01325-953795

NSPCC Child Protection Helpline: 0808 800 5000: NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/reporting-abuse>; Childline: 0800 1111 www.childline.org.uk; Ofsted offers impartial advice and guidance on a special 'whistleblowing' helpline: 08456 404046.

3. Record Keeping

- 3.1 All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL. Information is held confidentially and stored securely on CPOMS. Records include:
- a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved; and
 - a note of any action taken, decisions reached and the outcome.
- 3.2 Staff record any welfare concern that they have about a child using the CPOMS (Child Protection Online Management System) online safeguarding portal, which immediately alerts the DSL team. Records are completed as soon as possible after the incident/event, using the child's words.
- 3.3 If parents, pupils and teachers want to make an anonymous or named disclosure about any form of harmful behaviour they suspect/witness, there is an online disclosure form they can complete. These 'Hear Me' forms are monitored and securely kept by the Safeguarding Team. They are used to either tackle individual cases or educate larger groups about trending issues and behaviours. This form can be found at: <https://www.cognitofirms.com/RadnorHouseSchool/hearme>
- 3.4 Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- 3.5 The Safeguarding Team will update the Pastoral Radar with any safeguarding concerns. All staff must take note of this and keep the information shared confidential.
- 3.6 All safeguarding records are transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- 3.7 The Principal is kept informed of any significant issues by the DSL.

4. Multi-Agency Working

- 4.1 The school recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2024) and KCSIE 2025.
- 4.2 New safeguarding partners and child death review partner arrangements have been in place September 2019. Locally, the three safeguarding partners (the local authority, a clinical commissioning group for an area within the local authority, and the chief officer of police for an police area in the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.
- 4.3 The school, especially the senior leadership team and the DSL/DDSLs make themselves aware of, and follow, their local arrangements.

4.4 Schools are not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment processes as required. The school recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

4.5 The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

5. Confidentiality, Information Sharing and Data Protection

5.1 The school recognises that all matters relating to child protection and safeguarding are confidential. The Principal or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.

5.2 All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.

5.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

5.4 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision, whether this is when problems are first emerging, or where a child is already known to local authority children's social care (such as on a child in need or child protection plan).

5.5 DfE Guidance on Information Sharing (updated July 2024) provides further detail. <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

5.6 All relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt the school would seek independent legal advice.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. Schools and colleges have clear powers to share, hold and use information for these purposes.

6. Children at Risk of Abuse and Neglect

6.1 Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect, and specific safeguarding issues such as child criminal exploitation and child

sexual exploitation, so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

- 6.2 All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education, and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.
- 6.3 All staff should be aware that children may not feel ready or know how to tell someone they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children which facilitate communication.
- 6.4 All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- 6.5 All staff should also be aware that technology is a significant component in many safeguarding and wellbeing issues.
- 6.6 Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, threatening harm or by failing to act to prevent harm.
- 6.7 Children may be abused in a family or in an institution or community setting by those known to them or by others, for example via the Internet.
- 6.8 Children may be abused by an adult or adults, or by another child or children.
- 6.9 Concerns about a child's welfare (i.e. a child is in immediate danger or at risk of harm or of further harm) are referred to the local authority children's social care team and/or the police immediately.
- 6.10 Referrals are normally managed by the DSL, who will contact the Local Safeguarding Children Partnership (LSCP) immediately when a child has either suffered or is at risk of abuse. It should be noted that no child should be sent back into a place of potential danger or risk without receiving specific guidance from the local authority's Safeguarding Children Partnership.
- 6.11 Children's social care assessments consider where children are being harmed in contexts outside the home, so the school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: [Contextual Safeguarding](#)
- 6.12 Anyone may make a referral to children's services: in such cases, the DSL should be informed as soon as possible that a referral has been made.
- 6.13 The police will always be contacted when a crime is alleged.
- 6.14 The latest edition of KCSIE (2025) sets out various ways in which children may be abused and provides guidance for the identification of possible abuse.
- 6.15 Appendix A; Types of abuse include: Neglect, Emotional, Physical, and Sexual. The sexual abuse of children by other children (e.g. sexual violence, sexual harassment, sexting, fabricated illness, initiation/hazing and other rituals) is a specific safeguarding issue in education. Details of these and other types of abuse

(including radicalisation, child sexual exploitation, child criminal exploitation, so-called 'honour-based' abuse including forced marriage, and female genital mutilation (FGM)) and guidance on identifying them) are set down in Appendix A, noting that instances of actual or suspected FGM must be reported to the police.

For each category, the policy includes definitions, signs and indicators, and guidance on staff responsibilities to act promptly and appropriately in line with KCSIE 2025 and local safeguarding partnership guidance.

- 6.16 Reports to the relevant local agencies must also be made where children are absent from education, since this may be among other possibilities a sign of abuse.
- 6.17 Advice will be sought from, and decisions will be made by, the local authority's Safeguarding Children Partnership regarding if, how and when the parents or carers of the child should be informed of any disclosure relating to abuse. The school will comply with the guidance given.
- 6.18 It should be noted that the bullying of a child whether by an adult or adults, or by another child or other children, directly or through electronic means, is also potentially abuse. The school's Anti-Bullying and Online Safety Policies set out the school's strategies for dealing with all forms of bullying including cyber-bullying.
- 6.19 A decision on whether or not parents, carers or guardians may be informed prior to any referral, will be taken following discussions with, and guidance from, the Safeguarding Children Partnership.
- 6.20 All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing. The records will be kept on CPOMS.

7. Children in Need of Specific or Additional External Support, or About Whom Staff Have Concerns

- 7.1 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and the consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery) put children in danger.
- 7.2 Support and interventions are required not just for children at risk of abuse, but also for those in need of additional support from external agencies, including inter-agency working to provide early help for children in need.
- 7.3 Children Needing Early Help – Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:
 - is disabled or has certain physical health conditions and has specific additional needs;
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
 - has a mental health need;
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - is at risk of modern slavery, trafficking or sexual or criminal exploitation;
 - has a family member in prison, or is affected by parental offending;
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol abuse, adult mental health problems or domestic abuse;
 - is at risk of honour-based abuse such as Female Genital Mutilation or Forced Marriage;
 - has returned home to their family from care;
 - is showing early signs of abuse and/or neglect;
 - is at risk of being radicalised or exploited;

- is a privately fostered child; and
 - is persistently absent from education.
- 7.4 Children with Special Educational Needs and Disabilities – Particular attention will be given to the needs of children identified as being more susceptible including those with SEND, as these children can face additional safeguarding challenges.
- 7.5 Additional barriers can exist when recognising abuse and neglect in this group of pupils, including:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - these pupils being more prone to peer group isolation than other children;
 - the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - the associated communication barriers and difficulties in overcoming all the above.
- 7.6 To address these additional challenges, the school provides appropriate additional support to meet the needs of SEND pupils where necessary.
- 7.7 Children at Risk from Serious Violence – All staff should be aware of indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice is provided in the Home Office's [Preventing Youth Violence](#) and Gang Involvement and its' *Criminal Exploitation of Children and Vulnerable Adults : County Lines* guidance:
- 7.8 Children requiring Mental Health Support – Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The school has an important role to play in supporting the mental health and wellbeing of their pupils. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, school staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. The school accesses a range of advice to help it identify children in need of extra mental health support, including working with external agencies. More information can be found in the [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK](#) and Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Rise Above](#) for links to all materials and lesson plans.
- 7.9 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following the procedures in this policy and speaking to the designated safeguarding lead or a deputy.
- 7.10 The school can access a wide range of advice and guidance on Preventing bullying (which may also be useful for colleges). The Promoting and supporting mental health and wellbeing in schools and colleges guidance sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their pupils and students. [Preventing bullying - GOV.UK](#)
- 7.11 Children in Need of a Social Worker (Child in Need and Child Protection Plans.) Children may need a social worker due to safeguarding and welfare needs, abuse, neglect and/or complex family circumstances. A

child's experiences of adversity and trauma can leave them susceptible to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

- 7.12 Local authorities should share the fact that a pupil at the school has a social worker, and this information will inform decisions the school takes about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services). Findings from the Children in Need review (June 2019) contain further information. The conclusion '[Help, protection, education](#)' sets out action the Government is taking to support this See:
- 7.13 Children Missing from Education, which is now replaced as Children Who Are Absent from Education (KCSIE 2025) for prolonged periods and/or on repeated occasions. Where a pupil's absence has not been requested in advance by parents, Reception staff follow up the reason for the absence on the relevant morning. The absence report is forwarded to the Head of Year, who can check for any patterns of absence and follow up with the pupils and parents if necessary. Where a child misses school for five consecutive days without reason or satisfactory explanation, the DSL will make a referral to children's social care services or other relevant statutory safeguarding partners, being alert to the possible reasons for this absence, including the risk of abuse and neglect, child sexual abuse or exploitation, travelling to conflict zones, FGM and forced marriage and will refer all such concerns to the relevant local agencies. For further information, please see the school's Children Missing from Education Policy. '[Working Together to Improve School Attendance](#)', August 2025, includes information about how schools should work with local authority children services where school absence indicates a safeguarding concern.
- 7.14 The school has a statutory duty to report to the local authority where it becomes aware that a pupil is in a private fostering arrangement. Staff must notify the DSL, who will inform the local authority in accordance with safeguarding guidance.
- 7.15 Child Criminal Exploitation – Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. CCE does not always involve physical contact; it can also occur through the use of technology. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm. See Appendix A for further details.
- 7.16 Child Sexual Exploitation – CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse, including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge, e.g. through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship. See Appendix A for further details.
- 7.17 Domestic Abuse – Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional and children can be victims of domestic abuse. Children may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. See Appendix A for further details.
- 7.18 The school holds more than one emergency contact number for every pupil, giving additional contact options

to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

- 7.19 Where a pupil joins or leaves the school at non-standard transition times, the school will report this to the local authority.
- 7.20 The school will co-operate with external agencies and where appropriate appoint a designated member of staff to liaise with external agencies and the parents, carers or guardians of the child concerned as well as taking responsibility for ensuring that any specific education plan agreed for that child is implemented.
- 7.21 Referrals are normally managed by the DSL, who will contact the relevant local agencies when a child is identified as being in need of additional support. However, anyone may make a referral, informing the DSL as soon as possible.
- 7.22 Wherever possible, and dependent upon the guidance received from local children's services, the parents, carers or guardians of the child concerned will be involved in the referral and the resolution of any concerns.
- 7.23 Where there is a concern about a child (as opposed to a child being in immediate danger), there should be a conversation with the DSL to agree a course of action with due regard to the referral thresholds of the local authority Safeguarding Children Partnership.
- 7.24 The local services are advised to make a decision on the course of action to be taken and to communicate this to the referrer, within one working day of the referral being made. If the information is not forthcoming, then the matter should be followed up immediately by the relevant DSL.
- 7.25 If, after referral, the situation does not appear to be improving, the DSL or the person who made the referral should press for reconsideration, to ensure that their concerns are addressed effectively, so that the child's situation improves.
- 7.26 Where early help or other support is appropriate, the case should be kept under constant review and the relevant DSL should support the staff in liaising with other agencies and setting up an inter-agency assessment as appropriate. If the child's situation does not appear to be improving, then consideration should be given to referring the case to children's social care.
- 7.27 All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing and on CPOMS. The DSL will advise on the recording requirements. The record will be kept by the DSL.
- 7.28 See Appendix E – Diagram 'Actions where there are Concerns about a Child'.

8 Designated Safeguarding Lead (DSL) Responsibilities

- 8.1 The DSL is a member of the school's senior leadership team, with the status and authority to carry out the duties of the posts of DSL and Prevent Officer. The DSL takes lead responsibility for safeguarding and child protection in the school.
- 8.2 Normally, safeguarding concerns will be referred to and managed by the DSL, liaising with the Nominated Governor, the Principal, the Deputy DSLs and other members of the senior leadership team, as appropriate.
- 8.3 A detailed list of responsibilities for the DSL is given in Appendix B, in line with KCSIE 2025 Annex C. In brief, these responsibilities cover the following safeguarding areas:
 - managing referrals – for example, to the local safeguarding partners, other relevant agencies, the Channel programme, the Disclosure and Barring Service, the police (as appropriate);
 - working with others - including liaising with the Deputy DSLs, the Principal, the Board of Governors, other school staff, and the LADO and the local safeguarding partners;

- training – their own, and of others – including with regard to the risks associated with online safety for all pupils, and the increased risks which children with SEND may face online;
- raising awareness – ensuring the school's safeguarding policies are known, understood and used appropriately;
- information sharing – help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school senior leadership team;
- administration of child protection files – information sharing, including transferring files where children leave the school, and when it may be appropriate to share information in advance of a child leaving school;
- providing support to the staff in school – supporting and advising staff and help them feel confident on welfare, safeguarding and child protection matters;
- understanding the views of children – the DSL should encourage a culture of listening to children and taking account of their wishes and feelings, understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication;
- availability – either the DSL or DDSL always being available to hear concerns;
- Working with the e-safety coordinator (deputy head) and the IT manager to manage online safety and the filtering and monitoring systems.

9 Deputy Designated Safeguarding Lead responsibilities

- 9.1 A Deputy DSL's will be trained to the same standards as the DSL to carry out the duties of the posts of DSL and Deputy Prevent Officer.
- 9.2 A Deputy DSL will act as DSL in their absence, and otherwise will carry out safeguarding tasks and duties as specified by the DSL, in line with the details above and Appendix B.

10. Responsibilities of Governors

- 10.1 Governors have, together with the Chair of Governors, corporate responsibility for all safeguarding matters relating to the pupils of the school. They should ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- 10.2 Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- 10.3 Governors will read and achieve a secure understanding of KCSIE (2025) Part 1.
- 10.4 Governors will have specific responsibilities for: ensuring that all staff and those working in the school (teaching, support, contractors, agency staff and volunteers) are informed of and have achieved a secure understanding of the content of this policy and of KCSIE (2025) Part 1; checking the staff's understanding and implementation of the policy; and ensuring that all staff are aware of the referral process and how to implement safeguarding protocols.
- 10.5 Governors will promote a climate in which the best interests of the child are at its heart, and in which it is understood that safeguarding is the responsibility of all.
- 10.6 Where there is a safeguarding concern, the governors and school leaders will make certain that systems are in place to ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. These systems are well promoted in school, easily understood and easily

accessible for pupils to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

10.7 To these ends, they will:

- ensure that this policy is reviewed in detail and approved by them at least annually;
- monitor the Safeguarding Policy, procedures and the efficiency with which they are implemented;
- ensure that child protection files are maintained in line with KCSIE 2025 Annex C;
- ensure that safer recruitment policies and practices in line with KCSIE 2025 Part Three are in place;
- ensure that there are clear job specifications for the DSL and Deputy DSL;
- ensure that all those working in the school understand their own safeguarding duties and responsibilities;
- nominate from amongst their number one governor to liaise with the senior leadership of the school and with the DSL and Deputy DSL on matters relating to safeguarding; that person will be authorised to liaise with the local Safeguarding Children Partnership and LADO as and when required by this policy;
- receive from the DSL a safeguarding report at each meeting of the Governors;
- receive an annual safeguarding report prepared by, or on behalf of, the nominated governor;
- receive appropriate and regular training to assist them in the proper fulfilment of their corporate responsibilities for safeguarding;
- receive appropriate safeguarding induction training on appointment as a governor.

10.8 The Governors will ensure that arrangements are in place so that there is always a member of staff with appropriate training and status, on site during the working day, to deal with safeguarding matters: this would normally be the DSL, Deputy DSL or Principal, all of whom should be trained for DSL duties.

10.9 The Governors will ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach. Moreover, they will ensure that the pupils are taught about safeguarding, including online safety. The Governors recognise that a one-size-fits-all approach to teaching children about safeguarding may not be appropriate for all, and a more personalised/contextualised approach might be needed for more susceptible children, victims of abuse and some pupils with SEND. See also: DfE advice for schools: [Teaching online safety in schools](#).

10.10 The Governors have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment, and require teachers to have a clear understanding of the needs of all pupils.

10.11 Additionally, the Governors shall give opportunities for any concerns to be voiced, and ensure that the Board of Governors has an appropriately thorough understanding of the methodology of the teaching of safeguarding issues within the school.

11. Safer Recruitment, the Single Central Register and Visitors

11.1 The school follows the Government's recommendations for the safer recruitment and employment of staff working with, or nearby, children in accordance with Part 3 of KCSIE 2025: see the school's Safer Recruitment Policy for specific details of our practice and procedures.

11.2 The school operates safer recruitment procedures, including required pre-appointment checks on teaching and non-teaching staff, volunteers, governors, supply staff, staff of contractors and other individuals, in accordance with the school's Safer Recruitment Policy; as part of the shortlisting process, the school carries out an online search as part of its due diligence on shortlisted candidates;

11.3 At least one of the people involved in the staff interview process has been trained in safer recruitment, although this person will not necessarily be present in each of the interviews conducted during the day.

11.4 A Single Central Register (SCR) of appointments is rigorously maintained. All employees, governors, supply staff, volunteers and others working within the school are checked in accordance with the full requirements of the SCR before starting work and the details of these checks are recorded in the SCR.

- 11.5 Through risk assessments, the school also ensures that appropriate checks have been made upon the staff of other organisations working with our pupils on external trips and visits. Any external organisation using Radnor House premises must demonstrate robust safeguarding procedures. The DSL and Principle will review the safeguarding assurances before granting permission for the use of the facilities. External adults onsite will be subject to the same safeguarding checks and expectations as school staff.
- 11.6 All vetting checks will be completed before a staff member can start working at the school. If the DBS certificate is not seen before the staff member starts work, then a risk assessment will be carried out to determine the appropriate course of action, e.g. allowing appropriately supervised access for a specified period or postponing the starting date.
- 11.7 Appropriate safeguarding and prevent duty checks, including appropriate background checks, upon visiting speakers and other visitors, will be made and recorded. The school will not permit to enter the school any visitor with links to extremist organisations, or who has expressed extremist views. All speakers, contractors and other visitors will be required to undergo an identity check on arrival and wear a visitor's badge. A member of staff will be assigned to supervise any visiting speaker. No unsupervised access to pupils will be permitted for any visitor or contractor. Speakers will provide prior to their arrival at the school, an outline of what ground they will be covering in their talk or presentation: this will not conflict with the school's aims and ethos nor undermine British values; if it does, the talk or presentation will not be allowed to go ahead. The assigned member of staff will interrupt and terminate any talk or presentation, if it appears to deviate inappropriately from this outline and/or pose a risk under The Prevent Duty: DfE March 2015, last updated December 2024. Prevent Duty guidance, updated September 2023.

12. Responsibilities of Staff and Volunteers

- 12.1 Safeguarding is everyone's responsibility. It applies to all who work, or volunteer, or learn, or supply services to our school. School staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
- 12.2 All staff and volunteers have an equal responsibility to understand and implement this policy and its procedures, both within and outside of normal school hours, including activities away from school. This includes a duty to act upon any suspicion, concern or disclosure that may suggest that a child is at risk of significant harm or in need of support services. They are required to report instances of actual or suspected child abuse or neglect to the DSL or Deputy DSL. They may refer matters directly to the local children's services or police as appropriate.
- 12.3 All staff should have a clear awareness of the different forms of and indicators of abuse and neglect; see Section 3 above and the appendices. Knowing what to look for is vital for the early identification of abuse and neglect. All should be aware that behaviours such as those linked to drug taking, alcohol abuse, truanting and sexting put children in danger.
- 12.4 All staff should be aware that safeguarding issues may manifest themselves via child-on-child (pupil on pupil) abuse. This may well include, but is not limited to: abuse in intimate personal relationships between peers; physical abuse; bullying (including cyber bullying); gender-based violence; sexual violence and sexual harassment; sexting (sharing nude and semi-nude images and or videos – also known as youth produced sexual imagery), initiation/hazing-type violence and rituals and upskirting; a useful umbrella term is 'harmful sexual behaviour' (HSB);
- 12.5 As well as having a clear awareness of the different forms and signs of abuse, all staff should demonstrate an awareness of the dangers of abuse arising from: extremism and radicalisation, child criminal exploitation and child sexual exploitation, and so-called honour-based abuse including female genital mutilation and forced marriage. If staff are unsure, they should always speak to the designated safeguarding lead, or deputy.

- 12.6 Any member of staff or volunteer should immediately report instances of actual or suspected child abuse or neglect to the DSL even where they make a referral themselves – unless the DSL is implicated in any disclosure or allegation, in which case they should follow the guidance given in Section 13 below.
- 12.7 Allegations against any member of staff (including the DSL or DDSL, supply staff or volunteer) should be reported immediately to the Principal or in his/her absence (or in cases where the Principal is the subject of the allegation or concern) to the schools Governors, without informing the person concerned or any other. Where appropriate, the Principal will consult with the DSL. In all cases the matter must not be discussed with the person concerned or with others in or beyond the school.
- 12.8 All staff and volunteers should feel able to raise concerns about poor or unsafe practice, and potential failures in the school's safeguarding regime. They should also have confidence that all such concerns will be taken seriously by the governance and senior leadership of the school. The school's Whistleblowing Policy provides guidance as to how such concerns may be raised.
- 12.9 Where that confidence is lacking or they feel unable to raise an issue with the school directly, staff and volunteers should follow the guidance given under whistleblowing: see Section 1.
- 12.10 Additionally, they are expected to make themselves available for appropriate training, if necessary out of normal school hours, and to read both this policy and Part 1 of the latest edition of KCSIE (2025). Special arrangements will be put in place for anyone working in the school whose command of English is insufficient, to enable them to read and digest the contents of this policy and Part 1 of KCSIE (2025).
- 12.11 Appropriate formal training will be provided for all members of staff and volunteers in regulated activity at least every two years. Updates will be provided throughout the academic year as appropriate and not less than annually.

13. What to do in the Event of a Child Making a Disclosure – guidance to staff and others within the school community

- 13.1 If a child makes a disclosure relating to a safeguarding matter, then the following strict guidance should be followed:
- listen sensitively to what the child has to say and take them seriously;
 - If there is a need for medical attention seek assistance without delay;
 - do not promise confidentiality;
 - record contemporaneously, as much as possible in the actual words of the child, what is said relating to the disclosure;
 - do not ask leading questions;
 - do not ask questions other than to clarify what is being said;
 - do not ask the child to repeat all or part of their disclosure other than to clarify what is being said, understanding that being asked to restate their disclosure repeatedly will put the child under undue stress;
 - do not attempt to investigate the disclosure or to contact in any way any person mentioned in the disclosure;
 - acknowledge how difficult it must have been for the child to speak and reassure them that you will ensure that the matter is now dealt with;
 - when the child has finished speaking, do not leave the child alone. Call for immediate assistance from the DSL or Deputy DSL or follow the procedures for allegations against staff, volunteers, and Governors; The DSL (or other responsible person within the scope of this policy) will then deal with the matter.
 - sign (with time and date) all notes made and upload to the child's record on CPOMs for the DSL to access (or other responsible person);
 - do not speak to anyone about the fact or content of the disclosure without the full written authority and on the written direction of the DSL and/or Principal.
- 13.2 The above strict guidance relates to any disclosures involving events within or outside the school or concerning adults or other children.

Although referrals are normally managed by the DSL, as pointed out above in this policy, anyone may make a referral if necessary.

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of susceptible young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour including that involving the use of social media, texts and other forms of electronic communications which might be misinterpreted by others, and report either to a DSL or to a member of the senior leadership and record any incident with this potential. Staff should refer to the school's Staff Code of Conduct.

14. The Prevent Duty: DfE March 2015, last updated December 2024. Prevent Duty guidance, updated September 2023 (Preventing Radicalisation)

14.1 Since 1 July 2015, all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty, and comprises:

- risk assessment – at the beginning of every academic year, the DSL and the Executive team, assess the influences and risks (of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology) to which students may be exposed within the school, the locality, the social media, the internet and their homes. The risk assessment is shared with Heads of Faculty to gather subject-specific input related to their academic areas and the results. The results of the risk assessment will inform the Radnor House Prevent Risk Assessment. If any risks or influences are discovered the team formulate strategies to eliminate them and inform all staff of such strategies and dangers immediately. The school's procedures are set out in this Safeguarding Policy, the Prevent Policy, and reflect the policies and procedures of LBRUT Safeguarding Children Multi-Agency Partnership;
- staff training - the DSL will complete specialised training in accordance with Annex C of KCSIE to enable them to train/equip staff via Prevent, Channel and other appropriate training to identify and assess children at risk of being drawn into terrorism and to challenge extremist ideas. Staff in regular contact with pupils receive training in how to identify signs of radicalism in students through observing changes in behaviour etc. Staff are advised on actions to take should they identify such (reporting to DSL immediately);
- advice and support – the DSL will provide advice and support to other members of staff on protecting children from radicalisation, with particular attention to the needs of children identified as more vulnerable, including those with SEND. The DSL and senior managers ensure the school PSHEE and SMSC policies and programmes, assembly and other appropriate curricular programmes incorporate specific sections that actively promote British values and assist the pupils to understand the dangers of radicalisation and extremist arguments;
- IT considerations – the school will ensure that the students are safe from terrorist and extremist material when accessing the internet through suitable filtering. Students and students will also be taught about online safety more generally;
- the DSL and senior managers ensure the school IT and online safety policies have safety procedures in place to block any possible route for students to be targeted online or through the internet where they may be susceptible to terrorist or extremist material;
- the IT Manager is responsible for checking that no terrorist or 'grooming' organisations contact or are able to access pupils;
- the school identifies and assigns roles and responsibilities to manage filtering and monitoring systems, to review filtering and monitoring at least annually, block harmful and inappropriate content without unreasonably impacting teaching and learning, and have effective monitoring strategies in place that meet our safeguarding needs, including a regular review of the processes to see if more needs to be done;

- The school is actively addressing the safe and responsible use of generative artificial intelligence (AI) in line with the Department for Education's guidance, *Generative AI: Product Safety Expectations*. This guidance supports schools in using generative AI safely and outlines how existing filtering and monitoring requirements apply within educational settings. [Generative AI: product safety expectations - GOV.UK](#)
- the school ensures parents are continually warned of the dangers of their children being targeted through the internet on home computers;
- if the DSL suspects a student is being radicalised, they may discuss the matter with parents. If the DSL considers the child to be at risk of significant harm, they may contact the LADO immediately without informing the parents, and then act accordingly.

Further guidance regarding The Prevent Duty: DfE March 2015, last updated December 2024. Prevent Duty guidance, updated September 2023 may be found in Appendices A and D.

15. Training and Induction: DSLs, Staff, Volunteers and Governors

15.1 Those new to working in the school either as a member of staff, contractor, supply worker or volunteer will receive induction training which will include familiarisation with at least:

- Safeguarding Policy;
- Children Who Are from Education Policy;
- Behaviour Policy;
- identity and roles/duties of the DSL/DDSLs;
- Staff Code of Conduct;
- Whistleblowing Policy;
- Part 1 of the latest edition of KCSIE (2025) and, for those who work directly with children, Annex A;
- Part 1 must be re-read every time changes are made to it by the DfE.

As well as the main points of:

- Anti-Bullying and Online Safety Policies;
- School's Prevent strategies including guidance as to how children at risk of radicalisation may be identified;
- Local safeguarding procedures as laid down by the local authority's Safeguarding Children Partnership.

15.2 In addition, each new member of staff will receive a copy of Part 1 of the latest edition of KCSIE (2025) and a summary sheet which includes the names and/or contact details for both school and external safeguarding contacts including the DSL.

15.3 All those working in the school, including the Principal, either as a member of staff or volunteer will receive further training no less frequently than every two years to ensure that safeguarding issues remain uppermost in their thinking and to highlight any specific changes which impact upon the safeguarding policies and practices of the school.

15.4 In addition to any formal certificated training, all those working in the school in any capacity will receive throughout each academic year regular safeguarding and child protection updates, for example by email bulletins and through staff meetings to provide them with the relevant skills and knowledge to safeguard children effectively.

15.5 All those working within the school on a temporary basis will receive appropriate safeguarding, fire, and health and safety guidance. Contractors who work regularly in the school are given basic safeguarding training, and details of who the members of the DSL team are, and how to contact them.

15.6 The Staff Code of Conduct contains guidance for staff about their behaviour and actions so as not to place pupils and staff at risk of harm or of allegations of harm to a pupil. This includes guidance on social media, one-to-one teaching and trips and visits away from the school itself.

16. Referrals to LADO: Allegations against Staff (including Supply Staff), Volunteers, DSLs, Contractors, Chair of

Governors and Governors

- 16.1 This section applies where an adult within the school community has behaved in a way that:
- has harmed a child, or may have harmed a child;
 - indicates he/she may pose a risk of harm to a child;
 - has possibly committed a criminal offence against or related to a child; or
 - indicates they may not be suitable to work with children. This is termed ‘transferable risk’ in KCSIE 2025 – an incident outside school which did not involve children but could have an impact on their suitability to work with children. For example, a member of staff is involved in domestic violence at home. No children were involved, but the school has to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk.
- 16.2 Where it is a child who makes the allegation, then the protocols given in Section 13 above (guiding members of staff in how they should respond to a disclosure from a child) should be followed, with the variations set down below.
- 16.3 When allegations arise the following protocols should be followed:
- allegations against any member of staff (including the DSL or DDSL) or volunteer should be reported immediately to the Principal or in his/her absence (or in cases where the Principal is the subject of the allegation or concern) to the Chair of Governors, without informing the person concerned or any other. Where appropriate, the Principal will consult with the DSL. The allegation will be discussed immediately with the LADO before further action is taken. Where an allegation is against the Principal, the Principal must not be informed of the allegation prior to contact with the Chair and LADO.
 - allegations concerning the Principal or a Governor are to be reported immediately to the Chair of Governors without informing the Principal, the Governor concerned or any other person. He will immediately contact the LADO to discuss the allegation before further action is taken.
 - allegations concerning the Chair of Governors are to be reported immediately to the Principal without informing the Chair of Governors or any other person. The Principal will immediately contact the LADO to discuss the allegation before further action is taken.
 - in all cases allegations may be referred directly to the LADO by anyone, informing either the Principal or Chair of Governors as soon as possible thereafter.
- 16.4 Allegations against a supply teacher – the school might have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an agency.
- 16.5 While the school is not the employer of supply teachers, it will ensure that allegations are dealt with properly, finding out the relevant facts and liaising with the agency and the local authority designated officer (LADO) to determine a suitable outcome. There will be discussion with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.
- 16.6 In each case above 16.3, the LADO will be given sufficient detail to allow them to consider the nature, content and context of the allegation and to agree a course of action including any involvement of the police. The police will be informed if a criminal offence is alleged.
- 16.7 Guidance will be sought from the LADO and/or police to enable the school to make a decision about whether or not the person against whom an allegation has been made should be allowed to remain on school premises and if so what if any conditions should apply.
- 16.8 Appropriate support will be offered to the person against whom an allegation has been made.
- 16.9 No internal investigation should take place unless authorised by the LADO.
- 16.10 Low level concerns and allegations – The term ‘low-level concern’ does not mean that it is insignificant, it

means that the behaviour towards a child does not meet the threshold set out at point 16.1. A low level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

16.11 Examples of such behaviour could include but are not limited to: being over friendly with children; having favourites; taking photographs of children on their mobile phone; engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or, using inappropriate sexualised, intimidating or offensive language. Such concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

16.12 It is very important that low level concerns are shared by staff as they arise, as the school wishes to create and embed a culture of openness, trust and transparency in which the school’s values and expected behaviour (which are set out in the Staff Code of Conduct) are constantly lived, monitored and reinforced by staff.

16.13 All low-level concerns will be recorded in writing, including details of the concern, the context and any action taken; and these records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour are identified and dealt with appropriately, either through the school’s disciplinary procedures or (if a pattern of behaviour moves from a concern to meeting the harms threshold) in which case it will be referred to the LADO as above.

16.14 The school has a separate Low Level Concern Policy that clarifies and reinforces these points.

17 Referrals to DBS and TRA

17.1 The school will report as soon as possible to the Disclosure and Barring Service (DBS), any person (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had she or he not left earlier). This is a legal duty and failure to refer when the criteria are met is a criminal offence under the Safeguarding Vulnerable Groups Act 2006. This will ordinarily be on conclusion of an investigation, when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned. When an allegation is made, an investigation will be carried out to gather enough evidence to establish if it has foundation, and the school will ensure they have sufficient information to meet the referral duty criteria explained in the DBS referral guidance on the gov.uk website.

17.2 Where a teacher has been dismissed for misconduct (or would have been dismissed had she or he not resigned first), taking full account of statutory guidance the school will give due consideration to making a referral to the Teaching Regulatory Authority (TRA).

18. Child-on-Child Abuse – Allegations of abuse by one or more pupils upon another pupil, including sexual violence and sexual harassment

18.1 Child-on-child abuse can take various different forms, such as (but not limited to):

- abuse in intimate personal relationships between children;
- bullying, including cyber-bullying, prejudice-based and discriminatory bullying;
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch

themselves sexually, or to engage in sexual activity with a third person;

- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting, or youth-produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks, to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- physical abuse such as hitting, kicking, shaking, hair pulling, biting, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

- 18.2 All staff should be aware that children can abuse other children (previously referred to as peer on peer abuse). And that it can happen both inside and outside of school, and online. All staff know that even if there are no specific reports of this type of abuse in school, it does not mean it is not happening, as it may be the case that it is just not being reported. So, it is very important that if staff have any concerns regarding child-on-child abuse they speak to the DSL (or deputy) immediately, and complete a safeguarding referral form on CPOMS, including as much relevant information as possible. This will then be followed up by the Safeguarding Team.
- 18.3 All staff must be clear as to the school's procedures with regards child-on-child abuse, and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. Staff should refer to Section 13 of this policy as to how to deal with a disclosure from a pupil and see Appendix A for further details.
- 18.4 In circumstances where there is an allegation of abuse by one or more pupils against another pupil, all children involved, whether alleged perpetrator(s) or victim, will be treated as being 'at risk' and the protocols set down above will be followed.
- 18.5 Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the allegation or disclosure must be reported to the DSL immediately. The DSL will then report this to the LCSB and will seek their advice on whether a formal referral should be made along with referring the pupil(s) to an external agency.
- 18.5 Additionally, if appropriate and so guided by the local Safeguarding Children Partnership, the DSL will also refer child-on-child abuse to an external safeguarding agency.
- 18.6 Reference should be made to the school's Anti-Bullying Policy, noting that instances of bullying are potentially a child protection concern given, for example, the fact that emotional and physical abuse may arise from bullying.
- 18.7 All staff challenge inappropriate behaviours between children that are actually sexually abusive in nature (see list above). Staff should always be clear that abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys just being boys'. Downplaying such behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children, and a culture that might normalise abuse leading to it being accepted as normal and left unreported. The school recognises the gendered nature of child-on-child abuse, i.e. that it is more likely that girls will be victims and boys perpetrator(s). All child-on-child abuse is unacceptable and will be taken seriously.
- 18.8 The school will provide appropriate support to all children involved, whether alleged perpetrator(s) or victim, and this support will continue if required even after the immediate cause for concern has been dealt with. Particular attention will be paid to the needs of children identified as being more susceptible, including those with SEND. Staff will explain that the law is in place to protect children and young people rather than criminalise them, in such a way that avoids alarming or distressing them.
- 18.9 The school is aware that the DfE has published detailed advice to support schools and colleges regarding child-on-child sexual abuse, as set out in KCSIE 2025. It includes what sexual violence and sexual harassment

look like; important context to be aware of; related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child-on-child sexual violence and sexual harassment.

18.10 In the event of any report of child-on-child sexual abuse, the school will follow the guidelines set out in the advice in this guidance document, and the full procedure detailed in KCSIE 2025, Part 5: Child-on-child sexual violence and sexual harassment. All staff have been trained to manage this process.

18.11 The school looks to minimise the risk of child-on-child abuse through annual safeguarding training and updates during staff training days; pupil assemblies that focus on the school's core value of respect; and through the SRE programme that focuses on promoting positive and respectful relationships.

19. Online Safety

19.1 It is essential that pupils are safeguarded from potentially harmful and inappropriate online material. Radnor House's whole-school approach to online safety empowers us to protect and educate pupils and staff in their use of technology, with mechanisms in place to identify, intervene in, and escalate any concerns where appropriate.

19.2 We recognise that the use of technology presents particular challenges and risks to children and adults, both inside and outside of school, including when they are remote learning online at home. Where children are being asked to learn online at home, the DFE has provided advice to support schools to do so safely: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#). During periods of remote teaching, we will reinforce to parents and carers the importance of children being safe online and make them aware of what their children are being asked to access, along with the systems the school uses to filter and monitor online use and who (if anyone) their children will interact with from the school.

19.3 All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. All staff receive appropriate safeguarding and child protection training, including online safety. Among other things, this includes an understanding of the expectations, attendance and responsibilities in relation to filtering and monitoring. In addition, all staff receive safeguarding and child protection updates, including online safety, via email, e-bulletins and staff meetings at least annually to continue to provide them with the relevant skills.

19.4 Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example when developing curriculum approaches or making technical decisions. However, the DSL is acknowledged as having overall responsibility for online safeguarding within the school.

19.5 The school identifies that the issues classified within online safety are considerable, but can be broadly categorised into four areas of risk:

- content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories;
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying;
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If a pupils, students or staff are at risk, it will be report it to the Anti-Phishing Working Group (<https://apwg.org/>).

- 19.5 The DSL and leadership team are familiar with the issues of Online Safety within 'Keeping Children Safe in Education (KCSIE): DfE September 2025, and the school follows DfE guidance outlining how schools can ensure their pupils understand how to stay safe and behave online & filtering and monitoring standards as part of existing curriculum requirements.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf
<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>
- 19.6 The school recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2025 has appropriate policies in place that are shared and understood by all members of the school community. Further information reading the specific approaches relating to this can be found in the schools Online Safety Policy and Acceptable Use (IT) Policy which can be found on the school website.
- 19.7 The school will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision, so that exposure to any risks can be reasonably limited. The UK Safer Internet Centre has published guidance as to what 'appropriate' filtering and monitoring might be: [UK Safer Internet Centre: appropriate filtering and monitoring](#).
- 19.8 The school acknowledges that while filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.
- 19.9 The Board of Governors delegates responsibility to the school for ensuring it has the appropriate level of information security protection procedures in place to safeguard our systems, staff and pupils. The effectiveness of these procedures is reviewed periodically to keep up to date with evolving cyber-crime technologies. We review our approach to online safety and information security annually, or more often if circumstances dictate.
- 19.9 Detailed information about the school's response to online safety, both in school and remotely, can be found in the school's Online Safety Policy, Remote Teaching and Learning Policy, and Acceptable Use (IT) Policies (one each for pupils and for staff), which can be found on the school website.

20. Contextual Safeguarding

- 20.1 Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL and/or deputies, will consider the context within which such incidents and/or behaviours occur and assess whether children are at risk of abuse or exploitation from wider environmental factors outside their families.
- 20.2 Extra-familial harms take a variety of different forms and children can be susceptible to multiple harms including, but not limited to, sexual exploitation, criminal exploitation, and serious youth violence factors – potentially serious threats to their safety and/or welfare.
- 20.3 Concerns about a child's welfare should be referred to local authority children's social care. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care and, if appropriate, the police is made immediately. Referrals should follow the local referral process. The online tool 'Report Child Abuse to Your Local Council' directs to the relevant local children's social care contact number, at <https://www.gov.uk/report-child-abuse-to-local-council>
- 20.4 Children's social care assessments should consider such factors so it is important that the school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context. Additional information is available here: <https://contextualsafeguarding.org.uk/>

21. The Use of 'Reasonable Force' in School

- 21.1 School staff are aware of the DfE Guidance 'Use of Reasonable Force – Advice for headteachers, staff and governing bodies', July 2013, and the relevant sections in KCSIE 2025. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people.
- 21.2 The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.
- 21.3 Teachers in Radnor House Twickenham do not hit, push or slap pupils. Staff only intervene physically to restrain pupils or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that the school takes are in line with government guidelines on the restraint of children. The school uses physical restraint, such as holding, only to prevent physical injury to pupils or adults and/or serious damage to property.
- 21.4 School staff are aware that when using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, the schools must recognise the additional vulnerability of these groups.
- 21.5 By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more susceptible children, and agreeing them with parents and carers, the school can reduce the occurrence of challenging behaviour and the need to use reasonable force. Representatives from the Pastoral Team are trained in the use of physical restraint, and the use of force by teachers, in line with government guidelines.
- 21.6 Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Principal and recorded in the pupil's personal file. The pupil's parents are informed on the same day.
- 21.7 Further details about the use of reasonable force are outlined in the Staff Code of Conduct.

22. Educating Pupils about Safeguarding and Radicalisation

- 22.1 The school's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and pastoral staff to lead by example, and to play a full part in promoting an awareness that is age-appropriate amongst all our pupils on issues relating to health, safety and wellbeing.
- 22.2 All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our Behaviour Policy, and in enforcing our anti-bullying and online safety policies.
- 22.3 The following programmes will be used to ensure that pupils develop a clear understanding of safeguarding issues including those involving online safety, of the dangers of radicalisation and of the safeguarding dangers associated with alcohol, bullying, drug-taking, sexual assaults and sexting, and what they may do to play their part in ensuring their welfare and safety and in building resilience against the dangers of radicalisation:
- PSHEE/ Reflections Programme;
 - assemblies & external speakers;
 - From Sept 2020, the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) have been designated as mandatory by the Government and will serve

as discussion point for relevant safeguarding issues. The statutory guidance can be found here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

- 22.4 Additionally, whenever appropriate, subjects in the curriculum and extra-curricular activities will be used to reinforce the messages given.
- 22.5 We recognise that pupils themselves have much to contribute to the discussion of the issues which face them and the school, so we welcome their views and provide opportunities for them to discuss these, for example through the School Council, in lessons or in small group or individual sessions.
- 22.6 All pupils know that there are adults to whom they can turn to if they are worried, including the school counsellors, the Deputy Head (Pastoral) and the Pastoral Team. If the school has concerns about a child, there is always a recognised requirement for sensitive communication, and designated staff members are aware of the need to avoid asking leading questions.
- 22.7 Particular attention is paid to the needs of children identified as being more susceptible including those with SEND.

23. Policy Review

- 23.1 This policy is subject to continuous monitoring, refinement and audit by the Principal and Designated Safeguarding Lead (DSL) taking into account the need to ensure that all members of the school community are made aware of, and implement as required, any amendments.
- 23.2 The Board of Governors undertakes a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion is formally documented in writing.
- 23.3 This policy will be reviewed and amended more frequently if changes in legislation, regulatory requirements or best practice guidelines so require. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

24. Complaints

- 24.1 Any complaint arising from the application of this policy should be directed in the first instance to the DSL. Should the complainant be dissatisfied with the response given, then they should follow the school's complaints procedures.
- 24.2 Attention is also drawn to the contact details for ISI and the NSPCC in Section 2 which might prove helpful to those with concerns about the conduct of the school.

Appendix A - Types and Signs of Abuse, Potential Safeguarding Issues, and a Guide to Identifying Pupils at Risk

Working Together to Safeguard Children (WT): DfE, published March 2015, last updated December 2024. Updated June 2025 version defines abuse as 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. A child may be abused by an adult or adults, or another child or children (child-on-child abuse). 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. Children may be abused by one or multiple adults or other children.

KCSIE 2025 (Part 1; and Annex A) further states that the types of abuse and neglect, and other potential safeguarding issues, include: Abuse; Neglect; Physical abuse; Emotional abuse; Sexual abuse; Sexual violence and sexual harassment; Sexting; Initiation/hazing-type violence and rituals; Self-harm; Child Criminal Exploitation i.e., the exploitation of children to carry drugs and money across county lines; Child sexual exploitation; Child exploitation and e-safety; Bullying; Domestic abuse and violence; So-called 'honour-based' abuse - Female genital mutilation, Forced marriages; Extremism /Radicalisation; Children missing from education; Children in the court system; Children with family members in prison; Homelessness; Drug/alcohol abuse; Abuse of Trust; Disability and Vulnerability; Susceptible Groups; Susceptible Pupils; Children in Need; Children who run away or go missing.

It is important that school staff recognise that abuse may take part in a number of ways and that abusers can be of any age and either male or female. In the majority of cases the adult is somebody known and trusted by the child, for example, a relative or close friend of the family. Some individuals seek to use voluntary and community organisations to gain access to children. It is necessary to have an open mind when the possibility arises that a member of the school is suspected of abuse or inappropriate activity.

Child abuse can take many forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect, child sexual abuse and bullying. Domestic abuse can also be a form of child abuse, probably falling under emotional abuse. Such abuse can translate itself into many forms – for example, the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour.

Bullying is a form of child abuse. It can be defined as using deliberately hurtful behaviour, usually over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical;
- verbal;
- emotional.

All incidents of bullying must be reported to the Principal, Head or Deputy Heads and will be recorded in the bullying incident log held by the Deputy Heads. A more detailed guide can be found in the school's Anti-Bullying policy.

Self-Harm: while self-harm is not classed as child abuse, it can be a sign that a child is being abused. If it comes to the attention of a member of staff that a child is self-harming, they should alert the DSL. Actions by the DSL might include:

- contacting parents;
- contacting Child Adolescent Mental Health Service (CAMHS);
- contacting Social Care if the child meets the referral criteria.

Neglect

Definition of Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent, guardian 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 is a lack of parental care but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on child protection plans than to the other categories.

Neglect can be very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL/DDSL.

Emotional Abuse

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

Most harm from emotional abuse is produced in low warmth, high criticism homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. Children can be harmed by witnessing someone harming another person – as in domestic violence. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards, children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Physical Abuse

The Nature of Physical Abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* e.g. shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

In the social context of the school or college, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when: the explanation given does not match the injury; the explanation uses words or phrases that do not match the vocabulary of the child (adults words); no explanation is forthcoming; the child (or the parent/carers) is secretive or evasive or the injury is accompanied by allegations of abuse or assault.

Sexual Abuse

The Nature of Sexual Abuse: sexual abuse is often perpetrated by people who are known and trusted by the child, for example relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children may be 'groomed' as a prelude to, or as part of, sexual abuse.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 of outside 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 of abuse (including via the internet).

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (child-on-child abuse).

Characteristics of the Sexual Abuse of Children: it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic; grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent; grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Grooming is a subtle, gradual, and escalating process of building trust with a young person. It is deliberate and purposeful. It may take place over weeks, months, or even years before any sexual abuse actually takes place. It may happen via the internet or social media, or in person. It usually begins with behaviours that may not even seem to be inappropriate. Grooming is often involved in Child Sexual Exploitation, but it may occur for reasons other than sexual, for example radicalisation.

Child Abduction and Community Safety Incidents

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

Other community safety incidents in the vicinity of a school can raise concerns among children and parents, for example people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own), it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#), that explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children Absent from Education

All staff should be aware that children being absent, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school unauthorised absence and children missing from education procedures.

In line with Keeping Children Safe in Education 2025, Virtual School Heads (VSHs) continue to promote the educational achievement of children looked after, previously looked after, and those with a social worker. From September 2025, this role also extends to children in kinship care (non-statutory responsibility). DSLs will work with the VSH to ensure that the needs of children in kinship care are considered in safeguarding, attendance, wellbeing, and progress planning.

Kinship care

Kinship care refers to arrangements where a child is being raised by relatives or family friends who are not their parents. This may be formal (e.g., under a Special Guardianship Order or Child Arrangement Order) or informal. Children in kinship care may experience additional safeguarding vulnerabilities and may require targeted support.

Children with Family Members in Prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

While the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more susceptible to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and

- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education.

Child Sexual Exploitation (CSE): is a form of child sexual abuse. The victim may have been sexually exploited even if the sexual activity appears consensual. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of abuse. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology.

Like all forms of child sex abuse, 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 noncontact 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 or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- 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; and
- 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.

CSE can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#).

Child Criminal Exploitation (CCE): some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket, or to threaten other young people. 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; and
- 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.

County Lines Criminal Activity: ‘county lines’ is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of ‘deal line’. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. This can happen locally as well as across the UK – no specified distance of travel is required.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Key to identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the [Home Office](#).

Children at Risk from Serious Violence

All staff should be aware of indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.

Advice is provided in the Home Office’s ‘Preventing youth violence and gang involvement and its’ Criminal

exploitation of children and vulnerable adults : county lines guidance'. See <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> and from the Children's Society in partnership with Victim Support and National Police Chiefs' Council <https://www.childrensociety.org.uk/information/professionals/resources/county-lines-toolkit>.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and an interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and to divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: [Cyber Choices](#), ['NPCC- When to call the Police'](#) and [National Cyber Security Centre - NCSC.GOV.UK](#)

Domestic Abuse

The Domestic Abuse Act 2022 received Royal Assent on 29 April 2022. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed must be aged 16 or over and they must be 'personally connected' (as defined in Section 2 of the 2022 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child

safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website. Operation Encompass also provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline - Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at: NSPCC- UK domestic-abuse Signs Symptoms Effects; Refuge what is domestic violence/effects of domestic violence on children; Safelives: young people and domestic abuse; Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases, school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. Statutory guidance regarding the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation can be found [here](#).

Honour-Based Abuse (HBA), Female Genital Mutilation (FGM) and Forced Marriage

So-called 'honour-based' abuse encompasses crimes which have been committed supposedly to protect or defend

the honour of the family and/or community, including FGM, forced marriage and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM, or indeed any form of HBA.

Actions: If staff have a concern that a child might be at risk of HBA, or who has suffered HBA, they should speak to the DSL (or deputy), who will activate appropriate safeguarding procedures.

FGM: this comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM Mandatory reporting duty for teachers – while all staff should speak to the DSL or deputies with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#). The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Examples of warning signs that FGM may be about to take place, or may have already taken place, can be found in the summary in Appendix C.

Our school activates local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

Forced Marriage: forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk).

Preventing Radicalisation

Children are susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of

harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach:

- Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. It is a social process but also a deeply personal experience.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent Duty: DfE March 2015, last updated December 2024. Prevent Duty guidance, updated September 2023: all schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. Appendix D provides further guidance.

Child-on-Child Abuse

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. This can include, but is not limited to, bullying (including cyber-bullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Sexual Violence and Sexual Harassment between Children in Schools

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. As set out in paragraph 18.2, all staff working with children are advised to maintain an attitude of 'it could happen here'.

It can happen both inside and outside of school or college, online and/or face-to-face, and may also occur simultaneously in both settings. Staff must recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. This can include (but is not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse within intimate partner relationships;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos;

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting; and
- initiation/hazing type violence and rituals.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Radnor House recognises that children who are lesbian, gay, bisexual, transgender or gender questioning may be especially vulnerable to safeguarding risks. Staff will ensure inclusive support, creating an environment where pupils feel safe to share concerns without fear of discrimination. Staff should therefore endeavour to reduce barriers faced, and provide a safe space for them to speak out or share their concerns. For further information, please see Part Five KCSIE 2025, what sexual violence and sexual harassment constitutes;

- important context to be aware of, including; what is consent, power imbalances, and developmental stages;
- harmful sexual behaviour (HSB), including that a child displaying HSB may be an indication that they are a victim of abuse themselves;
- related legal responsibilities for schools and colleges;
- advice on a whole school approach to preventing child-on-child sexual violence and sexual harassment; and
- more detailed advice on responding to reports of sexual violence and sexual harassment, including safeguarding and supporting both the victim(s) and alleged perpetrator(s).
- specific considerations, options and actions to take following a report of sexual violence and/or sexual harassment.

Staff are aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts, and upskirting. Dismissing or tolerating such behaviours risks normalising them.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force in April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Sexual Violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

B consents.

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

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

Further information about consent can be found here: [Rape Crisis England & Wales - Sexual consent](#)

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;¹³⁸
- sexual intercourse without consent is rape.

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

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual 'jokes' or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos; As set out in [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (which provides detailed advice for schools and colleges re taking and sharing nude photographs of U18s being a criminal offence)
 - sexualised online bullying;
 - sharing of unwanted explicit content;
 - upskirting (which is a criminal offence);
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The Response to a Report of Sexual Violence or Sexual Harassment

The initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Toolkits

- [Childnet - STAR SEND Toolkit](#) equips, enables and empowers educators with the knowledge they need to support young people with special educational needs and disabilities.
- [Childnet - Just a joke?](#) provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.
- [Childnet - Step Up, Speak Up](#) a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.
- [Preventing Harmful Sexual Behaviour toolkit](#) by the Lucy Faithfull Foundation, the toolkit contains links to useful information, resources and support, including practical tips to prevent HSB.
- The Lucy Faithfull Foundation in collaboration with the Home Office, has developed '[Shore Space](#)', an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour. [Home - Shore](#)
-
- [NSPCC - Harmful sexual behaviour framework](#) An evidence-informed framework for children and young people displaying HSB.
- [Contextual Safeguarding Network – Beyond Referrals - Schools](#) levers for addressing HSB in schools.

Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office
	Tackling Child Sexual Abuse Strategy	Home Office
	Together we can stop child sexual abuse	HM Govt campaign
Bullying	Preventing and Tackling Bullying	DfE advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	Care of unaccompanied and trafficked children	DfE statutory guidance
	Modern slavery: how to identify and support victims	Home Office
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website
	Drug and Alcohol education — teacher guidance & evidence review	PSHE Assocn website

“Honour Based Abuse” (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	fmu@fcdo.gov.uk -	Forced Marriage Unit (FMU) stat guidance
	FGM resource pack	HM Govt guidance
Health and Wellbeing	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty: additional advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
	Prevent for FE and Training	Education and Training Foundation
Upskirting	Upskirting: know your rights	UK Govt
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Serious violence strategy	Home Office
	Factors linked to serious violence and how these factors can be used to identify individuals for intervention	Home Office
	Youth Endowment Fund	Home Office
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance

Appendix B – Detailed Responsibilities of the DSL and Deputy DSLs

Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) is a member of the Senior Leadership Team of the school and has the appropriate status and authority within the school to carry out the duties of the post. Although responsibilities may be delegated to appropriately trained deputies, the DSL takes ultimate lead responsibility for safeguarding at the school. The Deputy DSLs are trained to the same standard as the DSL.

The DSL role carries a significant level of responsibility, and the postholder is given the additional time, funding, training, resources and support needed to carry out the role effectively. The additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

The DSL and deputies have undertaken child protection training and training in inter-agency working and attend refresher training at two-yearly intervals. In addition to this formal training, the DSL and deputies also update their skills and knowledge continually, and at least annually, through studying appropriate guidance from ISI, the local authority, the DfE and others with an interest in maintaining the highest possible standards of safeguarding, and through meeting with other DSLs and members of the local safeguarding community.

Deputy Designated Safeguarding Leads

The Deputy DSLs (DDSLs) are trained to the same standard as the DSL and the role is explicit in their job description. While the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL, and this lead responsibility should not be delegated.

Availability

During term time the DSL (or a deputy) should always be available during school hours for staff in the school to discuss any safeguarding concerns. In very exceptional circumstances, this DSL availability may be via phone and/or MS Teams or other such media. It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage Referrals

The DSL is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the police as required. [NPCC - When to call the police](#) should help understand when to consider calling the police and what to expect when working with the police.

Working with Others

The DSL is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;

- liaise with the Principal to inform him/her of issues – especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations, which includes the requirement for children to have an Appropriate Adult; further information can be found at <https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>
- as required, liaise with the 'case manager' and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff on matters of safety and safeguarding and welfare, including online and digital safety, and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
 - ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information Sharing and Managing the Child Protection File

The DSL is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice.

When children leave the school, including in year transfers, the DSL should ensure their child protection file is transferred to the new school as soon as possible, and within five days for an in-year transfer or within the first five days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as DSLs and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The DSL should:

- ensure each member of staff has access to, and understands, the school's Safeguarding Policy and procedures, especially new and part-time staff;
- ensure the school's Safeguarding Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the Safeguarding Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, Knowledge and Skills

The DSL and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL should undertake Prevent awareness training. Training should provide DSLs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the DSL has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing Support to Staff

Training should support the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the Views of Children

It is important that children feel heard and understood. Therefore, DSLs should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and Sharing Information

It is very important that the DSL should have the time, experience and ability to record, hold, use and share information effectively and therefore the DSL should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Appendix C - FGM: Multi-Agency Practice Guidelines

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the age of five and puberty (typically eight upwards but sometimes younger) and therefore girls within that age bracket are at a higher risk.

It is believed that FGM happens to British girls in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies. Please see: [FGM Fact Sheet](#).

There can also be clearer signs when FGM is imminent:

- it may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin;
- a professional may hear reference to FGM in conversation, for example a girl may tell other children about it;
- a girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman';
- a girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk;
- parents state that they or a relative will take the child out of the country for a prolonged period;
- a girl may talk about a long holiday to her country of origin or another country where the practice is prevalent;
- parents seeking to withdraw their children from learning about FGM.

It is important that professionals look out for signs that FGM has already taken place so that:

- the girl or woman affected can be supported to deal with the consequences of FGM;
- enquiries can be made about other female family members who may need to be safeguarded from harm;
- criminal investigations into the perpetrator(s), including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm.

There are a number of indications that a girl or woman has already been subjected to FGM:

- a girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable;
- a girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating;
- a girl or woman may spend long periods of time away from a classroom during the day with bladder or menstrual problems;
- a girl or woman may have frequent urinary, menstrual or stomach problems;
- there may be prolonged or repeated absences from school or college;
- a prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM;
- a girl or woman may be particularly reluctant to undergo normal medical examinations;
- a girl or woman may confide in a professional;
- a girl or woman may ask for help but may not be explicit about the problem due to embarrassment or fear;
- a girl may talk about pain or discomfort between her legs.

Note that the lists above are not inclusive of all possible factors.

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent susceptible people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behavior which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

The statutory Prevent guidance summarises the requirements of schools in terms of four general themes: risk assessment; working in partnership; staff training; and IT policies.

Staff Training: new staff receive training as part of the induction process, which includes Safeguarding & Prevent awareness. All staff are required to confirm that they have read, understood and agreed to comply with the requirements outlined in this Safeguarding Policy, including The Prevent Duty: DfE March 2015, last updated December 2024. Prevent Duty guidance, updated September 2023 awareness. In addition, supplementary training is provided to all staff, at least annually. Such training may take the form of e-bulletins, briefings, staff training sessions, etc.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The Prevent Duty: DfE March 2015, last updated December 2024. Prevent Duty guidance, updated September 2023 builds on existing local partnership arrangements. For example, governing bodies and chairs of governors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of local Safeguarding Children Partnerships.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the DSL undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be susceptible to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Possible indicators of radicalisation may include:

- discomfort about their place in society;
- personal crisis: the pupil may be experiencing family tensions; chaotic family background; a sense of isolation; and low self-esteem; bereavement; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; demonstrating controlling behaviour; they may be searching for answers to questions about identity, faith and belonging;
- personal circumstances: migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of government policy;
- unmet aspirations: the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- experiences of criminality: which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- expressing hatred to others or a group;
- lack of trust in authorities;
- family/associates linked to extremism;
- express support for extremist ideology of extremist groups;
- being in contact with extremist recruiters;
- attended extremist protests or gatherings;
- accessing violent extremist websites, especially those with a social networking element;
- possessing or accessing violent extremist literature;
- using extremist narratives and/or a global ideology to explain personal disadvantage;
- justifying the use of violence to solve societal issues;
- joining or seeking to join extremist organisations;
- significant changes to appearance and/or behaviour;
- expressing desire to travel to theatres of war/conflict zones
- associating with travellers to war/conflict zones, via school/friend/family networks;
- contact with others in vulnerable countries.

Note that the list above is not inclusive of all possible factors.

Even very young children may be susceptible to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or child care providers to carry out unnecessary intrusion into family life but they must take action when they observe behaviour of concern.

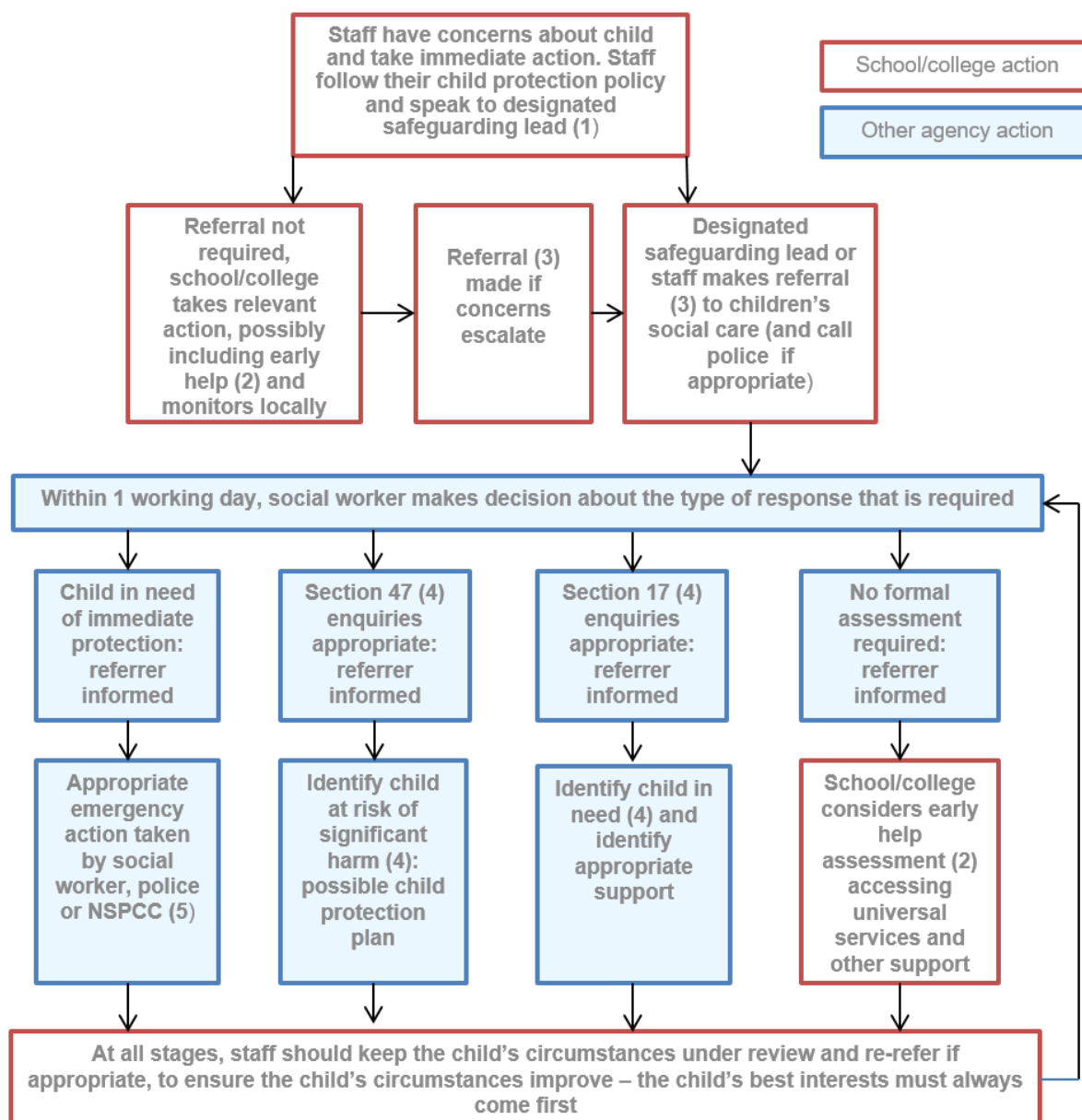
Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be susceptible to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#).

The school's DSL and deputies should be aware of local procedures for making a Channel referral. As a Channel partner, a representative from the school may be asked to attend a multi-agency Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Appendix F - Keeping Yourself Safe when Responding to Disclosures (the 6 R's – what to do if...)

1. Receive:

- keep calm;
- listen to what is being said without displaying shock or disbelief;
- take what is being said to you seriously;
- note down what has been said.

2. Respond:

- reassure the pupil that they have done the right thing in talking to you;
- be honest and do not make promises you cannot keep, e.g. 'It will be all right now';
- do not promise confidentiality; you have a duty to refer;
- reassure and alleviate guilt, if the pupil refers to it, e.g. 'you're not to blame';
- reassure the child that information will only be shared with those who need to know.

3. React:

- react to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details;
- do not ask leading questions; 'Did he/she....?' questions can invalidate evidence;
- do ask open 'TED' questions; tell, explain, describe;
- do not criticise the perpetrator(s); the pupil may have affection for him/her/them;
- do not ask the pupil to repeat it all for another member of staff;
- explain what you have to do next and who you have to talk to.

4. Record:

- make some brief notes at the time on any paper which comes to hand and write them up as soon as possible;
- do not destroy your original notes;
- record the date, time, place, any non-verbal behaviour and the words used by the child; always ensure that as far as possible you have recorded the actual words used by the child;
- record statements and observable things rather than your interpretations or assumptions.

5. Remember:

- contact the Designated Safeguarding Lead (DSL);
- the DSL may be required to make appropriate records available to other agencies.

6. Relax:

- get some support for yourself, because dealing with disclosures can be traumatic for professionals.

Appendix G - National Support Organisations

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- [Shout: Free, 24/7 mental health text support in the UK | Shout 85258 \(giveusashout.org\)](http://giveusashout.org)
- The Mix: www.themix.org.uk
- [Fearless: Home - Fearless](http://fearless.org.uk)
- National Domestic Abuse Helpline: <https://www.nationaldahelpline.org.uk/>

Support for Adults

- Fegans: [Fegans - Counselling Children, Supporting Parents](http://fegans.org.uk)
- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- We are Beams: [We Are Beams | Supporting Disabled Children and Their Families](http://wearebeams.org.uk)
- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: <https://www.nationaldahelpline.org.uk/>

Honour-Based Abuse

- Forced Marriage Unit: <https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage>

Sexual Abuse and Child Sexual Exploitation

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org
- Generative AI- [Generative AI: product safety expectations - GOV.UK](#)

Radicalisation and Hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Government Resources for Teaching Safeguarding

- <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>
- Dfe advice for schools <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- UK Council for Internet Safety <https://www.gov.uk/government/publications/education-for-a-connected-world>
- UKCIS Guidance <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- UKCIS Guidance <https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings>
- National Crime Agency's CEOP Education Programme <https://www.thinkuknow.co.uk/>
- Public Health England <https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview>
- <https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes>
- LGFL 'undressed' guidance <https://undressed.lgfl.net/>
- Filtering and monitoring <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>