



Safeguarding and Child Protection Policy and Procedures

For Revolution Performing Arts Limited

Version 6 – July 2026

Policy updated in line with 1st September 2026 updates

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This policy and set of procedures should be read alongside the following documents which also contain safeguarding information:-

- Staff code of conduct – ‘Safer Working Practice Guidance For Adults Working With Children And Young people’

These documents can be found in the safeguarding section on our website at revolutionpa.co.uk

This policy has been reviewed and updated in July 2026 to reflect Keeping Children Safe in Education 2026 (KCSIE 2026), the Department for Education’s statutory safeguarding guidance for schools and colleges, which comes into force on 1 September 2026. Although RPA is not a school, we deliver sessions in school and community settings and adopt KCSIE as best practice alongside Working Together to Safeguard Children. revolutionpa.co.uk



Quick Reference Contacts Guide

	Name	Contact details
Designated Safeguarding Lead, Founder & CEO of RPA	Fiona Da Silva-Adams	07586 754528
Deputy DSL	Philippa (Pippa) Eddolls	07740191589

<u>Children's Social Care Contact Numbers</u>	
Swindon	01793 464646 (Contact Swindon) https://www.swindon.gov.uk/info/20043/child_protection/929/report_suspected_child_abuse_or_exploitation Emergency duty team: 01793 436699 After 4.40pm (Mon to Thurs) After 4pm (Fridays)
Wiltshire	0300 456 0108 http://www.wiltshire.gov.uk/children-young-people-contact Emergency duty team: 0300 456 0100
Oxfordshire	Children's services Oxfordshire County Council Multi-Agency Safeguarding Hub (MASH): 0345 050 7666 (office hours: Mon–Thu 8:30–17:00, Fri 8:30–16:00) for any child safeguarding concerns
Gloucestershire	Report a child protection concern Gloucestershire County Council Children and Families Front Door Service on 01452 426565 (Monday to Friday 9am to 5pm).



Local Authority Designated Officer (for reporting concerns/allegations about adults working/volunteering with children)	Swindon For concerns in Swindon, the LADO can be contacted as follows <u>Swindon Borough Council</u>: • Phone: 01793 463854 • Email: LADO@swindon.gov.uk Wiltshire If you have significant safeguarding concerns about someone working or volunteering with children in Wiltshire, you should contact the LADO via email at LADO@wiltshire.gov.uk or use the LADO referral form available on Wiltshire Council's website <u>Wiltshire Council</u>. For urgent situations where a child is at immediate risk, call 999, or contact the Multi-Agency Safeguarding Hub (MASH) at 0300 456 0108 Oxfordshire Contact Information • Email: lado.safeguardingchildren@oxfordshire.gov.uk • Phone: 01865 810603 Gloucestershire Contact Information • Nigel Hatten (LADO): 01452 426994 • Email: nigel.hatten@gloucestershire.gov.uk
Police	101 /999
NSPCC Whistle-blowing Helpline	0800 028 0285



Our Commitment To Safeguarding

Revolution Performing Arts Limited ensures that:-

- The welfare of the child is paramount
- All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and /or sexual identity, have the right to protection from abuse
- All suspicions and allegations of abuse are taken seriously and responded to swiftly and in line with agreed procedures

We take seriously our responsibility to protect and safeguard the welfare of the children and young people in its care.

[Working Together To Safeguard Children \(September 2026\)](#) defines safeguarding as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children;
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the [Children's Social Care National Framework](#).

Safeguarding is everyone's responsibility.

We endeavour to safeguard children and young people by:-



- ensuring adults who work and volunteer are provided, at regular intervals, with quality safeguarding training to ensure that they are equipped to identify the signs and indicators of abuse and neglect
- providing clear procedures for adults and children and young people to follow if they are worried about a child or young person.
- sharing information about concerns with parents and carers and, where necessary, with agencies who need to know eg social care – information will be shared where it is relevant, necessary and proportionate to safeguarding a child, in line with the information-sharing duty introduced by the Children’s Wellbeing and Schools Act 2026
- Keeping Children Safe in Education is statutory guidance for maintained schools, academies and colleges. RPA is not a school; we voluntarily adopt this guidance as best practice because our sessions take place in school and community settings, and we review our own policy against each annual edition.
- following safer recruitment guidelines
- providing clear guidance and expectations about adult behaviour, through a code of conduct and ensuring on-going vigilance



Part 1 - Procedures

Worried About A Child or Young Person

See also ['What To Do If You're Worried A Child Is Being Abused' - DfE March 2015](#)

And the national multi-agency practice standards included on pages 82-84 of *Working Together To Safeguard Children* (Sept 26)

Concerns about a child's welfare can arise in many different contexts; children may be abused in a family, by those known to them. They may be abused by an adult or adults, or another child or children within their family network; this is also referred to as familial abuse.

The risk of harm may come from outside the home (ROTH); this is also referred to as extra-familial harm.

This includes:-

- Exploitation by criminal and organised crime groups or individuals (such as county lines and financial exploitation)
- Serious violence
- Modern slavery and trafficking
- Online harm, including harmful or abusive content that has been digitally altered or generated using artificial intelligence (for example so-called 'deepfakes')
- Sexual exploitation
- Teenage relationship abuse
- The influences of extremism, which could lead to radicalisation

Children may experience extra-familial harm from other children and/or from adults; it may take place in school or other educational settings, within community/public spaces and/or online.

Groups Of Children Who May Need Additional Vigilance

- Young carers
- Children with a social worker, or previously known to children's social care
- Children affected by domestic abuse
- Children who are persistently absent from school, or who are repeatedly removed from lessons or on a part-time school timetable



- Children with additional, complex or medical needs
- This is not an exhaustive list. Staff are encouraged to maintain a 'professional curiosity' and to speak to the DSL about any child they are worried about, even where the child does not fall into one of the groups above.

You may be worried about a pupil's welfare because you have seen or heard something. You may have noticed a change in their behaviour. You may have seen a mark on a pupil which worries you. You may be concerned about the safety or welfare of a pupil who is absent from school. You may not have received a direct disclosure, but you may have over-heard a conversation which worries you.

Where a pupil comes to speak to you directly and tells you information which may suggest they are at risk of abuse, neglect or exploitation, this is known as a disclosure. If a pupil discloses to you, you should:

- **Reassure** the pupil that they being taken seriously and that they will be supported and kept safe
- **Listen** to what the pupil is saying, without displaying any signs of shock or disbelief
- **Allow** the pupil to talk freely without interrupting
- **Reassure** the pupil but do not make promises about keeping the information a secret
- **Reassure** the pupil that this is not their fault
- **Ask** questions only if you need to clarify, take care not to put words in their mouth by asking leading questions
- **Explain** to the pupil that they have done the right thing by telling you and explain what you will do next, in line with the procedures outlined below.

All staff should be aware that children may not feel ready or know how to tell someone they are being abused, and/or they may not recognise their experiences as harmful.

This should not prevent you from having a professional curiosity and speaking to the DSL if you have concerns.

Safeguarding is everyone's responsibility



Worried About the safety or welfare of a child?

Are you running an 'after-school' club, hosted by the school where the pupils attend?

Yes - Report

to a member of the school's safeguarding team.

Record

- Record your concerns on the school's safeguarding concern form.
- If you have seen marks on a child which worry you remember to fill in a body map.
- Give the completed concern form (and body map) to a member of the school's

Inform the RPA safeguarding team of your actions.

No - Report

to a member of the RPA safeguarding team:-

Designated Safeguarding Lead (DSL) – Fiona Da Silva-Adams

Contact number: 077586 754528

Record

- When reporting to the RPA safeguarding team, via telephone, they will take notes of your conversation.
- If you need to make notes, these must be handed in person to a member of the RPA safeguarding team as soon as possible and should

Respond

The safeguarding team (either from the school or from RPA) will consider what needs to happen next to safeguard the child. This will include taking immediate steps to secure the safety of the child if possible.

Is the child in immediate danger, at risk of significant harm or there is information to suggest they



Yes

If child is in immediate danger contact the police on 999.

If no immediate danger contact:-

Contact Swindon - 01793 464646 (for children living in Swindon)

Wiltshire MASH - 0300 456 0108 (for children living in Wiltshire)

Gloucestershire & Oxfordshire contact details as mentioned in the quick reference guide on page 3.

Or the child's social worker if they are already 'open' to social care.

No

Contact will be made with the child's parent/carer and the concerns discussed.



Record-keeping

If a safety/welfare concern arises during an 'after-school' club, the school's safeguarding concern form will be used.

If concern's arise during a 'non-school' based session, including during one of RPA's single art form sessions, a record will made by the member of the RPA safeguarding team during the conversation with the member of staff reporting.

The Designated Safeguarding Lead at RPA takes responsibility for maintaining safeguarding and child protection records and ensures that subsequent actions taken by RPA, including who the information has been shared with, in response to a concern arising are documented.

All safeguarding and child protection related records, made by members of the safeguarding team at RPA, are kept and are stored confidentially. In line with data protection requirements, this information is confidentially destroyed once a child/young person is no longer attending sessions, unless there is information which indicates that it may be useful to retain.

Staff understand that they must not take photographs of marks on children. Marks on children, which raise a concern, should be recorded on a body map (provided by the school or on the template which can be found in appendix 4 of this document).

Staff are aware that a delay in sharing information about safety and welfare concerns can increase the risk of harm for a child/young person.

When Are Parents/Carers Contacted?

In the majority of cases, concerns about the welfare or safety of a child/young person will be discussed with the child or young person's parent/carer

If, having reviewed the information of concern, it is the view of the safeguarding team that this may increase the risk to the child/young person the RPA Designated Safeguarding Lead will make contact with social care to share the information about the concerns.

Our first priority is the child/young person's welfare and therefore there may be occasions when concerns about a child/young person means that we have to consult other agencies before we contact the parent/carer.



If a referral is to be made to Children's Social Care, the parent/carer will be contacted by the Designated Safeguarding Lead and the information within the referral will be shared. There are some occasions when we will be advised not to share the content of the referral with the parent/ carer as to do so may increase the risk of harm to the child/young person.



Worried About The Actions Of An Adult Who Works/Volunteers With Children/Young People

You may be worried about the actions of an adult who is working/volunteering with children/young people because you have seen or heard something which makes you feel uncomfortable. You may be concerned that the adult's actions are contravening the RPA staff code of conduct.

All concerns must be reported following the steps below:-

Step 1

- If you are concerned that a child/young person might be in immediate danger or at risk of significant harm you must act immediately. Do you need to take immediate action to secure the safety of the child/young person?
- If your concerns involve a member of RPA staff, report your concerns directly to the Managing Director of RPA as soon as possible (see quick reference guide , page 2 for contact details).
- If your concerns involve the Managing Director, report your concerns to the LADO (see page 2 for contact details)
- If you are running an 'after-school' session and your concerns are about a member of the school's staff, report to the school's Head teacher immediately and before leaving the premises.
- **Ultimately anyone can report a safeguarding concern about an adult working with children into the local authority, asking to speak to the Local Authority Designated Officer (LADO). See quick reference guide, page 2 for contact details.**

Step 2

- If concern's arise during a 'non-school' based session, including during one of RPA's single art form sessions, a record will made by Managing Director during the conversation with the member of staff reporting.
- If concerns involve a member of staff from the school you are based in, these should be recorded on the school's safeguarding concern form and passed to the Head teacher, before leaving the premises. If the Head teacher is unavailable the most senior member of staff on site should be spoken to.

What happens once a report about an adult working/volunteering with children is reported?

Step 1

- The Managing Director will consider the information in the report and initial consideration will be given as to whether this indicates that the person would pose a risk of harm if they continue to work in close or regular contact with children in their present position or in any capacity.



This will be done by assessing whether there is evidence to suggest that:-

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

Criteria listed above taken from Part 4 of 'Keeping Children Safe In Education'

Step 2

- If LADO involvement is not required, the Managing Director may need to complete their own enquiries to establish whether any further action is required eg additional training for adult involved, additional staff supervision required, risk assessment required. Written records must be made of the subsequent decision-making process and reasons for decision-making, together with actions and outcomes.

Step 3

- If it is decided that there is evidence to suggest the concern meets one or more of the above criteria the Managing Director should contact the LADO immediately.

Step 3

The LADO will decide on further action:-

- no further action after initial consideration and closure, or
- advice and follow up from LADO or
- strategy discussion/meeting

Statutory requirements in relation to individuals who are on the barred list

At the end of the allegation process if a member of staff or volunteer from their position for causing harm or posing a risk of harm or they leave whilst investigations are on-going, RPA has a duty to inform the Disclosure and Barring Service via a referral.

We understand, as an education provider, that if we know or have reason to believe that an individual is barred, we are committing an offence if we allow the individual to carry out any form of regulated activity.



Behaviour And Attendance

At RPA we recognise that there can be links between safeguarding and child protection concerns and:-

- incidents of disruptive and challenging behaviour
- poor attendance

Both of these aspects can be indicators that a child/young person may be experiencing one or more forms of abuse.

Behaviour

We aim to provide a positive, respectful and successful learning environment for all of our pupils and students to ensure that they value themselves and develop positive self-esteem. We acknowledge poor choices of behaviour will occur which will always be addressed in a quiet, calm and supportive way. Listening to students and treating all fairly hopefully ensures we understand the underlying reasons for the poor behaviour.

Where a pupil's /student's behaviour is having a negative impact on their learning with RPA, or impacting on others, this will be discussed with the pupil/student and their parent/s or carers. Pupils and students who repeatedly disrupt the enjoyment and learning of others or who cause themselves or others to become unsafe may have their place with RPA withdrawn.

Attendance

"Young people are added to a session register once they complete an enrolment form and agree a trial date for the young person to attend. Registers are accessible and completed digitally by RPA leaders. If the session is in a school, RPA contact the school to arrange for the young person to transition safely from classroom to RPA session. If the young person is not in session when they are expected, the school office is immediately informed and the young person traced. Parents agree to let RPA know if the young person will not be in attendance and therefore not expected. It is anticipated that parents will collect their children. If anyone else other than a parent collects their young person, then RPA need to be notified in writing. If Year 6's wish to walk home on their own in daylight hours then permission needs to be given in writing".



Part 2 – Our Safeguarding Policy

This policy and set of procedures is based on guidance set out in the following documents:-

- [Working Together To Safeguard Children \(September 2026\)](#)
- [Keeping Children Safe In Education 2026](#) (statutory guidance for schools and colleges, in force from 1 September 2026)
- [Safer Working Practice Guidance For Adults Working With Children and Young People \(Safer Recruitment Consortium Feb 22\)](#)
- Local safeguarding arrangements for [Swindon](#) and [Wiltshire](#)
- [South West Safeguarding and child protection procedures](#)
- [Children's Wellbeing and Schools Act 2026](#) (new duty on safeguarding partners and practitioners to share information that is relevant to safeguarding or promoting a child's welfare)

How is the information in this set of policy and procedures disseminated?

Our staff induction programme includes a safeguarding section and new staff are asked to read this safeguarding and child protection policy and set of procedures.

This policy and set of procedures are available via the RPA website and can be found in the safeguarding section.



Whistle-blowing

We expect the highest standards of conduct from all employees and will treat seriously any concern raised about illegal or improper conduct. The law provides protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'. A qualifying disclosure is one made in the public interest by the employee who has a reasonable belief that:

- a criminal offence
- a miscarriage of justice
- an act creating risk to health and safety
- an act causing damage to the environment
- a breach of any legal obligation
- a concealment of any of the above

is being, has been, or is likely to be, committed. It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be committed, a reasonable belief is sufficient. The employee has no responsibility for investigating the matter; it is the organisation's responsibility to ensure that an investigation takes place.

In the first instance, unless the employee reasonably believes the Managing Director to be involved in the wrongdoing, any concerns should be raised with them.

Where a member of staff feels unable to raise a concern with either of the individuals identified above or the Managing director is at the centre of whistle-blowing concerns, the [NSPCC whistle-blowing](#)

helpline is available to them.



Safer Recruitment Procedures

All adverts for roles at our provision include the following statement:-

'RPA is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Our recruitment process follows safer recruitment guidelines. The post is subject to a Disclosure and Barring Service check and satisfactory references.

The postholder is expected to work in line with our safeguarding and child protection policy and procedures.'

A person specification and job description will be provided for applicants as part of the vacancy pack.

Applicants are required to complete an application form, including:-

- personal details, current and former names, current address and NI number;
- information about any criminal offences committed in any country in line with the law as applicable in England and Wales, not the law in their country of origin or where they were convicted;
- details of their present (or last) employment and reason for leaving;
- full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment;
- qualifications, the awarding body and date of award;
- details of referees/references. These should include the applicant's current/most recent employer if applicable. A follow up conversation will take place with the referee if any of the information provided is vague.
- a statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification.

Interview process

Interviews are completed as 'face to face' meetings and involve a member of the safeguarding team. Interview questions are agreed prior to the interview to establish:-

- what attracted the applicant to the post and their motivation for working with children/young people
- the applicant's skills and experience of working with children/young people, which are relevant to the role
- the reason for any gaps in employment or where a candidate has changed jobs or location frequently



Checks completed on successful applicant

- An enhanced DBS certificate, which includes barred list information, is required for any staff who will be engaging in regulated activity (working unsupervised with children). This is required for any staff employed since 2002. Prior to this staff were checked against List 99.
- Keeping Children Safe in Education 2026 narrows some of the previous exemptions from regulated activity supervision. Before confirming that a volunteer role does not require an enhanced DBS check, the DSL/Managing Director reviews the level and nature of supervision against the current definition of regulated activity, as some previously-exempt supervised roles may now fall within scope.
- Where a member of staff is engaged through a supply agency or similar third party, written assurance is obtained that the agency has carried out the necessary safeguarding checks, including an enhanced DBS check with barred list information, in line with Keeping Children Safe in Education.
- Identity checks are completed, together with proof of right to work in the UK
- Qualifications are checked
- If an individual has lived or worked outside of the UK an overseas police check / certificate of good conduct may be required.



Training For Adults Working In Our Provision

We are committed to ensuring staff know and understand:-

- the signs and symptoms of abuse;
- how to identify children/young people who may be at risk;
- their responsibility for referring concerns to the designated safeguarding lead / deputy;
- the procedures for reporting safeguarding /child protection concerns about adults working with children/young people (allegations)
- emerging online safety risks, including those linked to artificial intelligence, such as AI-generated or digitally altered images and deepfakes

Formal training

Safeguarding and child protection training is provided on a regular basis to all staff, at least every two years to enable them to carry out these requirements. This is basic awareness of safeguarding and child protection and includes the possible signs and indicators of abuse and how to respond effectively (using the resources provided by Swindon Safeguarding Partnership).

Additional training for Designated Safeguarding Leads and deputy DSL

The DSL and deputy DSL complete additional training to support with the role. This is Level 2 and 3 training and is refreshed every 2 years, in line with statutory requirements for schools and education providers.

Keeping Children Safe in Education 2026 removes Annex A, the abbreviated staff summary used in previous editions, on the basis that all staff should operate to the same safeguarding standard. The DSL will ensure that our induction and training materials continue to reflect Part One of Keeping Children Safe in Education, drawing on the DfE's 'Part One: Overview for All Staff' quick-reference tool alongside this policy and our staff code of conduct.

Reading Requirements

All staff are required to read:-

- our safeguarding and child protection policy
- our staff code of conduct



Staff are asked to sign to confirm their understanding and accept responsibility for following up any questions or queries they have arising from reading these documents.

Date original policy written:- 18.6.20

Policy reviewed and updated July 2026, incorporating Keeping Children Safe in Education 2026 (in force from 1 September 2026)



Appendix 1 – Definitions of Abuse (taken from Working Together December 2023)

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.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

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

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone."



Sexual Abuse

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



Appendix 2

Specific Safeguarding Themes and Issues And Additional Actions Which May Need Considering

Neglect

What do we mean by neglect?

Working Together defines neglect as :-

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

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

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

What are the indicators of neglect?

The following is a summary of some of the indicators that may suggest a child is at risk of or being neglected:-

Physical indicators of neglect

- ☐ Constant hunger and stealing food
- ☐ Poor personal hygiene - unkempt, dirty or smelly
- ☐ Underweight
- ☐ Dress unsuitable for weather



☐ Poor state of clothing

☐ Illness or injury untreated

Behavioural indicators of neglect

☐ Constant tiredness

☐ Frequent absence from school or lateness

☐ Missing medical appointments

☐ Isolated among peers

☐ Frequently unsupervised

☐ Stealing or scavenging, especially food

☐ Destructive tendencies

Medical Conditions (Including Allergies)

Keeping Children Safe in Education 2026 clarifies that an incident relating to the management of a child or young person's medical condition (including an allergic reaction) would not, in itself, warrant a referral to children's social care.

A safeguarding referral will only be considered where an incident raises concerns that, because of their medical condition, the child or young person may be at increased risk of neglect, abuse or exploitation, whether within or outside their family. Any such concern should be discussed with the DSL. Medical incidents themselves continue to be managed in line with RPA's first aid and medical conditions arrangements.



Child on Child Abuse

We recognise that children are capable of abusing other children. We understand that the child/young person who is perpetrating the abuse may also be at risk of harm. We will make every effort to ensure that the perpetrator is also treated as a victim and supported appropriately.

What is child on child abuse?

Child on child abuse can take the form of:-

1. Bullying (including Cyberbullying)

- 'Cyberbullying': involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos
- Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- Sexual, Sexist and Transphobic Bullying: includes any behaviour, whether physical or non- physical, where sexuality is used as a weapon by boys or girls;
- Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation);
- Disablist Bullying: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.

What action is taken in response to concerns about bullying?

Child/young people who attend our provision have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others. We may have to re-consider the child/young person's place at RPA if this behaviour persists.

We recognise the growing prevalence of misogynistic attitudes and content, including online, and the part this can play in sexual harassment, sexual violence and child-on-child abuse. Staff will challenge sexist, misogynistic, homophobic, biphobic and transphobic language and behaviour wherever they encounter it, and will factor this into how safeguarding concerns are assessed and responded to.



2. Harmful Sexual Behaviour

This may include a referral to social care. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault / abuse. Current guidance encourages staff to understand harmful sexual behaviour as sitting on a continuum, from developmentally appropriate exploration through to abusive behaviour, to support proportionate, evidence-based decisions about the right response.

Taken from Tri.X 'Peer on Peer Abuse' Briefing 198 (Feb 2017)

3. Sexual harassment and sexual violence

Sexual violence and sexual harassment can occur between two children/young people of **any age and sex**. It can also occur through a group of children/young people sexually assaulting or sexually harassing a single child/young person or group of children/young people. Any concerns arising about sexual harassment or violence will be reported in line with the safeguarding flow chart.

This organisation recognises that children can be exploited sexually (CSE) or criminally (CCE). CSE and CCE can affect children, both male and female and can involve children who have been trafficked. They may be at risk of or involved in serious violent crime.

4. Consensual and non-consensual sharing of nude and semi-nude images, videos and/or livestreams ('nudes')

Step 1

- Report to your DSL immediately.
- **Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal. This includes images or videos that have been digitally altered or generated using artificial intelligence, including so-called 'deepfakes'.**
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.



- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

Taken from [UKCIS guidance](#)

Step 2

- The DSL will hold an initial review meeting with appropriate staff. This may include the staff member who was initially made aware of the incident/concern and the leadership team.

The following risk factors will be considered:-

- Significant age difference between the sender/receiver involved
- If staff recognise the pupil as more vulnerable than is usual (ie at risk)
- If the image is of a severe or extreme nature
- If the situation is not isolated and the image has been more widely distributed
- If this is not the first time the pupil has been involved in a sexting act
- If other knowledge of either the sender/recipient may add cause for concern (ie difficult home circumstances)
- Whether the image or video appears to be, or is suspected to be, digitally altered or AI-generated (a 'deepfake')

Step 3

- A referral will be made to children's/adults' social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process.

Step 4

- Interviews will take place with those involved.

Step 5

- Parents/carers should be informed at an early stage and involved in the process in order to best support the child or young person, unless there is good reason to believe that involving them would put the child or young person at risk.

Step 6

- Safeguarding records will be updated using the school's safeguarding recording procedures, including actions taken / not taken and the justification for these decisions (linked to the points above).



Sexual Abuse (perpetrated by an adult or adults)

“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 outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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.” *Working Together To Safeguard Children (December 2023)*

Signs and indicators of sexual abuse

- Physical signs eg bruising, pain or soreness in the genital area
- Being afraid /avoiding a particular person
- Being withdrawn
- Self-harming
- Episodes of going missing
- Eating disorders
- Displaying sexualised behaviour or having sexual knowledge that’s inappropriate for their age and stage of development.

Grooming is a process that involves the perpetrator building a trusted relationship with the child or children. Children can be groomed by a stranger or someone they know, for example a family member (intra-familial sexual abuse), friend or professional (extra-familial sexual abuse). Grooming techniques can be used to prepare a child for sexual abuse and exploitation. Grooming can also be used to radicalise a child.

Responding to concerns of sexual abuse

Step 1

- Immediate consideration should be given as to how best to support and protect the victim (and any other children impacted upon, including siblings)

Step 2

- **Record** the incident using the organisation’s safeguarding recording procedures and **report** to the DSL / deputy in line with safeguarding and child protection procedures, as soon as possible.



Children Questioning Their Gender

Keeping Children Safe in Education 2026 includes, for the first time, guidance on children who are questioning their gender. We approach this area through a safeguarding lens, holding in mind our overarching duty to safeguard and promote the welfare of all children, and the safety, comfort, privacy and dignity of every child in our care.

Confidentiality: if a child confides in a member of staff that they are questioning their gender but does not ask RPA to make any changes to how they are treated, there is no reason to break that confidence unless there is a related safeguarding risk. Staff should still speak to the DSL for support and advice.

Parental involvement: where a child asks for a change to how they are treated (for example, their name, pronouns, or changing/costume arrangements), parents/carers should almost always be involved in that conversation, except in the rare circumstances where doing so would place the child at greater risk of harm than not involving them. Any decision not to involve parents/carers will be made by the DSL, recorded, and kept under review.

Changing and costume facilities: if a child does not want to use the changing area, toilet or costume space associated with their biological sex, the DSL will consider, on a case-by-case basis, whether alternative arrangements can be offered without compromising the safety, comfort, privacy or dignity of that child or of other children. A clear record of the situation and the agreed arrangement will be kept.

Specialist advice: because these situations can be complex and engage equality and human rights considerations as well as safeguarding ones, the DSL will seek specialist advice (for example from the local authority or a legal adviser) where needed, in addition to following this policy.



Domestic Abuse

The government's definition of domestic abuse is:-

'Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of sexuality or gender. The abuse can encompass, but is not limited to:-

- Psychological
- Physical
- Sexual
- Financial; and
- Emotional

Any concerns arising about domestic violence will be reported in line with the safeguarding flow chart.

Exploitation and Serious Violent Crime

We recognise that children can be exploited sexually (CSE) or criminally (CCE). They may be at risk of or involved in serious violent crime.

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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. In some cases the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse 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. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Indicators that a child/young person may be at risk of or involved with serious violent crime include:-



- Unexplained gifts/new possessions - these can indicate children/young people have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from education
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

Any concerns arising about exploitation will be reported in line with the safeguarding flow chart.



Female Genital Mutilation

What is Female Genital Mutilation?

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this.

It is frequently a very traumatic and violent act for the victim and can cause harm in many ways.

The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

Key points

- FGM is illegal in the UK. It is also illegal to take a British National or permanent resident abroad to undergo FGM or help someone who is trying to arrange to have FGM performed.
- FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.
- FGM is prevalent in 30 countries. These are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East, and in some countries in Asia.
- FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman, and to be marriageable. This practice is not required by any religion.

Risk Factors

The most significant factor to consider when deciding whether a girl or woman may be at risk of FGM is whether her family has a history of practising FGM.

In addition, it is important to consider whether FGM is known to be practised in her community or country of origin. It is important not to make assumptions that all girls from these communities are at risk.

Any concerns arising about FGM will be reported in line with the safeguarding flow chart.



Response To Concerns About A Child/Young Person Who May Be At Risk Of Radicalisation

What is radicalisation and extremism?

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy (December 2023) as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included in the definition is reference to extremism calls for the death of members of our armed forces, whether in this country or overseas.

What are the concerns about radicalisation?

The current threat from terrorism in the United Kingdom includes the exploitation of vulnerable people, including children, to involve them in terrorism or in activity in support of terrorism.

The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

What are the indicators that may suggest a child/young person is at risk?

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



The internet provides children and young people with access to a wide-range of content, some of which is harmful. We recognise that extremists use the internet, including social media, to share their messages.

Any concerns arising about radicalisation and/or extremist behaviour will be reported in line with the safeguarding flow chart.

Supporting child/young people with mental health issues

Some children/people can be more vulnerable than others to issues such as depression, anxiety, self-harm or eating disorders. Our staff and volunteers need to be particularly vigilant about children/young people who have experienced abuse, bullying, bereavement, have learning difficulties or are in care, as these circumstances can impact on their mental health.

Signs of possible mental health issues include:-

- noticeable weight loss or gain
- physical injuries
- change in personality eg mood swings
- frequently missing lessons
- social isolation
- lethargy and disinterest
- tearfulness or appearing anxious
- lack of focus in class
- change in educational performance



Appendix 3

Safeguarding and Child Protection
Concern / Disclosure / Incident Form
CONFIDENTIAL

Date:		Name and role of person completing page 1 of this form	
Time:		Date and time read by DSL / Deputy DSL	
Name of child:		DOB:	
Location (if applicable)			
<u>What have I heard/seen/noticed which concerns me?</u>			



Remember, if you have seen marks on a child which worry you, these should be recorded on a body map. Do not take photographs.

Why am I worried?

Action taken by person(s) above:

This page to be completed by a member of the safeguarding team

Name of staff completing page 2 of this form:-



Role:-

Is the child in immediate danger or at risk of significant harm?

Yes – consultation with the Multi Agency Safeguarding Hub (MASH) in the local authority where the child lives.

Record of conversation with MASH and agreed actions

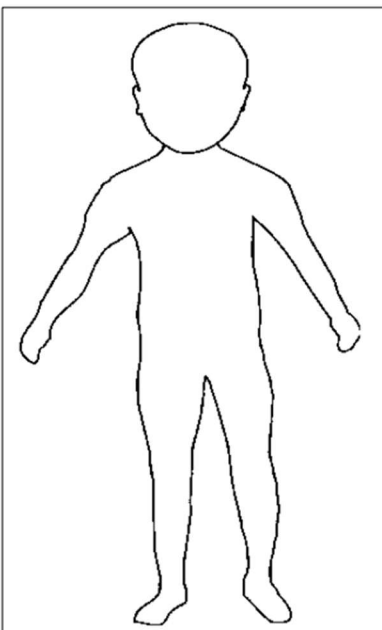
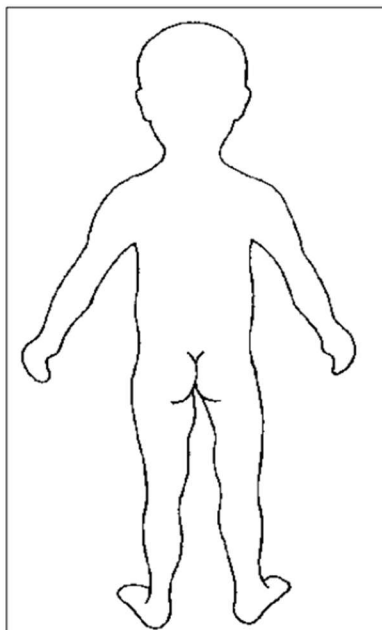
Has a written referral been requested? Yes/No

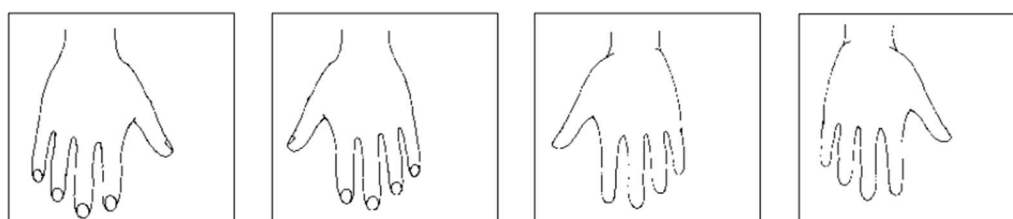
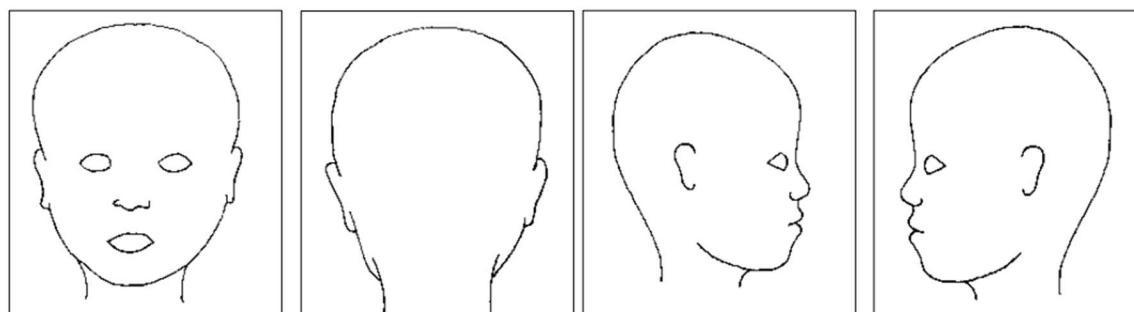
Parents and carers should be informed of all concerns unless to do so would increase the risk of harm to the child. As part of the discussion (outlined above) with the home school, it should be agreed who is best placed to discuss the concerns with parents/carers.

If it is agreed that the parents/carers will not be informed in the first instance, contact should be made with the MASH.

Additional notes / outcome

Appendix 4 – Body Map

Body Map For Date completed		Provide information here about relative size and if the mark is a particular shape/ has a defined edge for example.
		



Right hand top

Left hand top

Right hand bottom

left hand bottom