

SAFEGUARDING POLICY

SEPTEMBER 2026

CONTENTS

SAFEGUARDING CONTACT DETAILS	4
EXTERNAL SAFEGUARDING CONTACTS FOR WHITE LODGE	5
EXTERNAL SAFEGUARDING CONTACTS FOR UPPER SCHOOL	5
DEFINITIONS & SCOPE	5
RELATED SCHOOL POLICIES	6
RELEVANT GUIDANCE & LEGISLATION	7
INTRODUCTION	7
ROLES & RESPONSIBILITIES	8
ALL STAFF	8
DESIGNATED SAFEGUARDING LEAD (DSL)	9
DEPUTY DESIGNATED SAFEGUARDING LEADS (DDSLs)	10
ACADEMIC & PASTORAL PRINCIPAL	10
GOVERNING BOARD	10
SAFEGUARDING PROCEDURES	12
RESPONDING TO A DISCLOSURE	12
RECORDING A CONCERN	13
ACTIONS FOLLOWING A REPORT	13
MAKING A SOCIAL CARE REFERRAL	14
CONFIDENTIALITY & INFORMATION SHARING	15
MAINTENANCE OF SAFEGUARDING RECORDS	15
ABUSE, NEGLECT & EXPLOITATION	16
PHYSICAL ABUSE	16
EMOTIONAL ABUSE	17
SEXUAL ABUSE	18
NEGLECT	18
CHILD CRIMINAL EXPLOITATION (CCE) & CHILD SEXUAL EXPLOITATION (CSE)	19
HONOUR BASED ABUSE (HBA) & FEMALE GENITAL MUTILATION (FGM)	20
DOMESTIC ABUSE	21
CHILD-ON-CHILD ABUSE, HARASSMENT & VIOLENCE	21
PROCEDURES FOR DEALING WITH ALLEGATIONS OF CHILD-ON-CHILD ABUSE	22

MINIMISING THE RISKS	23
HARMFUL SEXUAL BEHAVIOUR	23
SHARING OR MAKING OF NUDES & SEMI-NUDES	24
WIDER SAFEGUARDING CONCERNS	25
DISCRIMINATION	25
RADICALISATION & EXTREMISM	25
ONLINE RISKS	26
THE ROYAL BALLET SCHOOL CONTEXTUAL RISKS	27
SPECIFIC SAFEGUARDING CONSIDERATIONS	29
YOUNG CARERS	29
CHILDREN REQUIRING MENTAL HEALTH SUPPORT	29
CHILDREN WITH SEND OR MEDICAL NEEDS	29
CHILDREN ABSENT FROM EDUCATION	30
CHILDREN WHO ARE GENDER QUESTIONING	30
OPERATIONAL SAFEGUARDING	31
SAFER RECRUITMENT	31
STAFF TRAINING	31
VISITING SPEAKERS	32
EXTERNAL HIRE OF SCHOOL PREMISES	32
LOW LEVEL CONCERNS & ALLEGATIONS OF ABUSE AGAINST STAFF	32
LOW LEVEL CONCERNS	33
ALLEGATIONS OF ABUSE OR HARM	33
CONFIDENTIALITY & RECORD KEEPING	34
APPENDIX 1: GENERAL PROCEDURE FLOWCHART FOR RESPONDING TO CHILD WELFARE CONCERNS	35
APPENDIX 2: SAFEGUARDING CONTACT DETAILS FOR UK SCHOLARS & ASSOCIATES	36
APPENDIX 3: ADDITIONAL SOURCES OF ADVICE & SUPPORT	38

SAFEGUARDING CONTACT DETAILS

To ensure that there is never a delay in us receiving, monitoring or acting upon safeguarding concerns, please direct any safeguarding queries or concerns to the DSL Team's confidential shared inbox: dsl@royalballetschool.org.uk

Designated Safeguarding Lead (DSL)	Belle Casbarra Designated Safeguarding & Wellbeing Lead Belle.casbarra@royalballetschool.org.uk 07799032047
Senior Deputy DSL	Jill Tait-Harris Assistant Principal Pastoral & Welfare Jill.tait-harris@royalballetschool.org.uk 07766162048
Deputy DSLs	Michelle Kearsey Lead Houseparent (AJH) & Academic Tutor Michelle.kearsey@royalballetschool.org.uk 07900694021
	Tom Bradshaw Lead Houseparent (Jebsen) Tom.bradshaw@royalballetschool.org.uk 07425714064
	Elsa Mackechnie School Nurse (Upper School) Elsa.mackechnie@royalballetschool.org.uk
	Victoria Dickins School Nurse (White Lodge) Victoria.dickins@royalballetschool.org.uk
	Andy Granville Senior Teacher Upper School & Head of Degree Programme Andy.granville@royalballetschool.org.uk
SENCO	Ann Howden SENCO & PSHE Coordinator Ann.Howden@royalballetschool.org.uk
Principal & Designated Teacher for Children Looked After (CLA)	David Gajadharsingh Academic & Pastoral Principal David.gajadharsingh@royalballetschool.org.uk 07825417626
Artistic Director	Iain Mackay Artistic Director Iain.mackay@royalballetschool.org.uk
Chief Executive Officer	Patrick Harrison Chief Executive Officer Patrick.Harrison@royalballetschool.org.uk
Chair of Governors	Natasha Kaplinsky Chair of Governors chair@royalballetschool.org.uk
Nominated Safeguarding Governor	Annie Davis Safeguarding Governor Annie.davis@royalballetschool.org.uk

EXTERNAL SAFEGUARDING CONTACTS FOR WHITE LODGE

Local Authority Children's Services	Achieving for Children Kingston and Richmond	Single Point of Access (SPA) 02085475008 02087705000 (out of hours) SPA Online Referral Form
	Local Authority Designated Officer (LADO) Service	LADO@achievingforchildren.org.uk 07774332675 LADO referral form
Local Safeguarding Children Partnership	Kingston and Richmond Safeguarding Children's Partnership	https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/

EXTERNAL SAFEGUARDING CONTACTS FOR UPPER SCHOOL

Local Authority Children's Services	Westminster Children's Services	Westminster Children's Services 02076414000 02076412388 (out of hours) accesstochildrensservices@westminster.gov.uk Westminster Multi-agency Referral Form
	Local Authority Designated Officer (LADO)	lado@westminster.gov.uk 02076417668 LADO referral form
Local Safeguarding Children Partnership	Local Safeguarding Children Partnership for Kensington and Chelsea and Westminster	https://www.rbkc.gov.uk/lscp
Local Authority Social Services	Westminster Adult Social Care	020 7641 2176 020 7641 6000 (out of hours) adultsocialcare@westminster.gov.uk Safeguarding Adults Referral Form

DEFINITIONS & SCOPE

This policy applies to all individuals working for or on behalf of The Royal Ballet School. This includes those working in a paid or voluntary capacity, whether full-time, part-time, temporary, or permanent, including employees, contractors, volunteers, governors, agency and supply staff, and self-employed individuals engaged by the School.

This policy covers all students undertaking full-time training at the School, as well as those participating in part-time training through the School's UK Scholars and Associate Programmes. It also applies to any visiting children, including those attending our Intensive courses or Affiliate Enrichment events. While safeguarding procedures for students who are not in full-time training may differ, the School's responsibility to safeguard and promote the welfare of

children remains.

A child is defined as anyone under the age of 18. However, The Royal Ballet School's duty of care extends to all students, including those aged 18 and above. While safeguarding approaches may differ according to a student's age, the School is committed to promoting the welfare, safety, and wellbeing of every student in its care.

In alignment with Keeping Children Safe in Education 2026, safeguarding and promoting the welfare of children is defined in this policy as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the 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 safeguarding and refers to the activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm.

This policy is reviewed annually by the Board of Governors. It is published on our School Website, and accessible to staff through our intranet platform The Hub. Hard copies are available on request.

RELATED SCHOOL POLICIES

This policy should be read in conjunction with the following School policies found either on the School Website or accessed through the staff intranet platform The Hub.

- Anti-bullying
- Appropriate Age of Entry and Year Group placement for Full-Time Training
- Appropriate Physical Contact in Dance
- Attendance
- Behaviour
- Boarding Principles and Suitability
- Children Absent from Education
- Educational Guardianship
- First Aid
- Low Level Concerns
- Missing or Uncollected Students
- Online Safety
- Prevent Strategy
- PSHE & RSE
- Restraint
- Safer Recruitment
- Special educational needs and disability accessibility (SEND)
- Staff Code of Conduct
- Staff & Student ICT Acceptable Use

- Weight Related Health Concerns and Bodily Integrity
- Whistleblowing

RELEVANT GUIDANCE & LEGISLATION

This policy is written in accordance with locally agreed inter-agency procedures and is informed by the relevant guidance and legislation, including but not limited to:

[Keeping Children Safe in Education](#) (Department for Education, September 2026)

[Working together to improve school attendance](#) (Department for Education, July 2026)

[National Minimum Standards for boarding schools](#) (Department for Education, May 2026)

[The Independent School Standards](#) (Department for Education, April 2026)

[Working Together to Safeguard Children](#) (Department for Education, March 2026)

[Children Missing Education](#) (Department for Education, September 2025)

[Information Sharing Advice for practitioners providing safeguarding services for children, young people, parents and carers](#) (Department for Education, May 2024)

[Prevent duty guidance: England and Wales](#) (Home Office, March 2024)

[What to do if you're worried a child is being abused](#) (Department for Education, March 2015)

[Children's Wellbeing and Schools Act 2026](#)

[Equality Act 2010](#)

[Children Act 2004](#)

[Human Rights Act 1998](#)

INTRODUCTION

Safeguarding is at the heart of The Royal Ballet School's mission to train and educate outstanding classical ballet dancers, set the standard and raise the bar for dance training on a global scale. We are committed to protecting students from harm, promoting their safety and wellbeing, and providing a safe and supportive environment in which they can learn, develop, and thrive.

We recognise that effective safeguarding is underpinned by anti-discriminatory and anti-racist practice. We value the diversity of our community and are committed to equity, ensuring that every individual has the support they need to reach their potential.

We adopt a whole school approach to safeguarding and staff are given the opportunity to contribute to and shape this policy and safeguarding arrangements.

As a school community, we are:

Student-Centred

Every decision we make is driven by what is best for our students' safety, wellbeing, and future. Students are listened to, respected, and their views are considered in all safeguarding decisions that affect them.

One Team

Safeguarding is everyone's responsibility. We work together to create and maintain a culture in which all students feel safe and supported.

Proactive

We believe prevention is just as important as intervention. Through high-quality pastoral care, effective safeguarding education, and early intervention, we help to reduce risks and prevent children from coming to harm.

Alert to the Signs

We remain professionally curious and vigilant, recognising that safeguarding concerns can arise in any setting. We know the potential signs of abuse (including child-on-child abuse), neglect, and exploitation, to identify concerns and take appropriate action to keep students safe.

Always Learning

Safeguarding is constantly evolving. We are committed to continuous learning, reflection, and professional development to ensure our practice remains effective and responsive to the needs of our students.

Through these principles, the School aims to:

- provide an environment where all feel able to raise a safeguarding concern, and know that it will be taken seriously
- communicate transparently and honestly when there is a concern about a student with all those involved, including parents and staff, where it is safe and appropriate to do so
- share information quickly and appropriately with external agencies, such as the police and children's services, to get students the support and help they need in good time.

ROLES AND RESPONSIBILITIES

Everybody in our School has a responsibility for safeguarding, although some staff have specific safeguarding roles.

All staff should:

- read and understand Keeping Children Safe in Education 2026 Part One alongside this policy and sign a declaration confirming they have done this as part of their induction
- complete Level 2 Safeguarding training, delivered either in person at INSET or online, attending any relevant update sessions throughout the year as required
- know the identity and understand the roles of the DSL and DDSs
- recognise the unique safeguarding challenges associated with elite ballet training, contributing to a culture of care that promotes healthy behaviours and safeguards children in all aspects of School life
- be able to identify students who may be at risk of abuse (including child-on-child abuse), neglect, and exploitation
- be alert to the additional safeguarding needs of students who may be more vulnerable to

harm, including those who have a social worker, SEND and young carers.

- understand emerging digital safeguarding risks and contribute to the School's approach to keeping children safe online
- understand the impact that the physical demands of training, injury and rehabilitation can have on a students' wellbeing and report any concerns in accordance with School procedure
- recognise the relationship between mental health and safeguarding, understanding that mental health concerns can both contribute to and result from safeguarding concerns and should be reported in accordance with school procedure
- be prepared to receive and respond appropriately to a disclosure from a student, following the procedures set out in this policy
- be aware that students may not have the words for direct disclosures and to be alert to indirect disclosures, such as drawings, writing, or suggested ideas in conversations
- understand that confidentiality can never be promised to a student, as information may need to be shared with relevant professionals to keep them safe
- follow the procedures laid out in this policy to report and record safeguarding concerns promptly
- have an awareness of the early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL and other professionals to support early identification and assessment
- know how to refer safeguarding or child protection concerns to external agencies should they need to, understanding local thresholds for support
- follow the procedures laid out in this and related policies to report low-level concerns (including self-reports)
- understand their responsibilities under the Prevent Duty

ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

In addition to the role and responsibilities of all staff, the DSL will:

- take lead responsibility for safeguarding and child protection in the school (including online safety and understanding the filtering and monitoring systems and processes in place)
- be available during school hours for staff to discuss safeguarding concerns; acting as a source of support, advice, and expertise
- arrange appropriate and adequate cover arrangements for any out of hours/term activities
- keep a full and secure record of all child protection concerns, making sure child protection files are kept up to date and transferred appropriately
- complete an annual self-audit of the school's safeguarding provision, reviewing the effectiveness of arrangements and work with the Governing Board to review this policy annually
- ensure the effective implementation of the School's Prevent Strategy, providing advice

and support to staff on protecting children from the risk of radicalisation

- liaise with the Academic & Pastoral Principal, Assistant Principal Pastoral & Welfare, Artistic Director and Safeguarding Governor to inform them of referrals to external agencies and safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 or police investigations
- ensure that all staff receive appropriate safeguarding training and relevant updates in line with the recommendations within KEEPING CHILDREN SAFE IN EDUCATION 2026
- liaise with local safeguarding children partnerships, regularly attending relevant DSL forums
- be the point of contact for Operation Encompass notifications, ensuring information is promptly shared with relevant staff as appropriate to support victims of domestic violence
- work collaboratively with colleagues across the School to ensure a multidisciplinary approach to safeguarding
- liaise with the case manager for child protection concerns which involve a staff member; referring cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required
- keep a full and secure record of all low-level concerns, informing the Academic & Pastoral Principal promptly where appropriate
- provide termly updates to Academic & Student Welfare Committee on safeguarding matters, meeting regularly with the Safeguarding Governor in the interim
- access training and support to maintain the knowledge and skills required for the role, with training updated at least every two years
- ensure that all staff read, understand and agree to work within the expectations set out in the School's Safeguarding Policy, Staff Code of Conduct and relevant government guidance
- refer suspected cases, as appropriate, to the relevant body (relevant LA Children's Services, Channel programme and/or Police), and support staff who make such referrals directly
- arrange for children to have an 'appropriate adult' to support and help them in the case of a police investigation or search
- represent, or ensure the School is appropriately represented at multi-agency safeguarding meetings such as strategy discussion meetings or child protection conferences
- contribute to the assessment of children and manage/ monitor the School's role in any multi-agency plan for a child

In the absence of the DSL, the Senior DDSL will act as the Designated Safeguarding Lead. In the absence of both the DSL and the Senior DDSL, this responsibility will pass to the Academic & Pastoral Principal. All other DDSLs will provide support as appropriate.

ROLE OF THE DEPUTY DESIGNATED SAFEGUARDING LEADS (DDSLs)

In addition to the role and responsibilities of all staff, DDSLs will:

- be a point of contact for staff and students to raise or discuss a safeguarding concern
- attend regular DSL Meetings, engaging in discussion about current student concerns and historic case reviews as requested
- assist the DSL in promoting a culture of safeguarding within the School
- access training and support to maintain the knowledge and skills required for the role, with training updated at least every two years
- assist the DSL in their duties upon request

Whilst the DSL may delegate activities to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL.

ROLE OF THE ACADEMIC & PASTORAL PRINCIPAL

In addition to the role and responsibilities of all staff, the Academic & Pastoral Principal will:

- ensure the School's safeguarding policies and procedures are implemented and followed by all staff
- allocate sufficient time and resources to enable the DSL and deputies to carry out their roles effectively
- ensure that children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and relationship and sex education (RSE)
- foster a culture where all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the School's whistleblowing procedures
- act as the 'case manager' in the event of an allegation of abuse made against a member of staff
- provide termly updates to the Governing Board on safeguarding matters.

ROLE OF THE GOVERNING BOARD

The Governing Board will:

- ensure the school's policies and procedures align with statutory government guidance and local safeguarding children partnership arrangements
- hold the School's leadership team to account for the impact and success of the School's safeguarding arrangements
- make sure the School has appropriate filtering and monitoring processes in place
- appoint an experienced governor to take leadership responsibility for safeguarding on behalf of the board
- undertake safeguarding training appropriate to the role, updated at least every three years, with the Chair of Governors and Nominated Safeguarding Governor undertaking Level 3 safeguarding training at least every two years

The Nominated Safeguarding Governor will:

- take leadership responsibility for safeguarding on behalf of the Governing Board
- access training to maintain the knowledge and skills required to help them identify any areas of weakness in the School's safeguarding arrangements and drive improvement
- regularly visit the school and meet with the DSL to test and assure the Governing Board that the School's safeguarding policies and procedures effectively keep children safe

SAFEGUARDING PROCEDURES

The Royal Ballet School promotes a culture of openness, where staff maintain positive and supportive relationships with students and encourage them to speak out if they are worried about anything.

Staff appreciate that students may not always feel ready or able to share their experiences, particularly where abuse has occurred, and may not always recognise their experiences as harmful or abusive. Staff remain alert to the potential indicators of abuse and understand the importance of reporting concerns at the earliest opportunity to enable timely support and intervention.

The School adopts a safeguarding-first approach to behaviour concerns, with the DSL working closely alongside all staff responsible for student behaviour to consider whether a child's behaviour may be an indicator of an unmet need or a sign that they are experiencing harm. The DSL Team meets regularly to monitor students we are concerned about to make sure each student's situation is improving in good time and the right support is in place to meet their needs and address our concerns.

The School is committed to equipping students with the knowledge and confidence to keep themselves and others safe. Through annual safeguarding awareness sessions and the PSHE and RSE curriculum, students are taught about safeguarding, the different types and signs of abuse and harm, and how to raise concerns and seek support. The curriculum is kept under regular review to ensure it remains responsive to emerging needs.

Students know that they can speak to a member of staff in person, via email or Microsoft Teams if they wish to discuss a worry or concern. For those who do not feel able to speak to a member of staff directly, or who wish to remain anonymous, Whisper, the School's anonymous online reporting system, is available to all students. It must be noted that although the system allows for anonymous reporting as the default, the DSL and Assistant Principal Pastoral & Welfare have the ability on the system to identify the person making the report. They will only do this in circumstances where knowing the identity will help prevent harm to that person or to any others.

Information about reporting routes, including contact details for the School's Independent Person, is displayed on posters throughout the school, including within the boarding environment.

RESPONDING TO A DISCLOSURE

All staff are trained on how to handle disclosures sensitively and non-judgmentally. Making a safeguarding disclosure, particularly one of harm or abuse, requires immense courage and having a positive first interaction with a safe adult is crucial. Where a student makes a disclosure, staff should:

- ✓ remain calm and listen carefully, allowing the student time to talk freely
- ✓ ask open questions only to clarify (e.g. who, what, when, where, how)
- ✓ take what they have to say seriously and believe the student
- ✓ reassure the student that they have done the right thing by telling you
- ✓ make notes of exactly what is said (as able)
- ✓ explain what will happen next
- ✓ share concerns with the DSL as soon as possible (if unable to contact the DSL/DDSLs and the student is at risk of immediate harm, contact Children's Services or the Police directly as appropriate)
- ✓ record on CPOMS (if not possible, send an email with a record of your concern to dsl@royalballetschool.org.uk)

- ✓ seek support for themselves as needed

Staff should not:

- ✗ show signs of shock or disbelief
- ✗ ask leading questions
- ✗ tell the student they should have said something sooner
- ✗ accuse anyone or pass judgement
- ✗ promise to keep it a secret

We recognise the significant emotional impact being involved with or aware of safeguarding incidents can have. We ask our staff to approach the DSL Team if they need any support during or following a safeguarding incident.

RECORDING A CONCERN

If a student makes a disclosure, or a member of staff witnesses or receives information about a concern, a record must be made on CPOMS as soon as possible. Those who do not have access to CPOMS should instead send an email to the DSL Team at dsl@royalballetschool.org.uk

Where there is a risk of immediate harm, such as a disclosure of suicidal ideation, self-harm, or abuse, including child-on-child abuse, the concern must be reported to the DSL immediately, preferably in person, before a record is made on CPOMS. **Nothing should delay a report to the DSL where there is an immediate risk of harm.**

Whether recording a concern on CPOMS or in the body of an email, staff should:

- record the concern as soon as possible after the incident or disclosure
- include the date, time and location of the incident or disclosure, together with the names of those present
- use the student's exact words wherever possible and note any relevant observations regarding their demeanour, behaviour or presentation
- clearly distinguish between factual observations and professional opinion
- include details of any discussions held, decisions made and actions taken in response to the incident or disclosure, together with the rationale for those decisions
- where appropriate, complete a body map to indicate the location of any visible injury or mark of concern
- use full names rather than initials to ensure individuals are clearly identifiable
- include the role of any member of staff referred to in the record
- where applicable, ensure that the most appropriate CPOMS category has been selected and that all relevant staff have been alerted

ACTIONS FOLLOWING A REPORT

When a concern is shared on CPOMS, the student's Lead Houseparent, alongside the DSL and Assistant Principal Pastoral & Welfare are automatically alerted. Concerns are initially triaged by the Lead Houseparent, with oversight from the DSL and Assistant Principal Pastoral &

Welfare, who provide expert guidance where required. Together, they monitor reports and actions taken, identifying emerging trends, and ensuring an appropriate and consistent response. Where there is a concern for a student's wellbeing, an individual wellbeing support plan may be put in place. Where appropriate, students will be referred to the School Counsellor, School Nurse and/or wider Healthcare Team. Parents/carers will be kept informed of any incidents of concern and supportive interventions in a timely manner, provided it is safe and appropriate to do so.

The DSL will take the lead on responding to all safeguarding concerns. Where a safeguarding concern has been established, or a report has been made directly to the DSL, the DSL will decide on the appropriate next steps, in discussion with DDSs as appropriate. The DSL will often liaise with relevant staff involved in the student's life at the school, to ensure they have a full picture of the child's current circumstances, including but not limited to their Lead Houseparent, Head of Year, Clinical Lead and Artistic Manager. Where concerns relate to a student with SEND including those with EHCPs, the SENCo will also be consulted and involved in decision making as appropriate.

The School actively contributes to inter-agency working in line with local safeguarding partnership arrangements. When considering the appropriate level of support or intervention, due reference is made to the [London Threshold Document- Continuum of Help and Support](#) to guide referral decisions.

Where the School considers that a family would benefit from targeted early help to address multiple and/or complex needs, it will recommend that the family engages with the relevant local authority's Family Help service. Early help support is voluntary and therefore requires a family's consent.

Where a child's situation does not improve, or where concerns escalate, the DSL will consider whether a referral to children's social care is required, seeking advice from children's services if they are unsure. The School will continue to provide support to the child and family, contributing to any assessments or plans organised by children's services.

We will make an immediate referral to children's services and/or the police, where we believe a child is suffering, or is likely to suffer from significant harm. Referrals should ordinarily be made by the DSL to the relevant local authority. In exceptional circumstances where the DSL is unavailable, staff must not delay in taking appropriate action. Staff should instead inform another member of the Senior Leadership Team about their concern or seek advice directly from Children's Services, ensuring that the DSL is updated as soon as practicably possible.

MAKING A SOCIAL CARE REFERRAL

Referral processes vary between local authorities; however, all London local authorities follow the London Safeguarding Children Procedures. Further information can be found at: https://www.londonsafeguardingchildrenprocedures.co.uk/referral_assess.html

To make a referral, staff will need the child's details including their full name, date of birth, home address, school address, and name of parents/carers. Referrals must be made to the local authority covering the home address of the child. You can check if you have the correct local authority by using GOV.UK's 'Find your local council' webpage.

Staff should contact the duty team within the relevant Children's Services department and provide a clear and factual account of their concerns. Staff may then be asked to complete a written referral, usually through a secure online portal. Details of the appropriate referral process should be provided by the duty worker or can be accessed via the relevant children's services website.

Within one working day of a referral being made, Children's Services should decide what course of action they are taking and let the referrer know the outcome. If that information is not forthcoming, the referrer will follow this up. All referrals must be shared with the DSL and recorded on CPOMS where possible.

If after a referral, the School is dissatisfied with the response from our safeguarding partners and/or the child's situation does not appear to be improving, the referrer will press for re-consideration to ensure their concerns have been addressed and, most importantly, the child receives the support they need. The DSL will use the relevant LA resolving professional differences procedure where necessary.

CONFIDENTIALITY & INFORMATION SHARING

Early information sharing is vital for effective identification, assessment and support of students with safeguarding needs. Staff must not assume that a colleague or another professional will act on a concern or share information that could be crucial to ensuring a student's safety and wellbeing. All staff have an individual responsibility to report safeguarding concerns in line with our safeguarding procedures.

All students have a right to be protected from abuse and neglect. Protecting a student from such harm takes priority over protecting their privacy, or the privacy rights of anyone failing to protect them. You do not need consent to share personal information about a student and/or members of their family if they are at risk or there is a perceived risk of harm.

If in any doubt about sharing information, staff should speak to the DSL. **Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of our students.**

Personal information about students and their families will be processed fairly, lawfully, and securely. We work transparently with parents/carers wherever possible, informing them of our duty to share information and refer suspected abuse or neglect to external agencies. While we seek consent from parents/carers when safe and appropriate, we will share information without consent if necessary to safeguard a student, such as when obtaining consent is impossible, cannot be reasonably expected, or would place the student at risk.

MAINTENANCE OF SAFEGUARDING RECORDS

The DSL is responsible for keeping detailed, accurate and secure written records of safeguarding concerns, discussions, decisions made (including the rationale for those decisions), and their outcomes. Safeguarding concerns and referrals are kept in a separate safeguarding file for each child with access limited to those who need it.

When a child joins The Royal Ballet School, we will review any safeguarding information provided by their previous setting, making sure key staff are aware of any safeguarding risks or support needs as soon as possible.

When a child leaves the School, the DSL will ensure their safeguarding file is transferred to the new setting within 5 days for an in-year transfer or within 5 days of the start of a new term. A confirmation of receipt will be kept. Where appropriate, the DSL will share additional information in advance of a child leaving, particularly where the information would support an assessment of risk to others as well as the individual child and help the new setting put in place the right support. If The Royal Ballet School is the last school that the child attends, we will securely store their safeguarding file in line with our Data Retention Policy.

ABUSE, NEGLECT & EXPLOITATION

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

All staff should be aware that abuse, exploitation, neglect, modern slavery and other safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse and neglect can happen over a period of time but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being. The warning signs and symptoms of child abuse and neglect can vary from child to child.

The boarding environment can sometimes provide a safe haven for children who may be experiencing or witnessing abuse. Staff should be vigilant for signs that a child is reluctant to return home. Any concerns relating to possible abuse, no matter how slight, must be reported to the DSL immediately.

PHYSICAL ABUSE

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. Physical harm may also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Potential indicators of physical abuse:

- Unexplained bruising and/or scratches, often in various stages of healing
- Clusters of bruises, for example fingertip bruising caused by being grasped
- Bruises around the neck and behind the ears (the most common abusive injuries are to the head)
- Marks indicating injury by an instrument, for example linear bruising (stick), parallel bruising (belt) or marks of a buckle
- Bite marks, fingernail marks, bald patches or burns
- Untreated and/or recurrent injuries

Whilst the signs of physical injury can be indicators of abuse, certain physical injuries arising are not uncommon within the school's context of elite ballet training. Staff should, however, remain professionally curious and report any concerns, particularly where the student:

- is evasive, provides no explanation or offers an explanation that is inconsistent with the injury observed
- is reluctant for parents/carers to be contacted

- runs away or displays fear or anxiety about going home
- flinches when approached or touched
- is reluctant to undress or change clothing for activities where this would normally be expected
- is unnaturally compliant or submissive in the presence of parents/carers
- displays an unusual fear of medical help or attention
- discloses or describes punishment that appears excessive or inappropriate
- presents with behavioural extremes, including aggression, withdrawal and/or impulsivity
- shows signs of depression and/or self-neglect
- displays a disproportionate response to pain
- regularly presents with injuries following periods of absence from school
- appears unusually fearful of or mistrusting towards adults

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child causing severe and adverse effects on their 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. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Potential indicators of emotional abuse include where a student:

- demonstrates impairment or delay in physical, intellectual, emotional, social, or behavioural development
- shows signs of depression and/or self-neglect including low self-esteem or persistent self-deprecation
- appears unusually fearful of or mistrusting towards adults
- presents as overly compliant, insecure or ‘clingy’
- is reluctant for parents/carers to be contacted
- presents with behavioural extremes, including aggression, withdrawal and/or impulsivity

- appears excessively fearful or anxious about making mistakes or doing something wrong
- struggles to regulate or manage their emotions
- has trouble forming or maintaining relationships
- behaves in a way that is inappropriate for their age and stage of development

SEXUAL ABUSE

Sexual abuse involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing.

Sexual abuse may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Most sexual abuse is committed by those previously known to the victim.

Potential indicators of sexual abuse include where a student:

- uses sexual language, displays knowledge of or interest in sexual acts inappropriate to their age and stage of development
- has physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or pregnancy
- avoids being alone with or appears frightened of a particular person
- experiences unexplained abdominal pain or difficulty in walking or sitting
- avoids physical contact or touch
- runs away or displays fear or anxiety about going home
- presents with behavioural extremes, including aggression, withdrawal and/or impulsivity
- shows signs of depression and/or self-neglect
- appears unusually fearful of or mistrusting towards adults
- presents as unusually or overly compliant
- displays harmful sexual behaviour

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of their health or development. Neglect may occur during pregnancy, for example, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional, social and educational needs including where a parent becomes physically or mentally unable to care for a child.

Potential indicators of neglect include where a student:

- demonstrates impairment or delay in physical, intellectual, emotional, social, or behavioural development
- is affected by a parent/carer's persistent lack of engagement or communication with the School
- engages in begging or stealing behaviours
- presents with poor personal hygiene
- regularly dresses inappropriately for the weather, environment or circumstances
- has poor language, communication or social skills
- is frequently unwell or experiences recurrent infections
- has untreated skin conditions or other physical health concerns, such as sores, rashes, flea bites, scabies, or ringworm
- presents with weight, nutrition, or growth concerns
- appears to be living in an unsuitable or unsafe home environment
- takes on caring responsibilities that are inappropriate for their age
- is routinely left without appropriate supervision, including for prolonged periods
- has unmet healthcare needs, including untreated injuries, missed vaccinations, or delayed access to medical treatment
- has a poor or strained relationship with parent/carer(s)
- presents with behavioural extremes, including aggression, withdrawal and/or impulsivity
- struggles to regulate their emotions and/or shows signs of depression

CHILD CRIMINAL EXPLOITATION (CCE) & CHILD SEXUAL EXPLOITATION (CSE)

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. This may be in exchange for something the victim needs or wants, and/or for the financial gain or increased status of the perpetrator. The power imbalance can be due to age, gender, sexuality, cognitive ability, physical strength, wealth and/or status.

CCE/CSE can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE/CSE can affect children of any age or gender and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation which may constitute modern slavery. It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them.

CCE can include children being forced or manipulated into transporting drugs or money

through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

CSE affects any child who has been coerced into engaging in sexual activity, including those aged over 16 who can legally consent to having sex. Children may not always realise they are a victim of CSE and could believe they are in a romantic relationship with the perpetrator. CSE can occur without the child's immediate knowledge, for example through others sharing videos or images of them on social media.

Potential indicators of CCE and/or CSE include where a student:

- discloses a romantic relationship with a significantly older individual
- associates with significantly older individuals, antisocial groups, and/or other young people known to be involved in exploitation
- misuses drugs, alcohol or other substances and/or becomes involved in criminal activity
- is persistently absent from school or goes missing for periods of time
- has unexplained gifts, money, clothing, mobile phones, or other possessions

HONOUR BASED ABUSE (HBA) & FEMALE GENITAL MUTILATION (FGM)

Honour based abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or the community. It often involves a wider network of family or community pressure and can include multiple perpetrators. It includes practices such as forced marriage, breast ironing and female genital mutilation (FGM),

Female genital mutilation (FGM) involves removal, part removal or injury to the female genital internal or external organs for non-medical reasons. It is sometimes known as 'cutting' or female 'circumcision'. FGM is illegal in England. As with other safeguarding concerns, staff will speak to the DSL if they suspect that FGM has been carried out on a child or believe that the child is at risk of FGM. **If a teacher (i.e. an individual who is employed or engaged to carry out teaching work in our school) or regulated health professional comes to know in the course of their work that a child has experienced FGM they must directly report it to the police. This is a statutory duty.**

Potential indicators of FGM include where a biologically female student:

- refers to a special ceremony or celebration having taken place to mark her transition to womanhood or preparation for marriage
- has a female family member, such as a mother, sister, or aunt, who has undergone FGM
- has an unexplained or extended absence from School
- runs away or displays fear or anxiety about going home
- experiences difficulty walking, standing, or sitting
- spends longer than usual in the bathroom or toilet;
- appears withdrawn, anxious, distressed, or depressed

- displays a noticeable change in behaviour following a period of absence from School
- is reluctant to attend medical appointments or undergo routine medical examinations

DOMESTIC ABUSE

Domestic abuse constitutes any incident or pattern of incidents of controlling, coercive, threatening or violent behaviour between those aged 16 or over who are, or have been, intimate partners or family members. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Anyone can be a victim of domestic abuse, and it can take place inside or outside of the home.

A child is considered a victim of domestic abuse if they see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, and ability to learn.

The Operation Encompass duty places a statutory requirement on the police to notify a child's school if they believe a child may be a victim of domestic abuse. This includes all children connected to a household where they have attended a domestic abuse incident and children who are physically present at the time of the incident. The DSL is recognised as the Key Adult responsible for receiving any Operation Encompass notifications and has completed the required training.

CHILD-ON-CHILD ABUSE, HARASSMENT & VIOLENCE

Child-on-child abuse is any form of abuse or coercive control exercised between children and within children's relationships. All staff should recognise that children are capable of abusing other children (including online) and that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator.

Abuse will never be tolerated or passed off as "banter", "just having a laugh", "part of growing up", or "boys being boys", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

For some (but not all) forms of child-on-child abuse it is more likely that girls will be victims and boys' perpetrators. However, 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 safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour is serious and/or violent, and potentially a criminal offence, could put students in the school at risk, involves students being forced to use drugs or alcohol or involves harmful sexual behaviour.

Examples of child-on-child abuse can include, but are not limited to:

- bullying (including cyber bullying)
- discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents
- abuse between children in an intimate relationship (teenage relationship abuse)
- physical assault and harm (including when a child encourages or threatens physical abuse online) or the threat of harm with a weapon

- harmful sexual behaviour
- sharing or making of nude and semi-nude images and/or videos including those generated using AI (deepfakes)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting, 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

All staff should be aware that the unique nature of boarding may mean that children could be at greater risk of child-on-child abuse incidents as they share overnight accommodation. As a boarding school we must be particularly alert to safeguarding students against the risk of inappropriate student relationships and the potential for child-on-child abuse outside the normal school day (children may be particularly vulnerable in residential settings). Whilst the School accepts that students may develop peer relationships whilst at School, they are required to abide by the Relationship Policy.

Bullying incidents can harm witnesses not just victims and this must be taken into consideration in any investigation into bullying incidents. The School's Behaviour and Antibullying policies make clear our expectations of student behaviour and mutual respect, as well as the procedures for responding to unacceptable or abusive behaviour.

Even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff remain alert and maintain an attitude of 'it could happen here'. Staff who witness unkind or abusive behaviour between students must challenge the behaviour and report the incident to the DSL.

PROCEDURES FOR DEALING WITH ALLEGATIONS OF CHILD-ON-CHILD ABUSE

Staff should report concerns or confirmed incidents of child-on-child abuse to the DSL in line with usual safeguarding procedures. Staff should not try to investigate. The DSL will work closely with the Assistant Principal Pastoral & Welfare to determine the best course of action, contacting the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence. Allegations of child-on-child abuse will be recorded in line with our safeguarding procedures.

Where necessary, a safety plan or risk assessment will be put in place, in consultation with any external agencies involved. Individual safety plans will be subject to regular monitoring and will include input from the student and parent/carers where appropriate.

The School will ensure that both the alleged victims and perpetrators as well as any witnesses receive additional support as appropriate. Where it is appropriate it may be necessary to remove a student from the School for a period of time, or from particular classes, change sleeping arrangements for boarders, prevent contact between individuals – this list is illustrative rather than exhaustive.

MINIMISING THE RISKS

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, making or sending sexual images
- be vigilant to issues that 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 curriculum helps to educate students about appropriate behaviour and consent
- ensure students are able to easily and confidently report abuse using our reporting systems
- ensure staff reassure victims that they are being taken seriously
- recognise the intersection of misogyny/misandry and harmful sexual behaviour
- be alert to the prevalence of harmful online material and extreme misogynistic/misandrist ideologies, including misogynistic influencers, and recognise the impact this content could have on shaping students' attitudes
- ensure staff are trained to understand how to identify child-on-child abuse and respond to reports, understanding that certain children may face additional barriers to reporting

HARMFUL SEXUAL BEHAVIOUR

Harmful sexual behaviour exists on a continuum (see diagram below) and must be considered in a safeguarding context. The DSL has a strong understanding of harmful sexual behaviour to inform how they respond to concerns, support staff training and work with the PSHE co-ordinator to plan the aspects of the curriculum aimed at preventing harmful sexual behaviour. Staff are made aware of the importance of addressing the early signs of inappropriate sexual behaviour, to prevent it escalating into sexual harassment and/or violence.

Hackett continuum of sexual behaviour tool

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	Single instances of inappropriate sexual behaviour	Problematic and concerning behaviours	Victimising intent or outcome	Physically violent sexual abuse
Socially acceptable		Developmentally unusual and socially unexpected	Includes misuse of power	Highly intrusive
Consensual, mutual, reciprocal	Socially acceptable behaviour within peer group	No overt elements of victimisation	Coercion and force to ensure victim compliance	Instrumental violence which is physiologically and/ or sexually arousing to the perpetrator
Shared decision making	Context for behaviour may be inappropriate	Consent issues may be unclear	Intrusive	Sadism
	Generally consensual and reciprocal	May lack reciprocity or equal power	Informed consent lacking, or not able to be	

		May include levels of compulsivity	freely given by victim May include elements of expressive violence	
--	--	------------------------------------	---	--

Sexual harassment refers to ‘unwanted conduct of a sexual nature’ which can violate a child’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive or sexualised environment. Examples can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothing or appearance and using sexualised names. displaying pictures, photos or drawings of a sexual nature. It may involve physical behaviour, such as deliberately brushing against someone, or interfering with someone’s clothes.

Sexual violence refers to specific sexual offences under the Sexual Offences Act including rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent. Sexual harassment and sexual violence can happen between children of any age or sex, online or in person.

When responding to harmful sexual behaviour, including sexual harassment and sexual violence, The Royal Ballet School follows the guidance set out in Keeping Children Safe in Education 2026. We treat incidents that occur online or outside the school setting with the same gravity as in-school incidents. All incidents are responded to using the thresholds set out in the Hackett tool above, drawing upon the DSL’s professional judgement and following local safeguarding procedures

Handling cases of harmful sexual behaviour is highly complex. Where appropriate, the DSL will seek the advice of the police and/or children’s services to decide next steps and what information can be disclosed to others, in particular the child alleged to have caused harm, their parents and staff. The DSL will also consider which specialist services are best placed to support the children involved.

When assessing incidents of harmful sexual behaviour, we will take into account the ages and developmental stages of the children involved. Any power imbalance between children, such as differences in age, maturity, social status and if any of the children have SEND, will be taken into account. We will consider whether immediate measures need to be put in place to support and protect the children impacted by harmful sexual behaviour, including witnesses and the child who displayed harmful sexual behaviour.

The School recognises that children who display harmful sexual behaviour may have experienced their own abuse and trauma. At the same time as considering disciplinary action, we will provide the child with, or find, the right support to stop them from re-offending and address any underlying trauma that may be causing their behaviour.

The DSL will give the student affected by harmful sexual behaviour as much control as reasonably possible regarding how an investigation will be progressed and what support they are offered. If the student asks for confidentiality and opposes a referral being made to external services, the DSL will assess the situation case-by-case, balancing their wishes against the school’s duty to protect them and others. Decisions to refer against a student’s wishes will be handled with care.

SHARING OR MAKING OF NUDES AND SEMI-NUDES

Sharing or making nudes and semi-nudes refers to the creation, sending or posting of nude or semi-nude images by children. The term 'images' includes all visual content, such as photographs, videos and livestreams. Images may be taken by the child themselves or taken or created by another person. Images may be digitally altered or wholly generated using artificial intelligence, usually referred to as 'deepfakes'.

Taking and sharing nude photographs of children (including those generated using AI) is a criminal offence. All incidents involving nudes or semi-nudes (including AI-generated images) require a safeguarding response. If staff suspect a student may have been involved in the sharing or making of nudes or semi-nudes, they should:

- report it to the DSL immediately
- never view, download or share the imagery yourself, or ask the child to share or download – this is illegal
- not delete the imagery or ask the young person to delete it
- not attempt to investigate the matter – this is the responsibility of the DSL

WIDER SAFEGUARDING ISSUES

DISCRIMINATION

The Royal Ballet School recognises that discrimination is a harm in its own right. It can cause trauma and negatively impact a student's wellbeing, sense of belonging and safety. Some students face greater risks of harm or bullying from issues like sexual violence or homophobic, biphobic, transphobic, faith- or race-based discrimination. Children may also be targeted due to their perceived or actual LGBTQ+ identity.

We have a duty to protect individuals from and eliminate unlawful discrimination, harassment and victimisation. We prioritise fostering good relations between those who share protected characteristics and those who do not, ensuring equal opportunities for everyone. The School works hard to foster a sense of belonging for all students, creating opportunities to celebrate diversity through our curriculum and wider school activities. We challenge discriminatory attitudes, making it clear this behaviour is unacceptable. Students who discriminate against others face clear consequences and receive the support and education they need to reduce the risk of this behaviour happening again.

RADICALISATION AND EXTREMISM

The Royal Ballet School complies with the Prevent duty, recognising our role in protecting individuals from extremist ideologies and intervening early to prevent radicalisation. The School has its own Prevent Strategy informed by the local profile and context.

Protecting children from extremism and being drawn into terrorism is treated the same as any other safeguarding harm. Staff will be alert to changes in a child's behaviour which could indicate that a child may be in need of help or protection. They will report any concerns in line with the school's safeguarding procedures.

The DSL will follow the local Prevent referral pathway where they become aware of a Prevent concern, making use of the Channel helpline 020 7340 7264 as necessary.

They may first seek advice from the local council's Prevent lead and children's services. If

appropriate, they will make a referral to the police Prevent team who will consider with other agencies whether the child would best be supported under the Channel programme. The DSL will report knowledge of online material promoting terrorism or extremism via the Government's service.

Indicators of radicalisation or extremism include where a student:

- expresses sympathy for extremist ideologies, groups, or causes
- makes comments about attending extremist events, demonstrations, or rallies
- possesses or accesses extremist or otherwise prohibited literature or materials
- advocates views, messages, or narratives associated with extremist groups
- exhibits significant or out-of-character changes in appearance, behaviour, or peer relationships
- undertakes online searches related to extremist content or shares extremist messages, materials, or social media profiles
- demonstrates intolerance towards others, including on the grounds of faith, culture, gender, race, sexuality, or other protected characteristics
- produces graffiti, artwork, written work, or other materials displaying extremist themes
- attempts to impose extremist views, beliefs, or practices on others
- advocates, supports, or encourages the use of violence against others

ONLINE RISKS

Technology is a significant component in many safeguarding and wellbeing issues. The Royal Ballet School understands its essential role in making sure students are protected from potentially harmful and inappropriate online material. Staff are aware of the four main categories (4Cs) of online risk:

Content: exposure to illegal, inappropriate or harmful content, for example pornography, discrimination, self-harm, suicide, 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 pressure, and adults posing as children with the intention to groom or exploit children 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.

All students are taken through the Student ICT Acceptable Use Policy and informed of the filtering and monitoring systems in place by Boarding staff at the beginning of each academic year. Online risks are outlined to students in safeguarding awareness sessions at the beginning of each academic year and reiterated throughout the year across the curriculum, particularly in PSHE, so that students are aware of any new or emergent risks.

Students are not permitted to use mobile phones or similar devices in any academic lessons,

while walking around the school buildings, or in any private areas, such as changing rooms or toilets. Students may use devices for taking video footage as part of the learning progress, if given permission to do so by a member of the Artistic Team or their teacher in GCSE Dance Studies. Exceptions are granted to international students who need to contact their parent/carer(s) during breaktimes due to time zone differences as well as students with diagnosed health conditions or SEND where necessary.

The School makes careful decisions about how and where we publish images, videos and recordings of students online, recognising the increasing risk that individuals can use artificial intelligence to manipulate the image to cause harm. Further information about the School's approach to this can be found in our Taking, storing and using images of students policy available on the school website and/or via The Hub.

We understand that cyber security is a safeguarding issue, particularly because we hold sensitive data about students and staff. We will take measures to help keep personal information safe, ensuring we have appropriate cyber security systems in place to help protect against cybercrime (i.e. when criminals seek to exploit human or security vulnerabilities online to steal passwords, data or money directly). We are guided by DfE's Meeting digital and technology standards in schools and colleges guidance in our approach to cybersecurity.

The DSL and Assistant Principal for Pastoral & Welfare have lead responsibility for online safety in the School. This includes oversight of the effective use of Smoothwall, our filtering and monitoring system, to help prevent student exposure to online risks. The DSL and Assistant Principal Pastoral & Welfare are alerted when any user of the school's network accesses or attempts to access, online content including websites and smart phone apps, or conducts a Google search that is related to: adult content, suicide, radicalisation and drug use. For any concerns related to suicide an instant alert is sent to allow for an immediate response, all other alerts are received daily.

Alerts will be responded to as a learning opportunity, allowing for an open discussion regarding online safeguarding risks. Repeated inappropriate use of the School's network will be managed in accordance with the Behaviour Policy. The School works in partnership with parents/carers to promote a culture of online safety. Where safeguarding concerns arise in relation to a student's online behaviour, parents/carers will be informed. Parents/carers are also encouraged to raise any concerns regarding online safety or digital behaviour with the School.

The Head of IT and Digital is responsible for the effective technical functioning of Smoothwall. The School tests the effectiveness of Smoothwall at the beginning of each term using the South West Grid for Learning (SWGfL) testing tool. The DSL, Assistant Principal Pastoral & Welfare and Head of IT & Digital will collaboratively review the filtering and monitoring systems at least once every academic year.

Further information regarding the School's approach to online safety can be found in the Staff ICT Acceptable Use Policy, Student ICT Acceptable Use Policy and Student use of Social Media Policy, available either on the School website or on The Hub.

THE ROYAL BALLET SCHOOL CONTEXTUAL RISKS

The Royal Ballet School recognises that its students may be exposed to specific contextual safeguarding risks arising from:

- the high-profile nature of the School, including student participation in public performances
- the physical and psychological demands of vocational dance training

- performance opportunities with external dance organisations and/or professional dance companies
- potential exposure to harmful perspectives on ballet aesthetics and body image within the wider dance community that do not align with the School's values

The School takes a proactive approach in mitigating these contextual risks through a comprehensive framework of safeguarding, healthcare, artistic and educational measures:

In accordance with relevant child performance legislation and licensing requirements, the School ensures that appropriately qualified chaperones are in place where required. The School protects students' privacy by ensuring that personal information is shared only on a need-to-know basis and in accordance with data protection requirements. Staff, students and parents/carers are provided with guidance on the safe use of social media and the management of public profiles. The School's safeguarding procedures effectively address concerns relating to inappropriate contact, stalking, harassment or unwanted attention, whether in person or online. Appropriate security measures are in place to manage access to School sites and events.

All students have access to a multidisciplinary healthcare team, including physiotherapy, strength and conditioning, nutrition and mental health support. Training loads are monitored to promote safe progression and reduce the risk of physical injury. The Healthy Dancer Programme and PSHE curriculum provide education on physical health, psychological wellbeing, body image and resilience. Nutritionally balanced meals are provided within boarding houses to support the physical demands of dance training, with the exception of Jebson House, where students prepare meals independently as part of their preparation for working life. Additional healthy snacks are available to all students at regular points throughout the school day. Healthcare profiling enables the ongoing monitoring and support of students' physical health and development. Weekly performance meetings involving artistic and healthcare staff are held to review injuries, recovery plans and any necessary adjustments to training or performance commitments.

The DSL reviews safeguarding arrangements for external dance organisations and establishes safeguarding expectations where appropriate. The DSL maintains a strong working relationship with the Safeguarding Manager at the Royal Ballet & Opera (RBO), where students most frequently undertake performance opportunities. Prior to external projects, Artistic, Pastoral, Safeguarding and Healthcare staff assess the suitability of opportunities for individual students where necessary. Where the School retains safeguarding responsibility for students offsite, comprehensive risk assessments are undertaken. Students are provided with safeguarding information and key contacts before participating in performances away from School, and pastoral staff maintain regular contact with students during such activities.

The Healthy Dancer Programme and PSHE curriculum provide education on physical health, psychological wellbeing, body image and resilience. The School promotes an evidence-informed approach to dance training and fosters a culture in which students are encouraged to discuss concerns and challenge harmful attitudes relating to body image, health and ballet aesthetics in a safe and supportive environment.

SPECIFIC SAFEGUARDING CONSIDERATIONS

Certain children are at a higher risk of experiencing abuse, whether online or offline, and may face further obstacles in identifying or reporting it. For this reason, there are some circumstances we give a specific safeguarding focus to. Student-facing staff should have an

awareness of those students where the below applies, understanding that these students may be more vulnerable than others and that additional barriers can exist when recognising abuse and neglect in relation to these students.

YOUNG CARERS

A young carer is a child who takes on responsibilities normally handled by an adult. They may help care for a parent, sibling or other family member who is ill, disabled, or struggling with their mental health. The Royal Ballet School is alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, academic achievements, behaviour and wellbeing. We aim to identify young carers early so we make sure they receive the right support at the right time. This may include additional support from safeguarding partners, including the local authority and health services.

CHILDREN REQUIRING MENTAL HEALTH SUPPORT

The School recognises that mental health difficulties may constitute a safeguarding concern and may also be an indicator that a student is experiencing or at risk of experiencing harm. Staff play an important role in promoting students' mental health and wellbeing and in the early identification of mental health difficulties. Any concerns will be addressed in accordance with the School's safeguarding procedures. All students have access to the School Counselling Service where required. The Mental Health Lead oversees the School's whole-school approach to mental health and wellbeing and provides expert guidance and support to staff and parents/carers. The DSL works closely with the Mental Health Lead to support students experiencing mental health difficulties and to determine when additional support from external agencies may be required. Mental health concerns regarding suspected or confirmed self-harm, suicidal thoughts or disordered eating will be responded to in a joint up safeguarding approach by the DSL and Mental Health Lead, in addition to any external professionals involved. Staff are aware that mental health conditions can only be diagnosed by appropriately qualified professionals.

CHILDREN WITH SEND OR MEDICAL NEEDS

Our SENCO and DSL work closely together to safeguard children who have special educational needs and disabilities (SEND). The Royal Ballet School makes sure that staff are aware that children with SEND or certain medical or physical health conditions can face additional safeguarding challenges, both online and offline, such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours, such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges risks that they do not understand what is happening to them is abuse
- the need for intimate care or that these children are isolated from others, and that these children are more likely to be dependent on adults for care
- issues over cognitive understanding - being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in

schools or the consequences of doing so

We will consider additional pastoral support for these children and ensure we put appropriate measures in place to best support communication. We will make a referral to children's services where an incident highlights that a child might be at increased risk of harm because of their medical condition, for example if the child is repeatedly sent to school without essential medication.

CHILDREN WHO ARE ABSENT FROM EDUCATION

The Royal Ballet School recognises that poor attendance may be indicative of an underlying safeguarding concern. Prolonged or repeated absence from education can act as a vital warning sign to safeguarding issues such as neglect, child sexual and child criminal exploitation. The school's attendance procedures, overseen by the Senior Attendance Champion, support the DSL in identifying and responding to children persistently absent or at risk of becoming missing from education. Early intervention is undertaken to reduce this risk and promote regular attendance. Where a parent/carer expresses the intention to educate their child at home (also known as elected home education), the School will work together with the parent/carer and other professionals to ensure that this decision has been made in the best interests of the child.

CHILDREN WHO ARE GENDER QUESTIONING

The School is committed to providing a safe, inclusive and supportive environment in which all children are treated with dignity, respect and sensitivity. We recognise that some children may experience distress, uncertainty or vulnerability in relation to their gender and will ensure that they are listened to, supported and safeguarded appropriately.

The School does not initiate social transition (presentation as the opposite biological sex). Where a child or their parent/carer requests support or adjustments to facilitate social transition, the School will respond in accordance with Keeping Children Safe in Education 2026. Such requests require careful consideration and will be assessed on a case-by-case basis, with due regard to the best interests of the child and other children.

The DSL will be involved in all cases where a request relating to social transition is made, including where a child has already socially transitioned and this is subsequently disclosed to the School.

The School will work in partnership with the child and their parent/carers, unless there is reason to believe that involving a parent/carer may place the child at risk of harm. Where appropriate, relevant clinical advice, evidence or input from other professionals will also be considered as part of the decision-making process. The School will provide appropriate pastoral support to children who are questioning their gender and, where appropriate, will signpost students and families to external sources of support and advice.

The School is aware of the mandatory restrictions in place on facilities and activities based on biological sex outlined in Keeping Children Safe in Education. Children are prohibited from entering toilets, changing rooms, and boarding/residential accommodation designated for the opposite biological sex.

OPERATIONAL SAFEGUARDING

SAFER RECRUITMENT

The Royal Ballet School has tight and robust recruitment procedures in place to deter, identify and prevent people who are unsuitable to work with children from securing employment or volunteering opportunities at our school. A link to the Safeguarding policy is provided in all application packs for jobs at the School and the School conducts online searches of shortlisted candidates for due diligence. All offers of employment are conditional upon the successful completion of the necessary pre-employment vetting checks, set out in Keeping Children Safe in Education 2026. Appropriate safer recruitment training is provided to relevant staff, and at least one member of each recruitment panel will have completed such training.

The School acknowledges the recent changes introduced by The Crime and Policing Act 2026, that any volunteer who frequently teaches, trains, instructs, or supervises children is legally in regulated activity and must undergo an enhanced DBS check with children's barred list information. The previous supervision exemption, which allowed supervised volunteers to be exempt from being classified as in regulated activity, has been removed.

No volunteer will be permitted to work with children in regulated activity without the appropriate vetting checks being completed. Full details of our safer recruitment procedures can be found in the School's Safer Recruitment Policy, accessible via the School website and/or The Hub.

STAFF TRAINING

All Royal Ballet School staff read, understand and agree to work within the expectations set out in the School's Safeguarding Policy, Staff Code of Conduct and Keeping Children Safe in Education 2026 Part One. All staff complete Safeguarding training (including online safety, and an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring) on induction delivered either in person at INSET or online, with refresher training included each year at INSET.

The DSL assesses the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns to ensure that staff have the skills, knowledge and understanding to keep children in their care safe. The DSL ensures that all staff receive relevant safeguarding updates throughout the year.

The DSL liaises with the School's local safeguarding children partnerships, regularly attending the relevant DSL forums and any additional training opportunities relevant to the role. The DSL Team, Safeguarding Governor and Chair of Governors, as well as other key staff across the organisation complete Level 3 Safeguarding Training every 2 years. In addition to formal training, their knowledge and skills are updated at regular intervals, and at least annually.

The School recognises that, on occasion, visiting artistic staff may be engaged on a one-off basis, and it may not be possible or proportionate for them to meet all the usual training requirements. In such circumstances, visiting artistic staff will be issued with a red visitor badge and remain supervised at all times by a member of staff. Prior to commencing work, the relevant Artistic Manager will discuss the School's approach to training with the individual, including the process for corrections and, where appropriate, share the Appropriate Physical Contact in Dance Policy.

A member of the DSL Team will deliver a safeguarding briefing to ensure they understand the School's safeguarding expectations and procedures. Where visiting artistic staff are engaged to

teach, train or instruct students on more than three days within any 30-day period, they will be considered to be undertaking regulated activity. In these circumstances, all necessary training requirements must be met alongside safer recruitment checks completed before they commence work.

VISITING SPEAKERS

The School is diligent in seeking assurance that any external speakers are suitable to work with children and do not present a safeguarding risk. Any member of staff inviting an external speaker into the School is responsible for and must carry out an internet search to identify any potential concerns related to radicalisation, extremism or other harmful views that do not align with The Royal Ballet School's ethos and values. Records of these checks are maintained by the People Team.

External speakers who do not hold a Royal Ballet School DBS must be supervised at all times whilst on School premises. Any safeguarding concerns arising from the content of a presentation or views expressed during delivery will be reported to the DSL and managed in accordance with the School's safeguarding procedures. Where necessary, the session will be terminated immediately and appropriate follow-up support provided to students.

EXTERNAL HIRE OF SCHOOL PREMISES

The School will seek assurance that appropriate safeguarding and child protection arrangements are in place where services or activities for children are delivered on School premises by external organisations or individuals.

Any safeguarding concerns that may arise will be managed in accordance with the School's safeguarding procedures and will inform the local authority designated officer (LADO) of any allegations. The School reserves the right to terminate agreements with providers that fail to meet safeguarding requirements.

LOW LEVEL CONCERNS & ALLEGATIONS AGAINST STAFF

The School takes seriously all low level concerns raised and allegations made against staff. Such concerns are managed promptly and sensitively and in accordance with the School's Low Level Concerns and Whistleblowing policies, London Safeguarding Children Procedures and guidance from the Local Authority Designated Officer (LADO) as appropriate.

All staff receive annual training on how to recognise inappropriate behaviour, understand the difference between low-level concerns and allegations that meet the harm threshold, and reporting procedures.

We are committed to maintaining a culture where staff feel confident identifying and raising any concerns about a colleague's conduct. This includes behaviour that occurred in school, out of school, online or offline. Staff are also encouraged to make self-reports where they have acted in a way that they felt was not best safeguarding practice or could be misinterpreted as such.

The School uses CPOMS StaffSafe for the reporting and recording of low level concerns and allegations. All staff based on school site have access to this system to make self-reports or reports regarding a colleague.

Those without access should contact the DSL, Academic & Pastoral Principal or other appropriate member of staff as per the table below, whose contact details can be found at the beginning of the policy.

Concerns about:	Report to:
Staff, volunteers, contractors, supply staff or governors	DSL and/or Academic & Pastoral Principal
DSL, Academic & Pastoral Principal or Artistic Director	Chief Executive Officer
Chief Executive Officer	Chair of Governors and Safeguarding Governor

Reports must be made as soon as reasonably possible and immediately where a student may be at imminent risk of harm. If for whatever reason a staff member feels they cannot make a report to the people listed above, they should contact the LADO directly.

LOW LEVEL CONCERNS

A 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 inconsistent with the Staff Code of Conduct or may suggest that they are not suitable to be working with children.

Examples include being over-friendly with children, having favourites, taking photographs of students on personal devices, engaging in one-to-one activities with students without good reason, or using inappropriate language or humour. Low-level concerns do not meet the harm threshold, but are important to report because they may escalate into more serious behaviour if left unaddressed.

Following the report of a Low Level Concern the DSL will gather factual information (but will not investigate) and the LADO may be consulted to determine if the harm threshold is met.

Possible outcomes may include:

- Additional safeguarding guidance or training for the individual concerned
- Referral to the relevant line manager or the People Team for professional conduct concerns
- LADO referral if, on consultation, the LADO believes the threshold for harm has been met
- No further action where appropriate

ALLEGATIONS OF ABUSE OR HARM

Where a concern is raised that a staff member has behaved in a way that has harmed, or may have harmed, a child; possibly committed a criminal offence against or related to a child; behaved in a way that indicates they may pose a risk of harm to children; or behaved in a way that indicates they may not be suitable to work with children, these are serious allegations that require immediate action and external involvement.

Allegations must be reported immediately to the Academic & Pastoral Principal (or appropriate person as set out above). The DSL will gather factual information but will not investigate. The LADO must be notified within one working day of the allegation being reported and will be consulted before any internal investigation is undertaken. The Chair of Governors and Safeguarding Governor will be informed of all LADO referrals. Where a child is at immediate risk

of harm, the Police and Children's Services will be contacted and a risk assessment undertaken. The individual concerned will be informed as soon as possible (unless otherwise advised by LADO/police/children's social care) and a named contact appointed to support the individual. If an allegation concerns supply staff or contractors, the LADO will be consulted and the individual's employer informed.

Suspension of a staff member is not automatic. It is only considered when a child is at risk of harm, or the allegation is so serious it may warrant dismissal. Before suspending, the School considers alternatives such as increased supervision, adjusted duties or responsibilities, temporary redeployment, or alternative accommodation for boarding staff. If suspension is necessary, the rationale will be agreed with and recorded following LADO consultation, written confirmation will be provided within one working day, and a named contact will be appointed to support the individual. The individual's wellbeing will be thoughtfully considered throughout.

At the conclusion of any internal investigation, the allegation will be categorised as:

Substantiated: Sufficient evidence to prove the allegation

Malicious: Sufficient evidence to disprove the allegation and deliberate intent to deceive or cause harm

False: Sufficient evidence to disprove the allegation

Unsubstantiated: Insufficient evidence to prove or disprove (does not imply guilt or innocence)

Unfounded: No evidence or proper basis for the allegation

The School will refer individuals to the Disclosure and Barring Service (DBS) and/or Teaching Regulation Agency (TRA) in accordance with its legal duties when they have harmed, or pose a risk of harm, to a child; the harm test is satisfied; and they have been removed from regulated activity (or would have been removed had they not left). Referrals are made as soon as possible after resignation or removal from regulated activity.

The School will consider referring teachers to the TRA where they have been dismissed (or would have been dismissed) for unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.

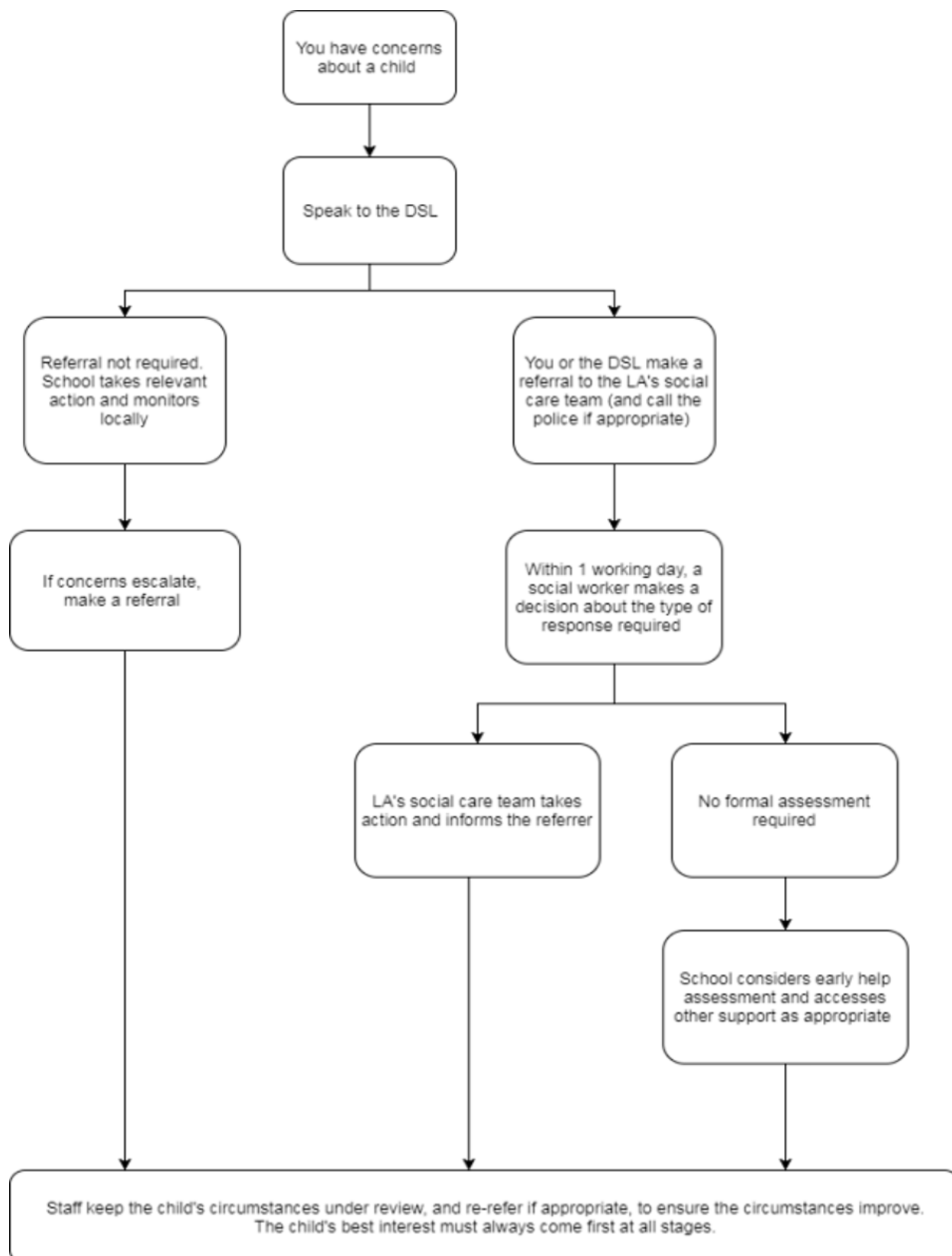
If it is safe and appropriate for a staff member to return to work following an allegation, the School will implement a planned return. This may include phased reintegration, mentoring, additional supervision as well as other appropriate support arrangements. Careful consideration will be given to any ongoing contact between the individual and any specific children the allegation concerned.

CONFIDENTIALITY & RECORD KEEPING

The DSL maintains accurate and detailed records of all concerns and allegations, including the nature of the concern or allegation, relevant dates, times and witnesses, decisions made and the rationale, all actions taken and their outcomes. For substantiated, unsubstantiated or unfounded allegations, records are kept until the individual reaches normal pension age, or for 10 years from the date of the allegation, whichever is longer. For malicious or false allegations all information is removed from personnel records (unless the individual consents to retention).

There are restrictions on the reporting and publishing of allegations against teachers. The School will therefore make every effort to maintain confidentiality and protect individuals from unwarranted publicity. These restrictions apply until the point at which the accused person is charged with an offence, or the Department for Education (DfE) or Teaching Regulation Agency (TRA) publishes information relating to an investigation or disciplinary outcome.

APPENDIX 1: GENERAL PROCEDURE FLOWCHART FOR CHILD WELFARE CONCERNS



APPENDIX 2: SAFEGUARDING CONTACT DETAILS FOR UK SCHOLARS & ASSOCIATES

The Royal Ballet School		
UK Scholars Lead	Liane McRae Artistic Manager & UK Scholars Lead	Liane.mcrae@royalballetschool.org.uk
Head of Associates	Victoria Collinson Head of Associates and Primary Steps Legacy	Victoria.collinson@royalballetschool.org.uk
Designated Safeguarding Lead (DSL)	Belle Casbarra Designated Safeguarding & Wellbeing Lead	Belle.casbarra@royalballetschool.org.uk Dsl@royalballetschool.org.uk 077 9903 2047
Chair of Governors	Natasha Kaplinsky	chair@royalballetschool.org.uk
Nominated Safeguarding Governor	Annie Davis	Annie.davis@royalballetschool.org.uk
BIRMINGHAM ASSOCIATE CENTRES		
Local Authority Children's Services	Birmingham Children's Trust	Children's Advice and Support Service (CASS) 012 1303 1888 012 1675 4806 (out of hours) Online Request for Support Form
	Local Authority Designated Officer (LADO)	ladoteam@birminghamchildrenstrust.co.uk 012 1675 1669 LADO Referral Form
Local Safeguarding Children Partnership	Birmingham Safeguarding Children Partnership	https://lscpbirmingham.org.uk/

CARDIFF ASSOCIATE CENTRE		
Local Authority Children's Services	Cardiff Children's Services	Family Advice, Support and Protection Hub (FASPH) 03000 133 133 029 2078 8570 (out of hours) FASPH Online Referral Form
	Designated Officer for Safeguarding (LADO equivalent)	ProfessionalStrategy.Meetings@cardiff.gov.uk Allegations/Concerns Form
Local Safeguarding Children Partnership	Cardiff & Vale Safeguarding Board	https://cardiffandvalersb.co.uk/
EASTLEIGH ASSOCIATE CENTRE		
Local Authority Children's Services	Hampshire Children's Services	Multi Agency Safeguarding Hub (MASH) 0300 555 1384 0300 555 1373 (out of hours) Inter-Agency Referral Form
	Local Authority Designated Officer (LADO)	LADO@hants.gov.uk Hampshire LADO Enquiry Form Hampshire LADO Notification Form
Local Safeguarding Children Partnership	Hampshire Safeguarding Children Partnership	https://www.hampshirescp.org.uk/
• EDINBURGH ASSOCIATE CENTRE (EH1 2JU)		
Local Authority Children's Services	Social Care Direct/ Children and Families Social Work	Social Care Direct 0131 200 2327
	Local Authority Designated Officer (LADO)	n/a
Local Safeguarding Children Partnership	Edinburgh Child Protection Committee	https://www.edinburgh.gov.uk/children-families/edinburgh-child-protection-committee

LONDON ASSOCIATE CENTRE		
Local Authority Children's Services	Westminster Children's Services	Westminster Children's Services 020 7641 4000 020 7641 2388 (out of hours) accesstochildrensservices@westminster.gov.uk Westminster Multi-agency Referral Form
	Local Authority Designated Officer (LADO)	lado@westminster.gov.uk 020 7641 7668 LADO referral form
Local Safeguarding Children Partnership	Local Safeguarding Children Partnership for Kensington and Chelsea and Westminster	https://www.rbkc.gov.uk/lscp
LEEDS ASSOCIATE CENTRE (LS9 8AH)		
Local Authority Children's Services	Children's Social Work Services	Children's Social Work Services 0113 376 0336 0113 535 0600 (out of hours)
	Local Authority Designated Officer (LADO)	LADO@leeds.gov.uk 0113 3789687
Local Safeguarding Children Partnership	Leeds Safeguarding Children Partnership	https://www.leedsscp.org.uk
MANCHESTER ASSOCIATE CENTRE (M16 0PU)		
Local Authority Children's Services	Children's Services	<i>To be confirmed pending verification.</i>
	Local Authority Designated Officer (LADO)	<i>To be confirmed pending verification.</i>
Local Safeguarding Children Partnership	Local Safeguarding Children Partnership	<i>To be confirmed pending verification.</i>

NEWCASTLE ASSOCIATE CENTRE (NE1 4BR)		
Local Authority Children's Services	Children's Services	0191 277 2500 0191 278 7878 (out of hours) Children's Safeguarding Reporting Form
	Local Authority Designated Officer (LADO)	lado@newcastle.gov.uk 01912772500
Local Safeguarding Children Partnership	Newcastle Safeguarding Children Partnership	https://newcastlesafeguardingchildren.org.uk/
STROUD ASSOCIATE CENTRE (GL11 5JA)		
Local Authority Children's Services	Children's Services	<i>To be confirmed pending verification.</i>
	Local Authority Designated Officer (LADO)	<i>To be confirmed pending verification.</i>
Local Safeguarding Children Partnership	Local Safeguarding Children Partnership	<i>To be confirmed pending verification.</i>

APPENDIX 3: ADDITIONAL SOURCES OF ADVICE & SUPPORT

NSPCC Information, advice and support relating to child protection, safeguarding, abuse and neglect.

Childline Confidential support for children and young people on any issue affecting their wellbeing.

Kooth Online mental health and emotional wellbeing support for young people.

Samaritans Emotional support for anyone experiencing distress or struggling to cope.

YoungMinds Advice and support for young people, parents and professionals relating to young people's mental health and wellbeing.

Switchboard LGBT+ Helpline Confidential support for LGBT+ people, including issues relating to sexual orientation and gender identity.

Beat Support and advice for eating disorders, body image and disordered eating.

Lucy Faithfull Foundation Advice and support relating to harmful sexual behaviour and the prevention of child sexual abuse.

CEOP Reporting tool for online sexual abuse, grooming, exploitation and inappropriate online contact.

UK Safer Internet Centre Advice and resources on online safety, cyberbullying and harmful online content.

Educate Against Hate Information and guidance on radicalisation, extremism and Prevent-related concerns.

Refuge / Women's Aid Support for those affected by domestic abuse, coercive control and violence.

