The BRIT School
Safeguarding and Child Protection Policy & Procedures

(including safer recruitment, allegations against staff and low-level concerns)

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Applicable to	All staff, volunteers, partners, contractors, trustees
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This is a core policy that forms part of the induction for all staff. It is a requirement that all members of BRIT staff have access to this policy and have signed to say they have read this updated version and understood its contents.

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Important contacts

ROLE	NAME	CONTACT DETAILS
SAFEGUARDING TEAM	**Safeguarding Email for DSL, DDSLs**	safeguarding@brit.croydon.sch.uk
The Designated Person (CP)	Stuart Worden (Principal)	SWorden@brit.croydon.sch.uk
Designated safeguarding lead (DSL)	Claire Mullord (Vice Principal Student Experience/DSL)	cmullord@brit.croydon.sch.uk
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DDSL & Designated CLA teacher (KS4)	Philippa Caldecourt (Acting Assistant Director of Pastoral)	pcaldecourt@brit.croydon.sch.uk
Head of Year 10	Michael Dawson	mdawson@brit.croydon.sch.uk
Head of Year 11	Sarah Vaughan	svaughan@brit.croydon.sch.uk
Student Wellbeing Officer & DDSL	Frankie Tulley	ftulley@brit.croydon.sch.uk
Safeguarding & Pastoral Admin Assistant	Solomai Sylvester	ssylvester@brit.croydon.sch.uk
SLT Lead for Filtering & Monitoring	Louise Cooper (Senior Leadership Team)	lcooper4@brit.croydon.sch.uk
Nominated Safeguarding Trustee	Maggie Crowe	Maggie.Crowe@bpi.co.uk
Relevant LA Designated Officer (LADO)/Croydon	Relevant LA Designated Officer (LADO) LADO: Jane Rowe	lado@croydon.gov.uk Schoolwhistleblowing@croydon.gov.uk jane.rowe@croydon.gov.uk 0208 726 6000 (Ext. 24817) 07716 092630
Croydon Safeguarding Children Partnership (CSCP)	https://www.croydonsafeguarding.org/	CSCP@croydon.gov.uk 020 8604 7275

ROLE	NAME	CONTACT DETAILS
FCDO Forced Marriage Unit (FMU)		020 7008 0151 fmu@fcdo.gov.uk
Channel helpline		020 7340 7264

The BRIT School Commitment

The BRIT School is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the wellbeing of others.

Our policy applies to all staff, supply staff, the Board of Trustees, contractors and volunteers working in the School and is based on the statutory guidance provided by the Department for Education and local guidance issued by the Croydon Safeguarding Children Partnership (CSCP).

We will ensure that all students and their parents/caregivers are made aware of our responsibilities regarding safeguarding and child protection procedures and how we will safeguard and promote their welfare through the publication of this policy.

Safeguarding is about **every** young person at BRIT and is **every** member of staff's responsibility - it is at the heart of everything we do.

The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and the Board of Trustees and are consistent with those of Croydon Safeguarding Children Partnership (CSCP).

At BRIT we work with over 40 different Local Authorities (LA), with many different systems in place. Therefore, the DSL/DDSL & Pastoral team are our referral experts and are the preferred route of reporting any concerns to LAs. In addition to the team, all staff are trained to make a referral should the need arise.

1. Aims

The School aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and statutory guidance

The BRIT School is the only City College for the Technology of the Arts (CCTA)in the UK, and is therefore not listed on the Department for Education's list of maintained schools or Academy Trusts; we aim to comply with the statutory safeguarding guidance as closely as possible.

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education 2026 and Working Together to Safeguard Children (2026), the Maintained Schools Governance Guide and Academy Trust Governance Guide. We comply with this guidance and the arrangements agreed and published by our local safeguarding partners.

This policy is also based on the following legislation:

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that Female Genital Mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our Board of Trustees and Principal should carefully consider how they are supporting their students with regard to these characteristics. The Act allows our School to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls if there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve student outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- Croydon Safeguarding Children Partnership CSCP procedures

3. Definitions

Safeguarding and promoting the welfare of children means:

- 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
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Youth Produced Sexual Imagery (YPSI) and Image-Based Sexual Abuse (IBSA) (also known as the sharing of nudes and semi-nudes, or as 'sexting') is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated or AI images that otherwise appear to be a photograph or video.

Children includes everyone under the age of 18. At BRIT we include our 18+ students fully within our duty of care, although the approach may be different depending on the young person, issue and circumstance.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education 2026 (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of their local children, including identifying and responding to their needs:

- The relevant Local Authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the relevant LA
- The chief officer of police for a police area in the relevant LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, nor would want to be described that way. When managing an incident, we will be prepared to use any term that the young person involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are also widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of young people) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

Please note all references to reporting to the **DSL** throughout this document refer to the **DSL team**: DDSLs, the KS4 Heads of Year and our Student Wellbeing Officer – all are points of contact for raising safeguarding and child protection issues.

4. Equality statement

Some children face an increased risk of abuse, both online and offline, and experience additional barriers to recognising or disclosing harm. The BRIT School is committed to proactive, anti-discriminatory safeguarding practice that recognises children's diverse backgrounds, protected characteristics, and intersecting identities.

Active Identification, Anti-Racism, and Disproportionality

School leaders, the DSL team, and all staff are explicitly mandated to actively identify, understand, and challenge racism, disproportionality, and discrimination across all safeguarding assessments, internal decisions, and multi-agency work. Safeguarding interventions must never be influenced by unconscious bias, adultification, cultural stereotyping, or systemic barriers. Staff must ensure that disproportionality in referrals, multi-agency involvement, or disciplinary measures is actively monitored and challenged to guarantee equitable protection for every child.

We ensure that all children receive the highest standard of protection regardless of any barriers they may face. We give special consideration to children who:

- Have Additional Educational Needs (AEN), disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender curiosity or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of Female Genital Mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are 'looked after' (LAC or CLA) or 'previously looked after' (PLAC) (see section 12)
- Have a parent or other close family member in custody
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Are repeatedly removed from the classroom/studio or placed on reduced/part-time timetables (requiring heightened vigilance, risk assessment, and proactive early support to mitigate safeguarding and educational vulnerability)
- Whose parent/caregiver has expressed an intention to remove them from School to be electively home educated (EHE) (see section 7 for more detail).

5. Roles and responsibilities

Safeguarding is at the heart of everything we do at BRIT. Therefore, safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers, and the Board of Trustees in the School and is consistent with the procedures of our local safeguarding partners and the statutory Family Help pathway. Our policy and procedures apply across all regular school settings, extended School activities, vocational projects, and off-site activities.

All staff, leaders, and trustees share a collective responsibility not only to recognise and act upon signs of abuse, but to **actively identify, understand, and challenge racism, disproportionality, adultification, and discrimination across all safeguarding processes, decisions, and multi-agency working.**

Safe Practice, Consent, and Physicality in the Creative Arts

Recognising the specialised, collaborative, and inherently physical requirements of vocational training in Dance, Theatre, Musical Theatre, and Production Arts, The BRIT School maintains a **consent-first pedagogical framework**. All instances of physical contact, intimacy, and the establishment of boundaries are governed by stringent safeguarding standards, absolute professional transparency, and a culture of mutual respect. See appendix 3 for further information.

Recognition of Domestic Abuse & Operation Encompass

In accordance with statutory guidance and the Domestic Abuse Act, The BRIT School explicitly recognises that children are legally recognised as victims of domestic abuse in their own right if they see, hear, or experience its effects. The School formalises the statutory standing of Operation

Encompass, ensuring prompt receipt and confidential handling of police notifications regarding domestic incidents, enabling immediate, trauma-informed pastoral support to be put in place for affected students.

The School plays a crucial role in preventative education. This is set in the context of our vocational mission, preparing students for life and the creative industries in modern Britain, and maintaining an unyielding culture of zero tolerance towards:

- Racism, disproportionality, and racial abuse
- Sexism, misogyny, and misandry
- Homophobia, biphobia, and transphobia
- Ableism, religious prejudice, and all forms of discrimination
- Sexual violence, sexual harassment, and child-on-child abuse

This aligns with our mission, ethos, values, and our foundational belief that art can change the world for the better. This preventative approach is underpinned by our:

- Behaviour Policy
- Pastoral and Multi-Disciplinary Support Systems
- Planned, inclusive weekly Personal Development (PD) programme, which tackles issues such as:
    - Healthy, safe, and respectful relationships (both offline and online)
    - Personal boundaries, consent, and digital citizenship
    - Active anti-racism, challenging stereotyping, prejudice, and structural inequality
    - Body confidence, self-esteem, and resisting toxic online influences
    - Recognising abusive dynamics (including coercive control, grooming, and financial or criminal exploitation)
    - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, coercion, harassment, rape, domestic abuse, so-called 'honour-based' abuse (such as forced marriage and FGM), and how to access help
    - What constitutes sexual harassment, sexual violence, and child-on-child abuse, and why they are always unacceptable
    - Emerging digital risks, including the misuse of generative AI, deepfakes, non-consensual image creation/sharing, and online harm

5.1 All staff

All staff will/should:

- Read and understand **Part One** of the Department for Education's statutory safeguarding guidance, **Keeping Children Safe in Education 2026**, and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask our students to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe environment in which all young people can learn
- Be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. They should never be made to feel they are a problem or feel ashamed
- Be aware that young people may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful
- Be aware that young people may not have the words for direct disclosures and to be alert to indirect disclosures, such as drawings, writing, or suggested ideas in conversations

- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection
- Maintain the Schools 'safe space'environment for students who are LGBTQIA+ and Gender Questioning to speak out and share their concerns or for any other protected characteristic group, so they're able to speak
- As we work with over 40 different Local Authorities (LA) and as they all have different systems in place, our preferred route of reporting is via the DSL/DDSL/Pastoral team. In addition to the team, all staff are trained to make a referral should the need arise

Therefore, all staff are expected to be aware of and follow this approach:

- Our systems that support safeguarding, including this Safeguarding Policy, the role and identity of the DSL and DDSLs, the Student Behaviour Policy, the Online Safety Policy and the safeguarding response to children who go missing from education, as per our Attendance Policy and Strategy
- The unified Family Help pathway and their role within it, including identifying emerging needs early, liaising with the DSL/DDSL, sharing information, and collaborating with multi-disciplinary teams and the named Lead Practitioner to support joint assessment, early identification, and integrated multi-agency support
- The process for making referrals to relevant LA children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM or forced marriage, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, cybercrime, FGM, radicalisation and serious violence (including that linked to county lines)
- New and emerging threats, including online harm (including misinformation & disinformation), grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at School and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQIA+ and gender questioning) can be targeted by other children
- That a child and their family may be experiencing multiple needs at the same time
- What to look for to identify children who need help or protection

5.2 The DSL and Team

The DSL is a member of the Senior Leadership Team. Our DSL is Claire Mullord, Vice Principal Student Experience. The DSL takes lead responsibility for child protection and wider safeguarding in the School. This includes online safety and understanding our filtering and monitoring processes on School devices and School networks to keep students safe online.

The Deputy Designated Safeguarding Leads (DDSLs) are Nick O'Kelly (Acting Director of Pastoral), Philippa Caldecourt (Acting Assistant Director of Pastoral) and Frankie Tulley (Student Wellbeing Officer).

The DSL team will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL/DDSLs training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

DDSLs are trained to the same standard as the DSL. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

During term time, the DSL team will be available during School hours for staff to discuss any safeguarding concerns. During holidays the DSL responsibility will rotate through the team, and we will endeavour to attend external strategy meetings as required in the holidays.

If the DSL and DDSLs are not available, the pastoral team will act as cover.

The DSL team will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and safeguarding matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Coordinate safeguarding action for individual children
- In the case of Children Looked After (CLA) the DSL should have the details of the child's social worker and the name of the Virtual School head in the authority that looks after the child (with the DSL liaising closely with the Designated Teacher for CLA
- Liaise with other agencies and professionals in line with WTTSC 2026
- Ensure that locally established referral procedures are followed as necessary, dependent on the LA being contacted
- Represent, or ensure the School is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the School's role in any multi-agency plan for a child
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2026)
- Refer suspected cases, as appropriate, to the relevant body (Relevant LA children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- **Online Safety & Systems Oversight:** The DSL maintains direct oversight and a clear operational understanding of all online safety controls, including filtering and monitoring systems. The DSL is formally responsible for reviewing system alerts, evaluating the effectiveness of technical controls alongside IT personnel, ensuring staff understand online safety protocols, and reporting regularly to governance on system performance and emerging digital risks.
- Have appropriate Prevent training and induction

The DSL will also:

- Keep the Principal informed of any issues
- Liaise with the relevant LA case managers and designated officers for safeguarding concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and Relevant LA children's social care colleagues to prepare the School's policies

- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The full responsibilities of the DSL and deputies are set out in their job descriptions.

5.3 The Board of Trustees

The Board of Trustees will:

- Facilitate a whole-School approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Principal to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our School's local multi-agency safeguarding arrangements
- Appoint a Board of Trustee to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the School has appropriate filtering and monitoring systems in place, and review their effectiveness at least once every academic year. This includes:
    - Making sure that the Senior Leadership Team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
    - Reviewing the DfE's filtering and monitoring standards, and updates released throughout the year, and discussing with IT staff and service providers what needs to be done to support the School in meeting these standards
- Make sure:
    - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
    - Online safety is a running and interrelated theme within the whole-School approach to safeguarding and related policies
    - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
    - The School has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 4 of this policy covers this procedure.
    - This policy reflects that young people with AEN, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the School roll):
    - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed

- Make sure there are arrangements for the body to liaise with the School about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the School premises, and that any agreement to use the premises would be terminated if the other body fails to comply

- The BRIT School retains responsibility for the safeguarding of any child placed in Alternative Provision (AP). The BRIT School will:
    - Obtain written confirmation from the AP provider that they have carried out appropriate safeguarding and safer recruitment checks on all their staff, and that the provider will notify the School of any staffing changes or new appointments that may affect the student's safety, so that appropriate safeguarding checks can be confirmed
    - Maintain records of the address of the alternative provider to always know the child's location during school hours
    - Regularly review the placement at least every half term, to ensure the child's needs are met and the setting remains safe
- The Board of Trustees will act as the 'case manager' if an allegation of abuse is made against the Principal, where appropriate (see appendix 4).
- All Board of Trustees will read Keeping Children Safe in Education 2026 in its entirety.

Section 15 of this policy has information on how the Board of Trustees are supported to fulfil their role.

5.4 The Principal

The Principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
    - Are informed of our systems that support safeguarding, including this policy, as part of their induction
    - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/caregivers when their child joins the School and via the School website.
- Ensuring that the DSL and team have appropriate time, funding, training and resources, and that there is always adequate cover if the DSL or team are absent.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 4).
- Making decisions regarding all low-level concerns, collaborating with the DSL.

6. Confidentiality

Timely information sharing is essential to effective safeguarding.

The BRIT School aims to ensure that all personal data collected about staff, students, parents, Board of Trustees, visitors and other individuals is collected, stored and processed in accordance with UK data protection law.

Our policy (see Data Protection Policy) applies to all personal data, regardless of whether it is in paper or electronic format.

We aim to ensure a balance between protecting personal information and an individual's rights to privacy and the lawful processing of personal data with the timely sharing of essential information to ensure effective safeguarding.

Fears about sharing information will not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of young people in our School. The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: 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.

Staff at BRIT should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

- If a victim asks the School not to tell anyone about cases of sexual violence or sexual harassment:
    - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
    - The DSL will have to balance the victim's wishes against their duty to protect the victim and other young people
    - The DSL should consider if:
        - Parents or carers should normally be informed (unless this would put the victim at greater risk)
        - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to the relevant LA children's social care
        - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. The team will guide and support victims and their families through the police reporting process, aiming to restore their sense of control and provide comprehensive support for subsequent steps
        - We recognise that in some circumstances the mental health & safety of the victim will take priority and so, if they are not in further danger, we may defer making a report to police, if it would put the victim at risk of emotional harm
- Regarding anonymity, all staff will:
    - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
    - Do all they reasonably can to protect the anonymity of any young person involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
    - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- Effective information sharing must be conducted in line with the statutory provisions of **Keeping Children Safe in Education 2026**, **Working Together to Safeguard Children 2026**, and official

practitioner advice. We recognise that UK data protection law and GDPR do not pose a barrier to, or restrict, the sharing of essential information where it is required to protect the safety or promote the welfare of our students.

- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or a deputy).
- Confidentiality is also addressed in this policy with respect to record-keeping in section 17, and allegations of abuse against staff in appendix 4.

7. Recognising abuse and taking action

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for **Family Help** (formerly referred to as 'early help') for a child who:

- Is disabled
- Has Additional Educational Needs (whether or not they have a statutory Education Health and Care (EHC) plan)
- Is a young carer
- Is bereaved
- Is pregnant or a young parent
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs, county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently absent or goes missing from education, Local Authority care or home
- Is a child missing education (CME), or is persistently absent from School, or not in receipt of full-time education
- Is repeatedly removed from the classroom or placed on a reduced or part-time timetable
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is a privately fostered child
- Is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation (FGM) or forced marriage
- Has close family members in custody or is affected by parental offending
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded
- Disguised compliance, where apparent cooperation with professionals or services does not result in sustained changes that reduce safeguarding concerns

We note that Family Help is consent-based. Where a Family Help assessment or referral is being considered, the School will normally seek the consent of the child and/or parent/carer, as appropriate. Where there are safeguarding concerns requiring statutory intervention, parental consent is not required where seeking consent would place the child at further risk of harm, cause undue delay, interfere with a criminal investigation, or otherwise compromise the safeguarding response.

Staff, volunteers and Board of Trustees must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL Team" – the DDSLs and the Pastoral Team.

Private Fostering

Private fostering is an arrangement where a child under the age of 16 (or under 18 where the child has a disability) is cared for by someone who is not a close relative, for 28 days or more, or where the arrangement is expected to last for 28 days or more.

If the School becomes aware of a potential private fostering arrangement, the DSL/DDSL will notify the relevant Local Authority Children's Social Care service in accordance with local procedures.

Temporary Accommodation

The School recognises that children living in temporary accommodation may experience additional safeguarding and welfare vulnerabilities. Where the School receives notification that a student has been placed in temporary accommodation, the DSL/DDSL will consider whether any additional safeguarding, pastoral or educational support is required and will liaise with the relevant Local Authority and other agencies where appropriate.

Modern Slavery, Trafficking & Child Protection Consent Clarification

When making referrals to statutory agencies (including the Police, Local Authority Children's Social Care/MASH, or the National Referral Mechanism) regarding suspected or confirmed modern slavery, human trafficking, criminal exploitation, or significant harm:

- Consent is NOT required: Staff and the DSL Team are aware that child or parental consent is strictly NOT required to share information or make a formal safeguarding referral where there is suspicion of modern slavery, trafficking, criminal exploitation, or where seeking consent could increase risk to the child or others

Elective Home Education (EHE) and Non-Standard Roll Removals Procedure

Where a parent/carer notifies the School of their intention to electively home educate (EHE) their child, or where a student's name is removed from the school roll at any non-standard transition point, the School will stringently apply its statutory reporting duties:

- **Local Authority Notification:** The School will formally notify the relevant Local Authority within ***5* working days** of removing the student from the admissions register (or immediately upon receipt of written notification of intention to EHE)
- **Information & Context Sharing:** In all notifications, the DSL Team will share full and relevant safeguarding context with the Local Authority. This includes historical pastoral concerns, attendance history, risk assessments, and details of any ongoing multi-disciplinary support or Family Help/Social Care involvement, ensuring continuous safety oversight across setting transitions.

7.1 If a child is suffering or likely to suffer harm, or is in immediate danger

Take them immediately to the Pastoral Hub, or to the DSL's office if the Hub is closed. Instructions for all staff can be found on the safeguarding card in their lanyard.

The role of the School in situations where there are safeguarding or protection concerns is **NOT to investigate, but to recognise and refer**.

The DSL Team may seek advice or guidance from the young person's home Local Authority Family Help pathway service or MASH team before deciding next steps (or from the host authority, Croydon, for an immediate on-site emergency). They may also seek advice or guidance from a duty social worker.

Aligned with the statutory expectations of **Working Together to Safeguard Children (WTTSC 2026)**, BRIT staff are committed to active participation in joint assessments and multi-disciplinary target setting for any child supported via the Family Help pathway. Where a **Lead Practitioner** is designated by a Local Authority—whether from social care, health, or an early help team—the **DSL Team** will facilitate seamless information sharing, represent the School at multi-agency reviews, and ensure that all allocated educational or pastoral support interventions are implemented promptly.

The DSL Team will keep all Family Help cases under constant review. A formal request for statutory support will be submitted to the young person's home social care team if the situation does not appear to be improving or is deteriorating.

All staff are aware of the process for making requests for support and referrals for statutory assessments under the Children's Act 1989, along with the role they might be expected to play in such assessments (step-by-step instructions are provided on lanyard safeguarding cards).

In all but the most exceptional circumstances, parents/carers will be made aware of concerns for the young person at the earliest possible stage. In the event of a request for support from social care being necessary, parents/carers will be informed and consent sought, **unless there is a valid statutory reason not to do so**—for example, if seeking consent would put a young person at risk of harm, undermine a criminal investigation, or in cases of suspected **modern slavery, human trafficking, or severe criminal exploitation** where consent is strictly not required.

In the absence of the DSL, staff can seek advice from the DDSLs. Staff may also seek advice directly from the young person's home local safeguarding service or via consultation with a duty social worker. If anyone other than the DSL makes a referral to external services, they must inform the DSL Team as soon as possible and log the record on CPOMs.

On occasion, staff may pass information about a young person to the DSL Team but remain concerned about the action subsequently taken. Staff are encouraged and expected to check the progress of a case with the DSL Team so they can reassure themselves the young person is safe and their welfare is being appropriately safeguarded. If, following this process, the staff member remains concerned, it is the responsibility of that staff member to follow the School's **Escalation and Whistleblowing Policy**.

If a young person's situation does not appear to be improving, the DSL Team (or the staff member who made the request for support) will consider re-referral or formal escalation. Professional disagreements (escalation) will be managed in line with the relevant home Local Authority's procedures.

Due to the complexity of working across more than 40 resident boroughs, **the preferred route for making all safeguarding referrals is via the DSL Team**, who hold the specific portal access, contacts, and threshold frameworks for each authority.

However, if you believe a young person is suffering, or is likely to suffer, significant harm or is in immediate danger, and no member of the DSL Team is immediately contactable, **you must not delay**: make a referral directly to the young person's relevant home Local Authority children's social care team and/or the police. Anyone has the statutory right and duty to make a referral. If you make a direct referral, inform the DSL Team as soon as possible afterwards and log the full details on CPOMs.

Referral pathways can be located via GOV.UK - Report child abuse to a local council - GOV.UK

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions. Ask them if it's ok to take notes
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Record your conversation on CPOMS as soon as possible using the child's own words as much as possible. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to relevant LA children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, AEN, sexual orientation, gender questioning and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

7.3 If you discover that FGM has taken place, or a student is at risk of FGM

Keeping Children Safe in Education 2026 explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in appendix 5 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM **has** been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth,

MUST immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. The DSL will support you in doing this.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve relevant LA children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **student under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does **not** apply in cases where a student is ***at risk*** of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

Any member of staff who suspects a student is *at risk* of FGM or suspects that FGM has been carried out or discovers that a student **aged 18 or over** appears to have been a victim of FGM should speak to the DSL and follow the local safeguarding procedures.

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

See figure 1 for the procedure flow chart that will be followed if you raise concerns about a child's welfare. Share your concerns either face to face with the child's Head of Year or another member of the Pastoral Team, to agree a course of action, and then record it on CPOMS.

If in exceptional circumstances the DSL or any other designated pastoral lead/SLT is not available, this should not delay appropriate action being taken. Speak to a member of the Senior Leadership Team and/or take advice from relevant LA children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to the relevant LA children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Family Help assessment

If a Family Help assessment is appropriate, the DSL will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in a Family Help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the School will consider a referral to relevant LA children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to relevant LA children's social care or the police, the DSL or team will make the referral or support you to do so.

In the unlikely event that you need to make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The relevant LA will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the relevant LA if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

7.5 If you have concerns about extremism or radicalisation in any form

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from relevant LA children's social care. Make a referral to relevant LA children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or DDSL as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or Channel, the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting extremism, or the relevant LA children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which School staff and Board of Trustees can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

7.6 If you have a concern about mental health

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.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4 and informing the DSL immediately.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree on a course of action.

We have excellent support in School and will refer to relevant CAMHS services, where deemed necessary. Please refer to the BRIT Pastoral Care Resource Hub for more information and signposting to external mental health services.

7.7 If you have a concern about Children at risk of Sexual Exploitation (CSE)

The three main types of child sexual exploitation:

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact. It can also occur through the use of technology.

Inappropriate relationships	**Boyfriend/Girlfriend**	**Organised exploitation and trafficking**
Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.	Abuser grooms a victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties	Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised

	and sleep with multiple men/women and threatened with violence if they try to seek help.	activity can involve the buying and selling of young people.

Indicators of child sexual exploitation may include:

Acquisition of money, clothes, mobile phones, etc. without plausible explanation.	Gang-association and/or isolation from peers/social networks.	Suspension, exclusion, or unexplained absences from School, college or work.	Leaving home/care without explanation and persistently going missing or returning late.	Excessive receipt of texts/phone calls
Returning home under the influence of drugs/alcohol.	Inappropriate sexualised behaviour for age/sexually transmitted infections.	Evidence of/suspicions of physical or sexual assault.	Relationships with controlling or significantly older individuals or groups.	Multiple callers (unknown adults or peers).
Frequenting areas known for sex work.	Concerning use of the internet or other social media.	Increasing secretiveness around behaviours.	Self-harm or significant changes in emotional wellbeing.	

Potential vulnerabilities

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

Having a prior experience of neglect, physical and/or sexual abuse.	Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example).	Recent bereavement or loss.	Social isolation or social difficulties
Absence of a safe environment to explore sexuality.	Economic vulnerability.	Homelessness or insecure accommodation status.	Connections with other children and young people who are being sexually exploited.
Family members or other connections involved in adult sex work.	Having a physical or learning disability.	Being in care (particularly those in residential care and those with interrupted care histories). Sexual identity.	

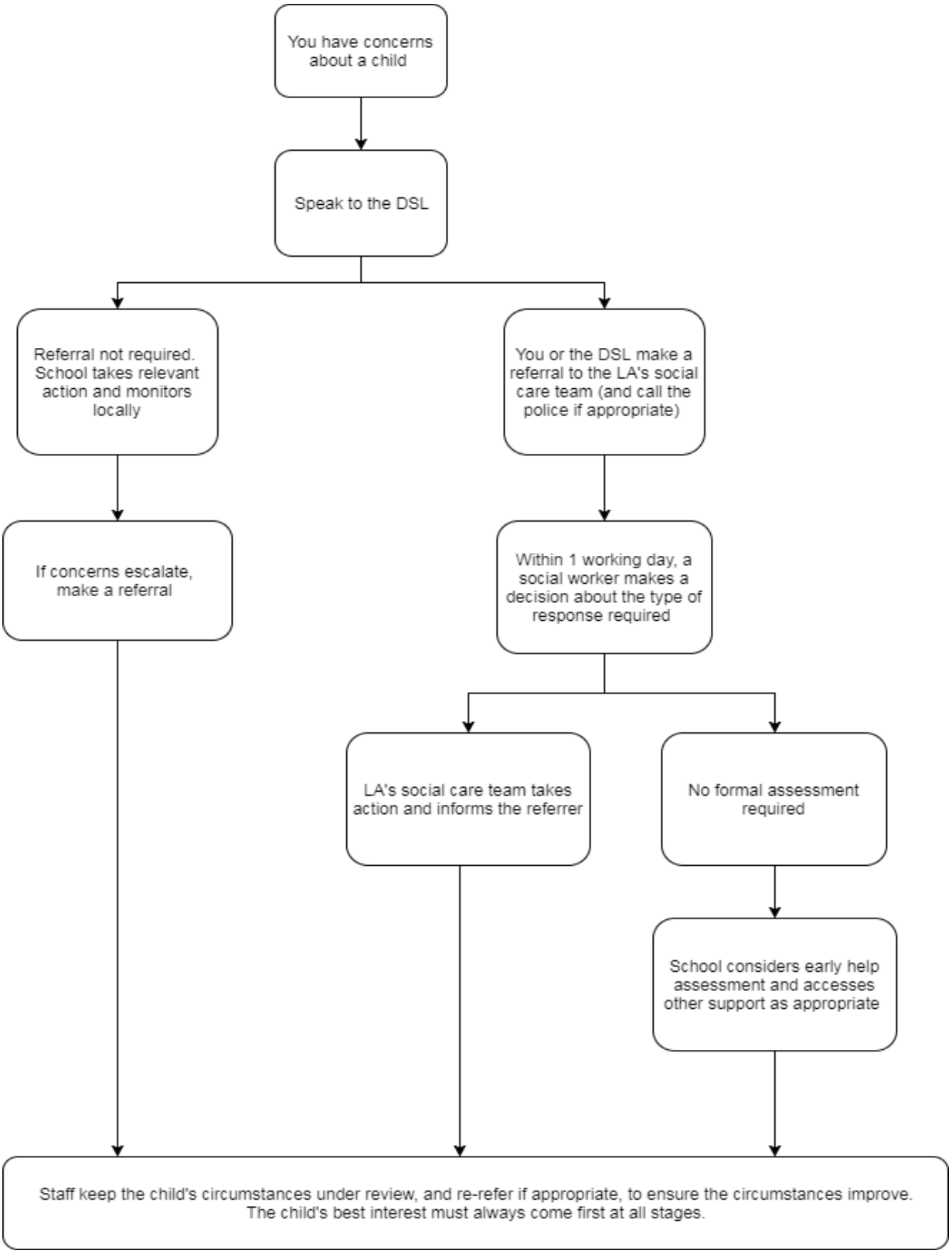
If a School becomes aware of a child that may be being sexually exploited, they should refer to the relevant local MASH.

Child sexual exploitation – DfE guidance

Over page, figure 1. Policy continues after this, please continue reading.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL or team is unavailable, this should not delay action. See section 7.4 for what to do.)



7.8 Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the Principal and/or Claire Mullord as soon as possible. If the concerns/allegations are about the Principal, speak to the Chair of Trustees.

The Principal/Chair of Trustees will then follow the procedures set out in appendix 4, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Principal, report it directly to the relevant LA designated officer (LADO).

If we receive an allegation relating to an incident where an individual or organisation was using the School premises for running an activity for children, we follow our School safeguarding policies and procedures and will inform the LADO, as with any safeguarding allegation.

7.9 Allegations of abuse made against other students

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our School's Behaviour Policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the School at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos including Youth Produced Sexual Imagery (YPSI) and Image-Based Sexual Abuse (IBSA)

See appendix 5 for more information about child-on-child abuse.

Procedures for dealing with allegations of child-on-child abuse

If a student makes an allegation of abuse against another student:

- You must record the allegation and tell the DSL, but do not investigate it (e.g. do not look at pictures, etc.)
- The DSL will contact the relevant LA children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering public transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact the Children and Adolescent Mental Health Services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Creating a supportive environment in School and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending Youth Produced Sexual Imagery
- Be vigilant to issues that (statistically) particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensure our PD curriculum helps to educate students about appropriate behaviour and consent and is delivered skilfully and sensitively - this is statutory RSHE education, in line with KCSIE 2026
- Ensure students are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
    - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
    - That even if there are no reports of child-on-child abuse in School, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
    - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
        - Children can show signs or act in ways they hope adults will notice and react to
        - A friend may make a report
        - A member of staff may overhear a conversation
        - A child's behaviour might indicate that something is wrong
    - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, culture, or sexual orientation
    - That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
    - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
    - That they should speak to the DSL if they have any concerns
    - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

- Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our School from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, considering whether:
    - Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or relevant LA children's social care to determine this
    - There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

7.10 Youth Produced Sexual Imagery (YPSI) - (sharing of nudes, semi nudes, 'sexting')

This is a suggested approach based on guidance from the UK Council for Internet Safety for all staff and for DSLs and senior leaders.

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of YPSI/nude or semi-nude images/videos, including AI generated pseudo-images, that otherwise appear to be a photograph or video, you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a student to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident and reassure the student(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate School staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)

- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the students involved which would influence risk assessment
- If there is a need to contact another School, college, setting or an individual
- Whether to contact parents or carers of the students involved (in most cases parents/carers will be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident. See appendix 5 for more information on assessing adult-involved incidents
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to AEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the images or videos is under 13
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Principal and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks. They will hold interviews with the students involved (if appropriate).

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through our police community support team, if available, or by dialling 101.

Recording incidents

All incidents of YPSI, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 17 of this policy also apply to recording these incidents.

Curriculum coverage

Students are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our Relationships, Sex and Health Education (RSHE) in PD sessions. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered

- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment or abuse
- Issues of legality
- The risk of damage to people's feelings and reputation

Students also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with students so they are aware of the processes the School will follow in the event of an incident.

Teaching follows best practice in delivering safe and effective education, including:

- Putting safeguarding first
- Approaching from the perspective of the child
- Promoting dialogue and understanding
- Empowering and enabling children and young people
- Never frightening or scare-mongering
- Challenging victim-blaming attitudes

7.11 Reporting systems for our students

Where there is a safeguarding concern, we will take the young person's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for students to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for students
- Make it clear to students that their concerns will be taken seriously, and that they can safely express their views and give feedback

Students may report to:

- Their tutor, their mentor, their Head of Year, Director, the pastoral team, a counsellor or any other member of School staff they trust
- They may report through 'confide' on any school computer or via the box on reception

8. Online safety and the use of mobile technology

The BRIT School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2026 and has appropriate policies in place that are shared and understood by all members of the School community.

Further information regarding the specific approaches relating to this can be found in the Schools **Online Safety Policy**.

The BRIT School will ensure that appropriate **filtering and monitoring systems** are in place when students and staff access School systems and internet provision, and that these are reviewed at least once every academic year, with a formal record of the checks maintained..

The School acknowledges that whilst filtering and monitoring is an important part of Schools' online safety responsibilities, it is only one part of our approach to online safety. Students 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.

The BRIT School will ensure a comprehensive whole School curriculum response is in place to enable all students to learn about and manage online risks effectively and will support parents and the wider School community (including all members of staff) to become aware and alert to the need to keep children safe online.

Curriculum and staying safe

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated into the curriculum.

Our School systems support students to talk to a range of staff. They will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

We recognise the importance of safeguarding young people from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our School aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of students, staff, volunteers and Board of Trustees
- Protect and educate the whole School community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole School community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk (as stated within KCSIE 2026 page 44 part 163)

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories
- **Contact** – being subjected to harmful online interaction with other users or generative AI applications that simulate this; 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, including those generated using AI and online bullying
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel our students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/)

To meet our aims and address the risks above, we will:

- Educate students about online safety as part of our curriculum. For example:
    - The safe use of social media, the internet and technology
    - Keeping personal information private
    - How to recognise unacceptable behaviour online
    - How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they're a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' contact days. We will also share clear procedures with them, so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
    - Staff are allowed to bring their personal phones to School for their own use, but will limit such use to non-contact time when students are not present
    - Staff will not take pictures or recordings of students on their personal phones or cameras
- Make all students, parents/carers, staff, volunteers and Board of Trustees aware that they are expected to sign an agreement regarding the acceptable use of the internet in School, use of the School's ICT systems and use of their mobile, AI and smart technology.
- Explain the sanctions we will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones.
- Make sure all staff, students and parents/carers are aware that staff have the power to search students' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the School's IT systems. See our Online Safety Policy.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our School community.
- Provide regular safeguarding and child protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively.
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

This section summarises our approach to online safety and mobile phone use. For full details about our School's policies in these areas, please refer to our Online Safety Policy and our Behaviour Policy (for mobile phone use).

8.1 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are widespread and easily accessible. Staff, students, and parents/carers may be familiar with generative tools such as ChatGPT, Gemini, and image/media generators.

The BRIT School recognises that AI has many positive uses, including enhancing teaching and learning, supporting administrative tasks, and aiding safeguarding provisions. However, AI also presents significant risks, including the potential to facilitate abuse (e.g., bullying, grooming, and harassment) or expose students to harmful material (such as 'deepfakes' or AI-generated synthetic images, audio, or video hoaxes).

The BRIT School will treat any use of AI to create or access harmful content, generate non-consensual images, or facilitate bullying in direct accordance with this policy and our Anti-Bullying & Behaviour Policy.

AI Deployment & Safety Protocols In line with the DfE's *Generative AI: Product Safety Expectations*, The BRIT School applies strict safety protocols prior to adopting or deploying any AI system, software, or tool. All AI deployments must meet the following criteria:

- Integrated Filtering & Safeguarding: Any AI tool used within the school setting must reliably prevent users from generating or accessing harmful/inappropriate content, aligning with our wider filtering and monitoring standards
- Data Protection & Privacy: Formal Data Protection Impact Assessments (DPIAs) and risk assessments must be completed prior to deployment. Personal data and student work must never be inputted into unapproved public AI models or used for third-party commercial AI training
- Technical & System Security: Approved tools must feature robust access controls, protect against system manipulation or 'jailbreaking', and ensure safe operation for educational use

Synthetic Media, Deepfakes, and AI Harm
The creation, manipulation, or distribution of non-consensual synthetic images, deepfake video/audio, or sexualised content using Generative AI tools targeting any member of the school community is strictly prohibited.

- **Safeguarding Response:** Generating or sharing non-consensual nude or sexually explicit synthetic media featuring a peer or adult will be treated as a severe safeguarding incident, falling under Image-Based Sexual Abuse (IBSA) protocols and/or Child-on-Child Abuse procedures.
- **External Threats:** Staff will remain alert to the risk of external actors using AI-generated avatars, chatbots, or automated deepfakes to groom, manipulate, or financially extort (sextort) students online. Any suspicion of AI-driven extortion will be escalated immediately to the Police and Local Authority Children's Social Care without requiring parental consent

Staff must remain vigilant regarding the risks of generative AI (including data privacy, bias, and false outputs) and are prohibited from using unvetted AI tools with students. Our preferred AI tool is Gemini, and staff receive ongoing training on both the benefits and risks of generative AI tools.

The BRIT School will continuously review its online safety controls, filtering, and monitoring systems against emerging DfE AI safety expectations and guidance.

9. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the young person's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the relevant LA children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or relevant LA children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, or seeking alternative provision, and the reason(s) behind any decision(s).

10. Students with Additional Educational Needs (AEN), disabilities or health issues

The BRIT School acknowledges that children with AEN, health conditions and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.

The BRIT School will ensure that children with AEN, health conditions and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with AEN, health conditions and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with Additional Educational Needs (AEN) and disabilities may not always outwardly display indicators of abuse.

We offer extra pastoral support for these students. This includes:

- Support from internal specialists such as our ELSA or SEMH Learning Facilitators (LFs).
- Support from external specialists, such as SALT, OT, or educational psychologists.

Any abuse involving students with AEN will require close liaison with the DSL (or deputy) and the SENCO.

11. Students with a social worker

Students may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

12. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children (LAC, or children looked after - CLA) and previously looked-after children safe. We will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL team has details of children's social workers and relevant virtual School heads

We have appointed a designated teacher, Nick O'Kelly, Acting Director of Pastoral, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual School heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how student premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

13. Students who are LGBTQIA+ and gender questioning

The BRIT School is committed to providing a safe, supportive, and inclusive environment where all young people feel respected and valued. We recognise that students who are, or are perceived to be, LGBTQIA+ and gender questioning may face additional vulnerabilities, including peer targeted abuse, bullying, or mental health struggles. Any prejudice-based bullying will be managed stringently under our Anti-Bullying and Behaviour Policy.

Gender Questioning Guidance & Social Transition In supporting gender questioning students, the School aligns with statutory guidance under KCSIE 2026:

- **Parental Engagement as Default:** Parents and carers play a central role in their children's lives. When a student requests a social transition (such as changes to preferred names, pronouns, or dress code), the School will work in partnership with the student and their family. Involving parents/carers is the default presumption, except in rare and exceptional circumstances

where there is clear evidence that doing so would expose the child to a significant risk of harm

- **Holistic & Clinical Context:** Staff will consider any gender questioning in the context of the student's wider development, recognising co-occurring vulnerabilities such as mental health needs, trauma, autism, or ADHD. Families will be signposted to clinical and pastoral support where appropriate
- **Single-Sex Spaces and Facilities:** The School maintains clear policies regarding single-sex spaces. Toilets, changing facilities, and accommodation arrangements on overnight trips will be provided in line with statutory requirements, ensuring safety, privacy, and dignity for all students. Where appropriate, accessible or gender-neutral individual facilities may be offered alongside single-sex provisions
- **Safeguarding First:** No student will be compelled to remain in a situation where they feel unsafe. Staff will maintain professional curiosity, provide a trusted adult presence, and escalate any welfare concerns to the DSL Team immediately.

14. Children with family members in prison

Approximately 200,000 children 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.

We also recognise the impact of a close family member being in custody and will support that child as necessary.

15. 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 and there are two age appropriate guides to support children.

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.

16. Complaints and concerns about School safeguarding policies

16.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 4).

16.2 Other complaints

The School has a Complaints Policy available to parents/carers, students, members of staff and visitors who wish to report concerns. This can be found on the School website.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under this policy.

16.3 Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the Senior Leadership Team, in keeping with the "Freedom to speak up" review. All members of staff are made aware of the School's Whistleblowing procedure and policy.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or the School are failing to safeguard and promote the welfare of children.

Where it is not possible to raise concerns within the School, staff and volunteers may report concerns to the following.

- Croydon's lead officers for child protection or safeguarding where there are issues regarding the welfare of a student.
- The following numbers can be used where there are issues regarding the School's overall procedures around safeguarding.
    - Croydon Council's confidential whistleblowing email address – Schoolwhistle@croydon.gov.uk.
    - the Ofsted whistle-blowing line on **0300 123 3155.**
    - The NSPCC whistleblowing advice line on **0800 028 0285** is open from 8 am – 8pm Monday –Friday and 9am-6pm at the weekend or email help@nspcc.org.uk.

17. Record-keeping

Staff will record any welfare concern that they have about a child using CPOMs, the School's secure online system for safeguarding. Staff will create a new incident record (with a body map if injuries have been observed) and will alert without delay the relevant member of the DSL and team. Records will be completed as soon as possible after the incident/event, using the young person's words. If there is an immediate concern the member of staff should consult with a DSL or DDSL, as this needs to take priority.

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 a member of the DSL team.

Historical safeguarding records transferred from previous Schools are kept for individual children and are maintained separately from all other records relating to the child in the School, where possible the information is uploaded to CPOMs. 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.

All safeguarding records will be 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.

The Principal will be kept informed of any significant issues by the DSL.

Records will 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 rationale for those decisions, as well as the outcome

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the School in line with our records retention schedule.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving School and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-appointment checks
- Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff

18. Training

18.1 All staff

All members of staff have been provided with a copy of Part One of *Keeping Children Safe in Education* (2026) which covers Safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Part One Keeping Children Safe in Education 2026. Members of staff will sign a declaration to confirm that they have read and understood Part One at the start of each School year.

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the School's safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-School safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from safeguarding partners
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- Have regard to the Teachers' Standards to support the expectation that all teachers:
    - Manage behaviour effectively to ensure a good and safe environment
    - Have a clear understanding of the needs of all students

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of becoming involved with or supporting terrorism, and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a Private Finance Initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

18.2 The DSL and DDSLs

The DSL and DDSLs will undertake formal DSL inter-agency safeguarding training at least every 2 years and participate in annual safeguarding training with wider school staff.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through Local Authority or NSPCC e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They, or any other designated Prevent Lead, will also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies, misogyny, and making referrals to Prevent.

18.3 Board of Trustees

The DSL and Principal will provide annual updates to the Board of Trustees detailing safeguarding training undertaken by all staff and will maintain an up-to-date register of who has been trained.

Although the School has a nominated lead for the governing body, Maggie Crowe, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis and will have read all of KCSIE (2026).

All Trustees receive this training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the School to deliver a robust whole-School approach to safeguarding

As the Chair of Trustees may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Principal, they receive training in managing allegations for this purpose.

18.4 Recruitment – interview panels

The BRIT School is committed to ensure they develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our students and staff.

The Governing Body and Leadership Team are responsible for ensuring that the School follows safe recruitment processes outlined within guidance.

The BRIT School is responsible for ensuring that the School maintains an accurate Single Central Record (SCR) in line with statutory guidance.

The Governing Body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in Schools. We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, reprimands and warnings. Applicants are forewarned that we will conduct online presence checks as part of the recruitment process.

See appendix 2 of this policy for more information about our safer recruitment procedures.

19. The use of School premises by other organisations

Where services or activities are provided separately by another body using the School premises, the Principal and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. After-School clubs, community activities, and tuition - Safeguarding guidance for providers - GOV.UK

If this assurance is not achieved, then an application to use premises will be refused.

20. Multi-agency working

The BRIT School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTTSC 2026).

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 BRIT 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 support/early intervention multi-agency meetings.

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

21. Security

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into School as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge (yellow lanyard) whilst on School site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

22. Monitoring arrangements

This policy will be reviewed **annually** by Claire Mullord, Vice Principal. At every review, it will be approved by the full governing board, via the CSW Committee in the first meeting of the year in September.

23. Links with other policies

This policy links to the following policies and procedures:

- Anti-Bullying Policy
- Attendance Policy & Attendance Strategy
- Complaints
- Curriculum
- Equity, Diversity, Inclusion & Equity
- First Aid
- Gender Exploring, Trans Inclusion, and Safeguarding Policy
- Online Safety & IT Acceptable Use Policy
- Privacy Notices
- Relationship, Sex and Health Education
- Staff Code of Conduct
- Whistleblowing

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education 2026.

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment

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

End of Appendix 1. Please continue to Appendix 2.

Appendix 2: safer recruitment and DBS checks – policy and procedures

Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our School's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
    - If they have a criminal history
    - Whether they are included on the barred list
    - Whether they are prohibited from teaching
    - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
    - Any relevant overseas information
- Sign a declaration confirming the information they have provided is true.
- We will also carry out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

Seeking references and checking employment history

We will obtain references before the interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references, we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is School based, we will ask for the reference to be confirmed by the Principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the School's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards

- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
    - For all staff, including teaching positions: criminal records checks for overseas applicants
    - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach

Regulated activity means a person who will be:

- Responsible, on a regular basis in a School or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a School or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the School has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity

- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the School.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Board of Trustees

All Board of Trustees will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All members of the Board of Trustees, Trust Members, and Senior Leadership Team (SLT) members undergo a Section 128 check. A Section 128 direction prohibits an individual from holding a management or governance role within an independent school, academy, or trust, and disqualifies them from serving as a school governor.

As BRIT is a CCTA, and therefore not on the DfE lists of Maintained Schools the chair of the board will have their DBS check countersigned by the secretary of state.

All Board of Trustees will also have the following checks:

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Adults who supervise students on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

End of Appendix 2. Please continue to Appendix 3.

Appendix 3: Safe practice, consent and physicality in the arts

Due to the specialised, highly physical, and collaborative nature of vocational arts training across Dance, Music, Musical Theatre, Production Arts and Theatre, The BRIT School operates a consent-first pedagogical framework. Physical contact, intimacy, and boundary-setting are managed with strict safeguarding standards, professional transparency, and mutual respect.

1. Consent-Based Classroom Culture & Class Agreements

Every learning environment establishes a collective Class Agreement with students at the start of each academic year. This framework embeds how students establish, respect, and communicate physical and emotional boundaries.

- Fluid and ongoing boundaries: boundaries are explicitly recognised as ongoing and subject to change over time. A student's agreement to an exercise, adjustment, or boundary on one day does not imply permanent consent for future sessions.
- Classroom respect and etiquette: Class Agreements set clear day-to-day expectations, including:
    - Not speaking over one another during creative discussions or feedback
    - Asking explicit permission before borrowing another student's equipment, instruments, or personal belongings
- Empowered communication: Students are empowered to express their comfort levels without fear of judgment, peer pressure, or loss of performance opportunities.

2. "Hands-On" Policy (Dance, Theatre & Musical Theatre)

Physical contact between staff and students—or between student peers—is an established and necessary part of high-level vocational training. It is utilised to correct posture, teach anatomical alignment, ensure safety during physical theatre, and safely execute partner work.

- Explicit consent for touch: Staff must always explain the technical purpose of a physical adjustment before it occurs and ask for the student's verbal consent.
- Partnering work and lifts: Before attempting physical partnering or lifts, staff and students must ensure that all participants are fully comfortable executing the movement. If a student is uncomfortable with a lift, choreography or staging will be adapted immediately without penalty.
- Transparency and professional integrity: Physical contact must take place in open, well-lit studio spaces with clear line-of-sight, remaining strictly non-sexual, minimal, and directly relevant to technical instruction.

3. Stage Intimacy and Co-ordination

Where productions, scripts, or performance projects involve emotional or physical intimacy, the School applies industry-standard intimacy co-ordination principles to protect student wellbeing.

- Intimacy-trained staff: Teaching and creative staff receive formal training in intimacy co-ordination to safely facilitate rehearsals and performances involving sensitive or intimate themes. Specialist external Intimacy Co-ordinators may also be brought in on a project-by-project basis where necessary or appropriate.
- Co-ordinating intimacy on stage: Students work alongside intimacy-trained staff to block and co-ordinate intimacy on stage. Intimate movements are choreographed with the same rigour, precision, and agreed physical boundaries as stage combat.

Appendix 4: allegations of abuse made against staff (including low level concerns) Policy

Section 1: allegations that may meet the harm threshold

Conduct and safe teaching practice

- BRIT expects staff and volunteers to set a good example to students through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.
- Procedures are in place for the two areas of allegation, those that MAY meet the threshold of harm and those that DO NOT meet the harm threshold (known as 'low-level concerns.)
- There is a written code of conduct in place and that each member of staff, including volunteers, sign on appointment that sets out the BRIT expectations with regards to standards of professional behaviour and that all staff receive copies of the relevant related policies.
- Staff will be expected to follow the BRIT online & social media policy in terms of their use of social media, particularly in relation to professional standards and relationships with students and/or their families. All staff and volunteers sign an acceptable use agreement before being given access to the BRIT computer system.

In the event that an allegation is made against a member of staff or volunteer, the School will follow local safeguarding partnership (Croydon) procedures for managing allegations against a member of staff.

The Board of Trustees will appoint either the Principal or Vice Principal DSL as the School Designated Manager for the purposes of the allegations procedures and they will link with the Relevant LA Designated Officer (LADO) for all allegations raised. A further staff member will be identified as their deputy to act in their absence or if allegations are made against the responsible staff member.

All allegations in relation to staff members will be referred to the Principal. Allegations against the Principal will be referred to the Chair of the Governing Board, who will contact the LADO in the first instance.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the School so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the School so that they do not have unsupervised access to children

If in doubt, the case manager will seek views from the School's HR team and the designated officer at the relevant LA, as well as the police and relevant LA children's social care where they have been involved.

Allegations that meet the harms threshold

An allegation is any information which indicates that a member of staff/volunteer may have:

- ***Behaved in a way that has, or may have, harmed a child.***
- ***Possibly committed a criminal offence against/related to a child.***
- ***Behaved towards a child or children in a way which indicates they would pose a risk of harm if they work regularly or closely with children.***
- ***Behaved or may have behaved in a way that indicates they may not be suitable to work with children.***

The last point includes behaviour that may have happened outside of School making them unsuitable to work with children. Known as *Transferable Risk.* Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. Such assessments will be completed in conjunction with the LADO.

The Principal will always consult the LADO immediately once the School is aware of an allegation.

Following consultation, the LADO in agreement with the Principal will decide on appropriate action and consider:

- An immediate risk assessment
- Immediate referral to the Police
- Consideration of disciplinary proceedings
- Consideration of a senior strategy meeting

Looking after the welfare of the child - the designated safeguarding lead (or deputy) will be responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the relevant LA children's social care.

Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

It is important to bear in mind that although the concern may relate to an individual student, other students may also be at risk. The procedures in *Working Together to Safeguard Children 2026* will be followed in such cases.

When appropriate (*see guidance above*), consideration will be given to referral of a member of staff to the DBS for consideration of the case. If a member of staff believes a reported allegation or concern is not being dealt with appropriately, they should report the matter to the LADO to give support and direction on how to proceed.

All procedures set out in Part 4 of KCSIE 2026 will be adhered to alongside previously mentioned documents and used as guidance when managing allegations of any kind.

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on GOV.UK.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation

- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded**: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the relevant LA. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or relevant LA children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or relevant LA children's social care services, where necessary). Where the police and/or relevant LA children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the School is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or relevant LA children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL/DDSL and make a risk assessment of the situation. If necessary, the DSL/DDSL may make a referral to relevant LA children's social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the School and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in School and/or liaise with the police and/or relevant LA children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with relevant LA children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the

requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the School is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the School will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the School's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the School, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome.
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the School, while the School carries out the investigation.
- We will involve the agency fully, but the School will take the lead in collecting the necessary information and providing it to the LADO as required.
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary).

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the relevant LA's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or relevant LA children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the School ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the School will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the School will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the School.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL/DDSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to relevant LA children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the School will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to relevant LA children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the School will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The School will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and relevant LA children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the School will provide a copy to the individual, in agreement with relevant LA children's social care or the police as appropriate.

We will retain all records at least until the accused individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the relevant LA's designated officer to determine whether there are any improvements that we can make to the School's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our relevant LA's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the School that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

All concerns regarding the conduct of staff working with children will be referred to the LADO to consider whether the threshold for LADO involvement is met.

The BRIT Code of Conduct (Allegations Against Staff and Volunteers, including supply staff) references the behaviours/relationships between people in a position of trust and those for whom they are responsible that are over the age of 18; this includes the need for "low level" concerns to be discussed with the LADO and for them to be recorded.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the School
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

What is a low-level concern?
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. 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 isn't quite right. This may be that they are 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 by the LADO to be serious enough to consider a referral.

It is crucial that any such concerns, including those which do not meet the harm threshold (see Part Four - Section one KCSIE 2026), are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of Schools and colleges from potential false allegations or misunderstandings.

Low level concerns should be shared as with any other concerns and recorded for future reference in order to identify any potential patterns of inappropriate behaviour. All records should be kept securely and confidentially and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

The term 'low-level' concern is any concern – no matter how small – 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 designated officer at the relevant LA

Examples of such behaviour could include, but are not limited to:

- Being overly 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
- Humiliating students

Sharing low-level concerns

At BRIT we strongly encourage staff to participate in a 'self-reporting' open, transparent culture, as part of our whole School approach to safeguarding. All concerns about all adults working in or on behalf of the School (including supply teachers, volunteers and contractors) can be raised and will be dealt with promptly and appropriately, shared responsibly and with the right person, recorded and dealt with appropriately. This is to identify concerning, problematic or inappropriate behaviour early, minimise the risk of abuse, and to ensure that adults working in or on behalf of the School are clear about professional boundaries.

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the School's safeguarding system
- Low level behaviour concerns should be reported to Claire Mullord, DSL and Stuart Worden, Principal.
- The DSL shares this information and contact details with staff in the annual safeguarding training and the numbers are displayed on the School premises.

Responding to low-level concerns

If the concern is raised via a third party, the Principal – Stuart Worden/DSL - Claire Mullord will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The Principal will use the information collected to categorise the type of behaviour and determine any further action, in line with the School's. The Principal will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Peripatetic teachers of Music

It is recognised that peripatetic music tutors are vulnerable to allegations being made against them because they often work with children alone and the activity can involve some physical contact with a child.
Music tutors at BRIT are made aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted by a child or taken out of context by other adults and:

- Ensure they behave in an appropriate manner and maintain professional boundaries at all times
- Only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for as long as needed
- Make sure any physical contact cannot be misinterpreted by a child by explaining in advance what contact will be involved and why
- Ask the child's permission first and respect their wishes
- Self-report any incidents or issues that arise to the appropriate member of staff and make sure a record is taken
- All peripatetic teachers are aware of the School's safeguarding and staff conduct policies prior to starting and are regularly given safeguarding updates, in line with the rest of the School staff

The BRIT School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our School, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold as described in section 1 of this appendix, we will refer it to the designated officer at the relevant LA
- Retained at least until the individual leaves employment at the School

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the relevant LA and is found to be substantiated; and/or

- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

End of Appendix 4. Please continue to Appendix 5.

Appendix 5: specific safeguarding issues

Assessing adult-involved nude and semi-nude sharing incidents

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care. However, as adult-involved incidents can present as child-on-child nude/semi-nude sharing, it may be difficult to initially assess adult involvement.

There are two types of common adult-involved incidents: sexually motivated incidents and financially motivated incidents.

Sexually motivated incidents

In this type of incident, an adult offender obtains nude and semi-nudes directly from a child or young person using online platforms.

To make initial contact, the offender may present as themselves or use a false identity on the platform, sometimes posing as a child or young person to encourage a response and build trust. The offender often grooms the child or young person on social media, in chatrooms or on gaming platforms, and may then move the conversation to a private messaging app or an end-to-end encrypted (E2EE) environment where a request for a nude or semi-nude is made. To encourage the child or young person to create and share nude or semi-nude, the offender may share pornography or child sexual abuse material (images of other young people), including AI-generated material.

Once a child or young person shares a nude or semi-nude, an offender may blackmail the child or young person into sending more images by threatening to release them online and/or send them to friends and family.

Potential signs of adult-involved grooming and coercion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person
- Quickly engaged in sexually explicit communications, which may include the offender sharing unsolicited images
- Moved from a public to a private/E2EE platform
- Coerced/pressured into doing sexual things, including creating nudes and semi-nudes
- Offered something of value such as money or gaming credits
- Threatened or blackmailed into carrying out further sexual activity. This may follow the child or young person initially sharing the image or the offender sharing a digitally manipulated image of the child or young person to extort 'real' images

Financially motivated incidents

Financially motivated sexual extortion (often known as 'sextortion') is an adult-involved incident in which an adult offender (or offenders) threatens to release nudes or semi-nudes of a child or young person unless they pay money or do something else to benefit them.

Unlike other adult-involved incidents, financially motivated sexual extortion is usually carried out by offenders working in sophisticated Organised Crime Groups (OCGs) overseas and are only motivated by profit. Adults are usually targeted by these groups too.

Offenders will often use a false identity, sometimes posing as a child or young person, or hack another young person's account to make initial contact. To financially blackmail the child or young person, they may:

- Groom or coerce the child or young person into sending nudes or semi-nudes and financially blackmail them
- Use images that have been stolen from the child or young person taken through hacking their account
- Use digitally manipulated images, including AI-generated images, of the child or young person

The offender may demand payment or the use of the victim's bank account for the purposes of money laundering.

Potential signs of adult-involved financially motivated sexual extortion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person. They may be contacted by a hacked account of a child or young person
- Quickly engaged in sexually explicit communications which may include the offender sharing an image first
- Moved from a public to a private/E2EE platform
- Pressured into taking nudes or semi-nudes
- Told they have been hacked and they have access to their images, personal information and contacts
- Blackmailed into sending money or sharing bank account details after sharing an image or the offender sharing hacked or digitally manipulated images of the child or young person

Children Absent from Education, Part-Time Timetables, and Roll Removals

A child being absent from education, particularly repeatedly, is a key warning sign of a range of safeguarding issues. This includes abuse or neglect, child sexual exploitation (CSE), child criminal exploitation (CCE), mental health difficulties, substance misuse, radicalisation, FGM, or forced marriage.

Heightened Vigilance for Internal Removal and Reduced Timetables

Staff must maintain **heightened vigilance and provide early pastoral support** for students who are repeatedly removed from the classroom or placed on reduced/part-time timetables. Such arrangements make students exceptionally vulnerable to educational disengagement, unseen mental health decline, or external exploitation.

Children particularly at risk of educational absence or disengagement include those who:

- Are repeatedly removed from the classroom or placed on part-time/reduced timetables
- Are at risk of harm, neglect, or domestic abuse
- Are at risk of forced marriage or FGM
- Come from Traveller families
- Come from service personnel families
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a School or have a parent expressing an intention to Electively Home Educate (EHE)
- Come from new migrant families

The School follows robust procedures for unauthorised absence to identify risks of abuse, exploitation, and neglect early.

Elective Home Education (EHE) and Non-Standard Transition Duty

Where a student is removed from the school roll at a non-standard transition point, or where a parent/carer expresses an intention to electively home educate, the School adheres strictly to its statutory duty to **notify the Local Authority within 5 working days**. In all such instances, the DSL Team will formally share full safeguarding background, pastoral history, and multi-agency context with the Local Authority to ensure continuous protection.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing School or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL/DDSL. The DSL/DDSL will trigger the local safeguarding procedures, including a referral to the relevant LA's children's social care team and the police, if appropriate.

Modern Slavery, Trafficking & National Referral Mechanism (NRM) Referrals

Where staff or the DSL Team suspect that a child is a victim of **Modern Slavery, Human Trafficking, or Severe Exploitation**:

- **Consent is NOT Required:** Staff and the DSL Team must note that **child or parental consent is strictly NOT required** to make a formal referral to the Police, MASH/Children's Social Care, or the National Referral Mechanism (NRM). Referrals must never be delayed by attempts to gain consent where doing so could increase the risk of harm, intimidation, or absconding.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL/DDSL. The DSL/DDSL will trigger the local safeguarding procedures, including a referral to the relevant LA's children's social care team and the police, if appropriate.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of School. It can also take place both face-to-face and online and can occur simultaneously between the 2.

Our School has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- 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 standalone 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 party
- 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 their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- 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)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and will offer them appropriate support.

Domestic Abuse, Sexual Violence, and Operation Encompass

Statutory Recognition of Children as Victims

In accordance with the Domestic Abuse Act and statutory safeguarding guidance, The BRIT School explicitly recognises that children are legally recognised as victims of domestic abuse in their own right if they see, hear, or experience its effects.

Domestic abuse includes intimate partner violence, abuse by family members, teenage relationship abuse, and child-to-parent violence. It can be physical, sexual, financial, psychological, coercive, or emotional.

Statutory Standing of Operation Encompass

The BRIT School participates fully in Operation Encompass:

- When police attend a domestic abuse incident where a child in the household has seen, heard, or experienced the event, police formally notify the DSL/DDSL prior to the start of the next school day.
- Operation Encompass notifications carry statutory weight, enabling the DSL Team to put immediate, confidential, and trauma-informed pastoral support in place before the child enters the classroom.
- Operation Encompass does not replace statutory child protection referrals; where a child is at risk of significant harm, an immediate referral to Children's Social Care/MASH is made.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL/DDSLs will be aware of contact details and referral routes into the local housing authority & our wider authorities so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL/DDSL will also make a referral to relevant LA children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'Honour-Based' Abuse (HBA) encompasses incidents or crimes committed 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 this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL/DDSL, who will activate local safeguarding procedures.

FGM

The DSL/DDSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a student is at risk of FGM.

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student already being known to social services in relation to other safeguarding issues
- A girl:
    - Having difficulty walking, sitting or standing, or looking uncomfortable
    - Finding it hard to sit still for long periods of time (where this was not a problem previously)
    - Spending longer than normal in the bathroom or toilet due to difficulties urinating
    - Having frequent urinary, menstrual or stomach problems
    - Avoiding physical exercise or missing PE
    - Being repeatedly absent from School, or absent for a prolonged period
    - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
    - Being reluctant to undergo any medical examinations
    - Asking for help, but not being explicit about the problem
    - Talking about pain or discomfort between her legs

Potential signs that a student may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
    - Having a mother, older sibling or cousin who has undergone FGM
    - Having limited level of integration within UK society
    - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
    - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
    - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM

- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from School
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 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.

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

If a member of staff suspects that a student is being forced into marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL/DDSL.

The DSL/DDSL will:

- Speak to the student about the concerns in a secure and private place
- Activate the relevant local safeguarding procedures and refer the case to the relevant LA's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the student to an education welfare officer, pastoral Head of Year/tutor, learning mentor, or School counsellor, as appropriate

Forced Marriage & Honour-Based Abuse Support:

If you suspect a pupil is at risk of or has been subjected to forced marriage, contact the national **Forced Marriage Unit (FMU)** for confidential advice before taking action:

- Telephone: 020 7008 0151 or email fmu@fco.gov.uk

Preventing radicalisation

- **Radicalisation** refers to the process of a person legitimising support for, or use of, terrorist violence
- **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to**:**
    - Negate or destroy the fundamental rights and freedoms of others; or
    - Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
    - Intentionally create a permissive environment for others to achieve the results outlined in either of the above points
- **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 of terrorism 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.

Schools have a duty to prevent children from becoming involved with or supporting terrorism. The DSL/DDSL, or designated Prevent lead, will undertake in-depth Prevent awareness training, including on extremist and terrorist ideologies. They'll make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our School from becoming involved with or supporting terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our students to stay safe online at School and at home.

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in students' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a student is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on TikTok, Snapchat & other social media apps
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Croydon's Prevent team's current greatest concern is online radicalisation to misogynistic ideologies and we have reflected that in our staff training over 2026.

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a student, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL/DDSL.

Staff should **always** take action if they are worried.

Sexual violence and sexual harassment between children in Schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

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 and will be exacerbated if the alleged perpetrator(s) attends the same School.

If a victim reports an incident, it is essential that staff make sure they 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 any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the School that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with AEN and/or disabilities, and LGBTQIA+ and gender questioning children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours – we always intervene – "not acceptable here"
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from School
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing

- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from School
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a student being involved in, or at risk of, serious violence, they will report this to the DSL/DDSL.

Consent

BRIT is a consent based School. We seek ongoing permission to borrow equipment, to post photos online, to work physically in studios (including expert intimacy training where appropriate), to hug, etc. We also educate on healthy relationships and focus on consent in relationships via our PD programme.

KCSIE (2026) tells us that '*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 they agree by choice to that penetration and has the freedom and capacity to make that choice.*

The following situations are statutorily clear and do not allow for contrary decisions:
- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

Further information on consent can be found HERE.

Harmful Sexual Behaviour (HSB)

This is where sexual behaviour ranges from developmentally 'normal' to inappropriate, problematic, abusive and violent. HSB is widely used as an overarching term and can happen online or face-to-face. When considering HSB, both ages and the stages of development of the children are critical factors.

Policy

- BRIT recognises that sexual violence and sexual harassment between *young people* is a serious safeguarding issue, and such behaviour will not be tolerated. BRIT's behaviour management and anti-bullying policies will reflect our approach and staff, and young people will be made aware of the standard of expected behaviour and the likely responses to any incidents of sexual violence and harassment.

- BRIT will follow the statutory guidance *in KCSIE (2026) Part 5* and will work with relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators and ensure a safe learning environment for all *young people*.
- BRIT will take all necessary steps to put in place a planned curriculum to convey our policy for preventing harmful sexual behaviour and to promote respectful behaviour between *young people* with regards to sexual conduct. BRIT will also make close links to the new Relationships Education Curriculum which is compulsory for all Schools from September 2020.
- BRIT will promote an environment where victims feel empowered to raise concerns and report incidents. Any reports of sexual violence or harassment will be taken seriously and thoroughly investigated by BRIT and appropriate referrals made to the police and children's social care.
- BRIT will ensure that staff and Board of Trustees receive relevant training to help them ensure an effective response to incidents that protects individual victims and safeguards the welfare of all *young people* and staff.
- It should be noted that **ALL** reports of sexual harassment and violence should be taken seriously, but staff need to be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with additional needs are three times more likely to be abused.
- BRIT will ensure staff are able to provide appropriate support to victims and alleged perpetrators that meets their needs and continues to promote their education.

Procedures

- Not all young people will directly tell a member of staff about their experience and staff need to know how to respond when overhearing a conversation or if they notice a change in the young person's behaviour. Children who are victims of sexual violence and sexual harassment may find the experience stressful and distressing.
- BRIT will ensure there is a robust response to all incidents and will follow the procedures set out in Part 5 of the *Keeping children safe in education 2026* statutory guidance.
- Governing bodies and proprietors should ensure that BRIT contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.
- Reported incidents will be investigated by the member of staff to whom the young person discloses in partnership with the designated safeguarding lead, who will also carry out a risk assessment to look at any continued risk to the victim or other young people and staff from the alleged perpetrator within the School environment. Toolkits that will support the risk assessment process include: Brook: traffic light tool.
- Where the allegation involves material posted online, BRIT will request that the electronic device is handed over as part of the investigation and will use legal powers to search and confiscate property as set out in the statutory guidance Searching, screening and confiscation guidance and Sharing nudes and semi-nudes: how to respond to an incident (overview) - GOV.UK
- The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable and informing the Designated Safeguarding Lead (DSL/DDSL) (or deputy), as soon as practically possible, if the DSL/DDSL is not involved in the initial report.
- When there has been a report of sexual violence, the DSL/DDSL should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider: the victim, especially their protection and support, the alleged perpetrator(s) and all the other young people (and, if appropriate, adult students and staff) at BRIT, especially any actions that are appropriate to protect them.
- The member of staff and DSL/DDSL will write up a record of the investigation that will set out how BRIT will respond to the incident.

- The DSL/DDSL may take advice from MASH Professionals' Consultation Line before making a decision. Possible outcomes include referral to Family Help Services, MASH, Learning Access and/or the police, or managing the matter internally under BRIT's behaviour policies.
- Where a referral will be made to children social care or the police, the DSL/DDSL will discuss the issue with the relevant agency and following this discussion a decision will be made on whether and how to inform the alleged perpetrator and their parents/carers.
- KCSIE states that Schools should carefully consider any report of sexual violence and/or sexual harassment. The DSL/DDSL (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on BRIT's initial response. Important considerations will include: the wishes of the victim in terms of how they want to proceed. This will however need to be balanced with BRIT's duty and responsibilities to protect other young people. The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour. The ages of the young people involved. the developmental stages of the young people involved. Any power imbalance between the *young people*. if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature). that sexual violence and sexual harassment can take place within intimate personal relationships between peers. Are there ongoing risks to the victim, other young people, adult students or BRIT staff. and other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- BRIT will take any necessary action to continue to safeguard the victim and other young people within the BRIT environment based on the level of risk established from the risk assessment, including decisions about the victim and alleged perpetrator sharing classrooms. These decisions will be reviewed in the light of on-going police and children's social care investigations to take account of any changes in the status of investigations and any bail conditions placed on the alleged perpetrator.
- Where necessary and appropriate, BRIT will consider the support needs of the alleged perpetrator and will make referrals to relevant agencies for support on their behalf.
- Young people who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support. It is likely that young people will "take sides" following a report and BRIT will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment. BRIT will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.
- The National Organisation for the Treatment of Abusers (NOTA) provides support for professionals involved in work with, or related to, sexual offending.
- BRIT will consult with **Part 5 KCSIE 2026***(specifically pages110-115)* when managing allegations of child-on-child sexual harassment or sexual violence. BRIT will consider the 4 likely scenarios when managing reports of incidents:
    - Manage internally
    - Family Help
    - Referral to Children's Social Care
    - Report to police

What to do if you are informed that a parent is on the sex offenders register

In this situation the Principal will be guided by parole conditions where relevant to keep children safe in School. This information must be treated as strictly confidential and will only be shared with the DSL/DDSL if appropriate.

Checking the identity and suitability of visitors

Appropriate checks will be undertaken in respect of visitors and volunteers coming into School as outlined within guidance. All visitors will be required to verify their identity to the satisfaction of staff. Visitors will be expected to sign in and out via Reception, have their photo taken for their visitors pass and to display their visitor's badge (yellow lanyard) at all times whilst on School site. Any individual who is not known or identifiable should be challenged for clarification and reassurance. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors to the School who are visiting for a professional purpose, such as educational psychologists and School improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All visitors issued a yellow lanyard, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the School any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using School facilities is not seeking to disseminate extremist views or radicalise students or staff.

Missing students

Children Missing from Education (CME)

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a School
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the relevant Local Authority if a child leaves the School without a new School being named, and adhering to requirements with respect to sharing information with the Local Authority, when applicable, when removing a child's name from the admission register at non-standard transition points. We will not remove a child's name from the roll until the onward education provider has been confirmed and LA informed.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the Local Authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

Children who run away/go missing

Young people who run away or go missing from home or care are vulnerable to criminal and/or sexual exploitation. If we become aware of a young person who is missing from home or care and that young person has not been reported missing, we will report to the police using 101.

Running away may be an indicator of other problems and therefore referral to MASH should be considered. Early intervention after the first episode may prevent a young person from being exploited.
Children who run away or go missing from home or care

Children who are absent from education

We need to be aware of those young people who are absent from School for prolonged periods or/and on repeated occasions as this may be an indicator of welfare concerns.

Multi-agency working is essential when young people are absent from school and are potentially at greater risk of harm. This includes liaising with social workers where a young person is on a child in need or child protection plan or is looked after by the Local Authority.

The DFE's guidance Working together to improve school attendance is now statutory guidance including information on how Schools should work with Local Authority children's services where School absence indicates safeguarding concerns, is incorporated into our Attendance Policy:

- Information regarding Schools' duties regarding children missing education, including information Schools **must** provide to the Local Authority when removing a child from the School roll at standard and non-standard transition points, can be found in the department's statutory guidance: Children Missing Education.
- Further information for colleges providing education for a child of compulsory School age can be found in: Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges.
- General information and advice for Schools and colleges can be found in the Government's Missing Children and Adults Strategy.

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Contact parents/caregiver and emergency contacts held on our MIS system (unless we believe this poses a risk to the young person's safety)
- Contact any LA contacts to inform them of our concerns
- Contact the police to report the child missing
- Speak to friends of the child to ascertain any information they may have about the child's whereabouts

End of Appendix 5. Please continue to Appendix 6.

Appendix 6: Online safety, mobile technology & filtering and monitoring in KCSIE 2026

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our School aims to:

- Have robust processes in place to ensure the online safety of students, staff, volunteers and Board of Trustees
- Protect and educate the whole School community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole School community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk (as stated within KCSIE 2026 page 44 part 163)

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories
- **Contact** – being subjected to harmful online interaction with other users or generative AI applications that simulate this; 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, including those generated using AI and online bullying
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel our students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/)

To meet our aims and address the risks above we will:

Educate students about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they are a witness rather than a victim

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety

- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
- Staff are allowed to bring their personal phones to School for their own use, but will limit such use to non-contact time when students are not present
- Staff will not take pictures or recordings of students on their personal phones or cameras
- Make all students, parents/carers, staff, volunteers and Board of Trustees aware that they are expected to sign an agreement regarding the acceptable use of the internet in School, use of the School's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, students and parents/carers are aware that staff have the power to search students' phones, as set out in the DfE's guidance on searching, screening and confiscation.
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described) from the School's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our School community
- The Professionals Online Safety Helpline has introduced new resources to aid educators and professionals working with young people. These resources aim to support common queries the Helpline receives, including how to report on social media, impersonation, and sexting advice
- https://saferinternet.org.uk/blog/new-resources-available-from-the-professionals-online-safety-helpline

Filtering and Monitoring

KCSIE states that "*whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the School's or college's IT system. As part of this process, governing bodies and proprietors should ensure their School or college has appropriate filters and monitoring systems in place. Governing bodies and proprietors should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs vs safeguarding risks.*"

The appropriateness of any filters and monitoring systems is a matter for individual schools and colleges and will be informed, in part, by the risk assessment required by the Prevent Duty.

The School adheres to the DfE Filtering and Monitoring Standards to fulfill these duties.

Named Leadership Oversight & Governance

Clear governance oversight must be formally documented and embedded within school leadership, rather than relying solely on IT staff or third-party service providers.

- **Named SLT Lead:** Explicit responsibility for filtering and monitoring reviews is assigned to **Louise Cooper** (Senior Leadership Team).
- **Operational Collaboration: Louise Cooper** leads strategic reviews and governance, supported by the Designated Safeguarding Lead (DSL) and IT technical support staff.
- **Documented Oversight:** The Board of Trustees and SLT maintain active oversight of technical controls, ensuring system changes, risk assessments, and vendor compliance are regularly audited and formally recorded.

Key School Commitments

The School will:

- **Identify and assign clear roles and responsibilities** to manage filtering and monitoring
- **Review filtering and monitoring provision at least annually**, maintaining a formal written record of all checks and outcomes
- **Block harmful and inappropriate content** without unreasonably impacting teaching and learning
- **Maintain effective monitoring strategies** that directly address local safeguarding needs

Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) works in direct partnership with **Louise Cooper (SLT Lead)** and holds responsibility for the day-to-day safeguarding oversight, working knowledge, and routine monitoring of all online safety provisions. Core duties include:

- **System Oversight & Understanding:** Maintaining a thorough understanding of the specific filtering and monitoring systems in place, ensuring they align with national safeguarding standards (e.g., KCSIE) and meet the specific needs of the setting
- **Alert & Log Management:** Ensuring prompt review of filtering and monitoring alerts/reports, taking swift safeguarding action on escalated concerns, and maintaining accurate logs of interventions
- **IT & Provider Collaboration:** Working in close partnership with IT staff, external providers, and **Louise Cooper (SLT Lead)** to ensure systems are regularly tested, audited, and configured to address emerging online risks
- **Governance & Escalation:** Regularly reporting on the effectiveness, performance, and flagged trends of filtering and monitoring systems to leadership and the governing body

Practical Tools & Sector Resources

- **UK Safer Internet Centre:** Guidance on *Appropriate Filtering and Monitoring*.
- **Southwest Grid for Learning (SWGfL):** Utilised to verify whether the School's filtering provider is signed up to mandatory blocklists (Child Sexual Abuse Content, Sexual Content, Terrorist Content, and Connection Blocking).

Reviewing Online Safety

Due to ever-evolving technology and associated risks, schools and colleges must remain proactive and conduct regular reviews, including an **annual review of their approach to online safety**. This review is supported by an **annual risk assessment** that reflects current online risks children face.

To maintain best practice, the School utilises statutory frameworks and audit tools from KCSIE and UKCIS:

- **UKCIS Guidance (*Online safety in schools and colleges: Questions from the governing board*):** Used by the governing body and leadership team to evaluate the current approach to online safety, identify areas for improvement, and monitor ongoing compliance
- **UKCIS Online Safety Audit Tool:** Used by mentors of trainee and early career teachers (ECTs) to support induction, ongoing development, and digital safeguarding monitoring across standard teaching practices

End of Appendix 6. Please continue to Appendix 7.

Appendix 7: National Support

Support for students

- **BRIT Pastoral Hub**
  Full of resources, links, and apps for all aspects of well-being
  https://sites.google.com/brit.croydon.sch.uk/britpastoralcare/home
- SHOUT support text service
- Samaritans support helpline
- Papyrus preventing young suicide
- + Helpline
- Disorder Charity
- Everyone's Invited support following a sexual assault
- Wish supporting bereavement
- Minds
- Mix

Support for staff

- Switchboard LGBTQIA+
- BEAT Eating
- Everyone's Invited
- Winston's
- NSPCC
- ChildLine
- Young
- Mix
- Education Support Partnership
- Safety Online Helpline

Support for adults

- Family Lives
- Crime Stoppers
- Victim Support
- Kidscape
- The Samaritans
- Mind
- NAPAC (National Association for People Abused in Childhood)
- MOSAC
- Action Fraud

Support for Learning Disabilities

- Respond
- Mencap

Domestic Abuse

- Refuge

- Women's Aid
- Men's Advice Line
- Mankind
- Domestic abuse services
- Violence Against Women of Colour

Honour based Violence

- Forced Marriage Unit

Sexual Abuse and CSE

- Lucy Faithfull Foundation
- Shore Space
- Stop it Now!
- CEOP
- Marie Collins Foundation
- Internet Watch Foundation (IWF)
- Healthy and Unhealthy Relationships
- Rape Crisis South London
- Male Rape & Sexual Abuse
- The Havens

Online Safety

- Childnet International
- UK Safer Internet Centre
- Parents Info
- Internet Matters
- Net Aware
- ParentPort
- Get safe Online

- Report Remove | Childline

Radicalisation and hate

- Educate against Hate
- Counter Terrorism Internet Referral Unit
- True Vision

- When to call the Police