South East Essex Academy Trust

Safeguarding and Child Protection Policy 2026

Title	SEEAT Safeguarding and Child Protection Policy 2026
Author	Caroline Thornton
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School Information Page
Cornelius Vermuyden School – Key Contacts

Designated Safeguarding Lead: Caroline Thornton **(DSL)**
Deputy Designated Safeguarding Lead: Erin O'Dell, Francesca Gard, Michael Ogden **(DDSL)**
Designated Safeguarding Governor: Andrew Sheldon
Designated On-line Safety Governor (if different from above)
Executive Head Teacher:
Headteacher/ Head of School: Dee Conlon
Mental Health Lead: Erin O'Dell
South East Essex Academy Trust CEO: Andrew Cooper
South East Essex Academy Trust Head of Safeguarding, Attendance and Behaviour: Caroline Thornton

Safeguarding and Child Protection Co-ordinator and Local Authority Designated Officer (LADO):	Referral to specialist services Essex Local Authority LADO
Safeguarding Advisor:	Jo Barclay

Referral to Specialist Services

Local Authority: Essex County Council Children, Young People and Families

If the child you are concerned about is at risk of immediate harm, call 0345 603 7627 and ask for the priority line. This number is open Monday to Thursday 8:45 am to 5pm, and Fridays 8:45am to 4.15pm.

Urgent concern
If a child or young person is in immediate danger, call 999.

For further information about your local safeguarding partnership, and to find additional guidance about making a referral please go to Report a concern about a child | Essex County Council

If a child or young person lives outside of the school's immediate local authority, the relevant council/ children's social care department can be found here: Reporting Abuse - Find your local council

To make **URGENT** referrals **OUT OF OFFICE HOURS** call the emergency duty team (Essex or Southend) on **0845 6061212**

Local Authority: Southend-on-Sea City Council Children's Social Care

If the child you are concerned about is at risk of immediate harm, call Southend Children's Single Point of Contact Team (C-SPOC) on 01702 215007. This number is open Monday to Friday 8:45 am to 5pm.

Urgent concern
If a child or young person is in immediate danger, call 999.

For further information about your local safeguarding partnership, and to find additional guidance about making a referral please go C-SPOC Request for Service Referral
Southend-on-Sea Children's Services Portal

If a child or young person lives outside of the school's immediate local authority, the relevant council/ children's social care department can be found here: Reporting Abuse - Find your local council

To make **URGENT** referrals **OUT OF OFFICE HOURS** call the emergency duty team (Essex or Southend) on **0845 6061212**

Policy and Statutory Guidance Links

SEEAT (South East Essex Academy Trust) Safeguarding and Child Protection Policy 2026	
Keeping Children Safe in Education (KCSIE) 2026	Keeping Children Safe in Education 2026
Working Together to Safeguard Children 2026	Working Together to Safeguard Children 2026

Useful Numbers and Information

PREVENT	Staff should raise their concerns with the Designated Safeguarding Lead as indicated in this policy. Your DSL will take advice and report the concern to the local authority. Other support and guidance are available: PREVENT National Referral Form.02 Action Counter Terrorism (ACT) Prevent and Channel factsheet – 2024 – Home Office in the media or call the PREVENT Advice Line on **0800 011 3764** **Channel** – **0207 340 7264**
Reporting Female Genital Mutilation (FGM)	Reporting FGM to Essex Police NSPCC FGM Helpline – **0800 0283550**
County Lines	County lines | Essex Police

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SAFEGUARDING & CHILD PROTECTION POLICY FOR CORNELIUS VERMUYDEN SCHOOL

1. Introduction

Schools, colleges and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.

In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

(Keeping Children Safe in Education – DfE, 2026)

This Child Protection policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our Trust of schools and should be read in conjunction with the following documents:

- Keeping Children Safe in Education (DfE, 2026)
- Working Together to Safeguard Children (DfE, 2026)
- The local school Behaviour Policy
- The SEEAT Code of Conduct
- The safeguarding response to Children Missing from Education (DfE, 2024)
- The role of the Designated Safeguarding Lead (Annex C of KCSIE)

SEEAT takes a trust wide approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do and underpins all systems, processes and policies. It is important that our values are understood and shared by all children, staff, parents / carers, governors and the wider school community. Only by working in partnership, can we truly keep children safe.

As a Trust we understand the importance of working in a way that adheres to the following legislation:

- The Human Rights act 1998
- Equality Act 2010
- Public Sector Equality Duty

This means we do not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Through the broad balanced curriculum across our Trust of schools, we will provide activities and opportunities for children to develop the knowledge, values and skills they need to identify risks to keep themselves and others safe. This includes online, knowing when and how to ask for help and how to seek support from reliable, trustworthy sources.

The relationships, sex and health education delivered will cover relevant topics in an age and stage appropriate way, enabling pupils to learn about their rights and responsibilities to behave and stay safe in a variety of contexts on and offline.

2. Legislation and Statutory Guidance

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

This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. For our Southend schools, safeguarding arrangements operate through the Southend Safeguarding Children Partnership. The statutory safeguarding partners are Southend-on-Sea City Council, Essex Police and the Integrated Care Board.

For our Essex schools, safeguarding arrangements operate in accordance with the Essex safeguarding partner arrangements. The statutory safeguarding partners are Essex County Council, Essex Police and the relevant Integrated Care Boards.

Essex and Southend schools observe the Southend, Essex and Thurrock (SET) Child Protection and Safeguarding Procedures.

Note: Westcliff High School for Girls serves pupils from across Essex, Southend-on-Sea and a number of London boroughs. Where a pupil resides within a local authority area outside Essex or Southend, the school will work in accordance with the safeguarding procedures, thresholds and partnership arrangements applicable to the pupil's home local authority, whilst continuing to meet its own safeguarding responsibilities.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002 Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.
- The School Staffing (England) Regulations 2009, which sets out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques.
- Part 3 of the schedule to the The Education (Independent School Standards) Regulations 2014 places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.
- The Children Act 1989 and 2004 amendment which provides a framework for the care and protection of children.
- Section 5B (11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015) and the Female Genital Mutilation Stautory Guidance 2020 which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

- Guidance on the Rehabilitation of Offenders Act 1974 which outlines when people with criminal convictions can work with children.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 which defines what 'regulated activity' is in relation to children.
- Statutory Guidance on the PREVENT Duty which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- The Human Rights Act 1998 which explains that being subjected to harassment, violence, and/or abuse, including that of a sexual nature, may breach any or all the rights which apply to individuals under the European Convention of Human Rights ECHR).
- Equality Act 2010: guidance - GOV.UK which makes it unlawful to discriminate against people regarding protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils regarding these characteristics. The Act allows our school to take positive action to deal with the disadvantages affecting pupils (where we can show it is proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they are being disproportionately subjected to sexual violence or harassment.
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.

In Essex, all professionals must work in accordance with the SET Procedures. SET Procedures ESCB 2026. Our schools work in accordance with the following legislation and guidance *(this is not an exhaustive list)*:

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Prevent duty guidance: Guidance for specified authorities in England and Wales 2023
- Effective Support for Chidren and Families in Essex (ESCB)
- Teaching online safety in schools (updated 2023)
- Counter Terrorism Act 2015
- Children and Social Work Act 2017
- Children Missing Education 2025
- Sexual Offences Act 2003
- Information Sharing Advice for Practitioners 2024
- What to do if you're worried a child is being abused 2015
- Searching, Screening and Confiscation. Advice for schools 2022
- Preventing and Tackling Bullying 2017
- Reducing the Risk of Suicide (ESCB)
- Preventing Youth Violence and Gang Involvement 2015
- Criminal Exploitation of Children and Vulnerable Adults 2018 (updated 2023)
- Education Access (ESCB)
- Improving Behaviour in Schools 2024
- Using AI in Schools and Education - DfE Guidance for School Leaders 2025

Additional guidance for schools with pupils under 8 years of age

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") Childcare Act 2006, which set out who is disqualified from working with children.

Additional guidance for schools with Early Years Foundation Stage (EYFS) Provision
This policy also meets requirements relating to safeguarding and welfare in Early years foundation stage (EYFS) statutory framework.

3. Definitions

Safeguarding and promoting the welfare of children (everyone under the age of 18) is defined 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; and
- taking action to enable all children to have the best outcomes.

Definitions include:

Child protection is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. This includes harm occurring within or outside the home, online and within the wider community, including through exploitation and extra-familial harm.

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 the ill-treatment of others. Children may be abused by an adult or adults, or by another child or children, and abuse can occur within the home, outside the home and online. Abuse, neglect and exploitation are often interconnected and may occur alongside other safeguarding concerns.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing, shelter, supervision, medical care or treatment, or failing to respond to a child's basic emotional needs.

Child-on-child abuse is abuse that occurs between children and young people. It can take many forms including bullying, cyberbullying, physical abuse, harmful sexual behaviour, sexual harassment, sexual violence, initiation or hazing behaviours, consensual and non-consensual sharing of intimate images and abuse within intimate personal relationships.

Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate, deceive or control a child for criminal, sexual, financial or other purposes. Exploitation may occur in person or online and may involve force, threats, grooming, coercion or violence.

Extra-familial harm refers to abuse, exploitation or harm that occurs outside the family home and may arise in peer groups, schools, neighbourhoods, community settings or online environments. This can include child criminal exploitation, child sexual exploitation, serious violence and harmful online activity.

Contextual safeguarding is an approach that recognises that children may experience abuse, exploitation and harm beyond their family environment, including within peer groups, schools, communities and online environments. Safeguarding assessments should consider these wider influences on a child's safety and wellbeing.

Harmful Sexual Behaviour (HSB) refers to sexual behaviour displayed by children and young people that is developmentally inappropriate, may be harmful to themselves or others or is abusive towards another child.

Early Help refers to support provided as soon as a problem emerges at any point in a child's life, from the early years through to adolescence. Effective Early Help improves outcomes for children, prevents needs from escalating and may involve support from a single agency or a coordinated multi-agency response.

Family Help refers to coordinated support provided to children, young people and families when additional needs have been identified that would benefit from a multi-agency response. Family Help aims to improve outcomes, strengthen family resilience, reduce risk and prevent concerns from escalating to statutory intervention. The arrangements, thresholds and processes for Family Help vary between local areas and safeguarding partnerships.

Child-centred practice means that all safeguarding decisions, actions and interventions are undertaken with the best interests of the child at the centre. Practitioners should consider the child's views, wishes, feelings, lived experiences, needs and circumstances when determining what action to take to safeguard and promote their welfare.

Online safety is the safeguarding of children in relation to their use of technology, digital devices, online services, social media, gaming platforms and internet-connected environments. It includes protecting children from content, contact, conduct and commerce risks.

Artificial Intelligence (AI) refers to technology capable of generating, analysing, modifying or responding to content such as text, images, audio or video. The Trust recognises that AI can present both opportunities and safeguarding risks, including misinformation, exploitation, grooming, impersonation, synthetic media and AI-generated intimate images.

Sharing Nudes and Semi-Nudes is the sharing of nude or semi-nude images, videos or live-streamed content by children, including AI-generated or manipulated images that depict a child in a sexualised or intimate way.

SEEAT recognises that safeguarding is everyone’s responsibility and that effective safeguarding requires a child-centred approach, early identification of need, professional curiosity, timely information sharing and effective multi-agency working. Safeguarding concerns may arise within the home, school, community or online environments, including through emerging technologies and artificial intelligence.

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

- The local authority (LA)
- Integrated Care Boards (previously known as clinical commissioning groups) for an area within the LA
- The Chief Officer of Police responsible for the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

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

4. Equalities statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to an anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- have special educational needs and/or disabilities (SEND) or health conditions
- are young carers
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- have English as an additional language EAL (English as an Additional Language)
- are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- are at risk of FGM, sexual exploitation, forced marriage or radicalisation
- are asylum seekers
- are at risk due to either their own or a family member's mental health needs
- are looked after or previously looked after
- are missing or absent from education for prolonged periods and/or repeat occasions
- whose parent/carer has expressed an intention to remove them from school to be home educated.

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

Schools play a crucial role in preventative education. This is in the context of a trust-wide approach to preparing pupils for life in modern Britain and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia, and sexual violence/harassment. This will be underpinned by our:

- Behaviour Policy
- Pastoral support system
- Planned programme of relationships, sex, and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
    - healthy and respectful relationships
    - boundaries and consent
    - stereotyping, prejudice and equality
    - body confidence and self-esteem
    - how to recognise an abusive relationship (including coercive and controlling behaviour)
    - the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
    - what constitutes sexual harassment and sexual violence and why they are always unacceptable

The Trust recognises that misogyny, misogynistic online content, harmful gender-based attitudes and extremist online narratives can contribute to sexual harassment, sexual violence, coercion, exploitation and harmful sexual behaviour. Through curriculum provision, pastoral support and safeguarding procedures, the Trust will actively challenge such attitudes and behaviours and promote respectful relationships, equality and inclusion.

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. There are key people within schools and the local authority who have specific responsibilities under child protection procedures. The names of those people in our schools with these specific responsibilities, the Designated Safeguarding Lead (DSL), and Deputy Designated Safeguarding Leads (DDSL) are shown on the school information page at the beginning of this policy. Key contacts at the local authority can also be found here.

5.1 All Staff

Safeguarding is everyone's responsibility. All staff, Trust wide has a responsibility to provide a safe, supportive and inclusive environment in which children can learn and thrive.

All staff should be able to recognise the signs of abuse, neglect, exploitation and other safeguarding concerns so they can identify children who may need help, support or protection.

All staff must follow the school's safeguarding procedures and act immediately on any concerns about a child's welfare. Concerns should be reported to the DSL or Deputy DSL without delay. Staff must not assume that another person has taken action and should always ensure concerns are followed up appropriately.

Any member of staff may make a referral to children's social care if they believe a child is suffering, or is likely to suffer, significant harm.

All staff will:

- read and understand **Part One** of the Department for Education's statutory safeguarding guidance, *Keeping Children Safe in Education 2026*, and review this guidance at least annually
- confirm annually that they have read and understood *Keeping Children Safe in Education* and

associated safeguarding policies and procedures
- reinforce the importance of online safety when communicating with parents and carers. This includes helping parents and carers to understand the online platforms, applications and technologies used by pupils, the potential risks associated with them, and the measures in place to keep children safe online
- contribute to a culture where all pupils feel safe, respected, listened to and able to share concerns
- provide a safe, inclusive and supportive environment in which pupils who are lesbian, gay, bisexual or gender questioning (LGBTQ+) feel able to speak to a trusted adult and seek support where needed
- model and promote respectful relationships, tolerance and inclusion, and challenge discrimination, bullying, harassment, harmful sexual behaviour and harmful gender-based attitudes whenever they occur.

All staff will be aware of:

- the systems which support safeguarding, including:
  - this Safeguarding and Child Protection Policy
  - the SEEAT Staff Code of Conduct
  - the identity and role of the Designated Safeguarding Lead (DSL) and Deputy DSL(s)
  - the school's Behaviour Policy
  - the SEEAT Online Safety Policy; and
  - the safeguarding response to Children Missing Education (CME)
- The Early Help and Family Help process, including their role in identifying emerging concerns, sharing information and appropriately working with other professionals to support children and families
- The process for making referral to children's social care and for statutory assessments which may follow a referral, including the role they may be expected to play
- how to respond if they identify a safeguarding concern or receive a disclosure of abuse or neglect, including maintaining appropriate confidentiality and recognising that safeguarding concerns should be shared on a need-to-know basis
- the indicators of abuse, neglect, exploitation and safeguarding risk, including:
  - child-on-child abuse
  - child sexual exploitation (CSE)
  - child criminal exploitation (CCE)
  - domestic abuse, including controlling or coercive behaviour and the impact of parental conflict
  - harmful sexual behaviour
  - female genital mutilation (FGM)
  - radicalisation and extremism
  - county lines activity
  - serious violence and weapon-related risks; and
  - Online abuse and exploitation
- that any concerns regarding weapon carrying, access to weapons, threats involving weapons, gang involvement, serious violence, or the risk of serious violence must be reported immediatetly to the DSL or Deputy DSL and managed in accordance with the safeguarding procedures
- New and emerging safeguarding risks, including those associated with technology, social media, artificial intelligence (AI), online harm, grooming, sexual exploitation and radicalisation
- the importance of reassuring children that they will be taken seriously, listened to, supported and kept safe

- that children can be at risk of harm within the home, outside the home, in the community, at school and online
- that children who are, or who are perceived to be, lesbian, gay, bisexual or gender questioning (LGBTQ+) may be more vulnerable to bullying, discrimination and abuse
- that children and families may experience multiple and intersecting needs, and that no single professional can have a full picture of a child's circumstances; and
- what to look for to identify children who may need Early Help, Family Help, safeguarding support or child protection intervention.

5.2 The Designated Safeguarding Lead (and Deputy / Deputies)

All designated safeguarding leads are members of their school's senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety and understanding the schools filtering and monitoring processes on school devices and school networks to keep pupils safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, the deputy/deputies will act as cover.

If the DSL and the DDSL are not available the next most senior member of senior leadership will act as cover, and the SEEAT Head of Safeguarding, Attendance and Behaviour can be contacted in an emergency or for support and advice.

The names of the DSL, DDSL's and the SEEAT Head of Safeguarding, Attendance and Behaviour can be found on the school information page.

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

- provide advice and support to other staff on child welfare and child protection matters
- take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- contribute to the assessment of children
- refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- have a good understanding of harmful sexual behaviour
- have a good understanding of the filtering and monitoring systems and processes in place at their school.

The DSL will also:

- keep the headteacher informed
- liaise with local authority case managers and designated officers for child protection concerns as appropriate
- discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.

The full responsibilities of the DSL and DDSL are set out in their job description.

The DSL responsibilities may include:

- the management and co-ordination safeguarding referrals
- working in partnership with external agencies and support networks
- the management of the schools electronic safeguarding system
- ensuring all staff are appropriately trained and received regular safeguarding updates, including changes to school and local context
- raising awareness of the schools safeguarding and child protection policies and procedures
- ensuring that everyone in school (including temporary staff, volunteers, and contractors) is aware of these procedures and knows how to raise a concern
- acting as a source of advice and support for other staff on safeguarding matters
- ensuring that timely referrals are made to the relevant local authority in accordance with current SET procedures.

The deputy designated safeguarding lead/s are trained to the same standard as the designated safeguarding lead.

5.3 The Board of Trustees and the Local Governing Body

The Board of Trustees and the Local Governing Bodies (LGB) will facilitate a trust wide approach to safeguarding, ensuring that safeguarding and child protection are at the forefront, and underpin, all relevant aspects of process and policy development.

The Board of Trustees and Local Governing Bodies will seek assurance that safeguarding training is effective, regularly updated and reflects local and emerging safeguarding risks, including online harms, artificial intelligence and contextual safeguarding challenges.

The Board of Trustees will:

- evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteachers to account for its implementation
- be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- appoint a trustee and a link governor from the local governing body (LGB) to monitor the effectiveness of this policy. This is always a different person from the DSL
- ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness

This includes:

- making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
- the DSL has lead responsibility for safeguarding, including online safety and understanding the filtering, and monitoring systems and processes in place
- reviewing the DfE's filtering and monitoring standards, and discussing with IT (Information Technology) teams, DSL's, service providers and school leaders what needs to be done to support the school in meeting these standards.

The Local Governing Body (LGB)

The local governing body for each school should, in co-operation with the Headteacher, adopt the trust policy and amend it to be school specific where indicated. They will scrutinise the effectiveness of provision the schools practice and procedures in line with this policy and statutory guidance.

The Local Governing Body will make sure:

- the school DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources, and support
- online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- the DSL has lead authority for safeguarding, including online safety, understanding the filtering, and monitoring systems and processes in place
- schools have procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers, and contractors).
- that this policy reflects those children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- where another body is providing services or activities (regardless of whether the children who attend these services/activities are children on the school roll):
- seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors will act as the 'case manager' if an allegation of abuse is made against the headteacher, where appropriate.

All governors will read Keeping Children Safe in Education in its entirety. In addition, the governing body will:

- in partnership with the school leadership team ensure the school follows recruitment procedures that help to deter, reject, or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.
- undertake appropriate training to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole Trust approach to safeguarding. This training takes place at induction and is updated regularly
- ensure that all adults in our school who work with children undergo safeguarding and child protection training at induction as appropriate and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.
- ensures our pupils are taught about safeguarding (including online safety) through teaching and learning opportunities as part of a broad and balanced curriculum. We work in accordance with government regulations which make the subjects of Relationships Education (for primary age pupils) and Relationships and Sex Education (for secondary age pupils) and Health Education (for all pupils in state-funded schools) mandatory.

5.4 The Headteacher

The Headteacher works in accordance with all statutory requirements for safeguarding and is responsible for ensuring that safeguarding policies and procedures adopted by the governing body are followed by all staff.

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

- ensuring that staff (including temporary staff) and volunteers:
    - are informed of our systems which support safeguarding, including this policy, as part of their induction
    - understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- communicating this policy to parents/carers when their child joins the school and via the school website
- ensuring that on-line safety training is included in staff safeguarding and child protection training
- ensuring that the DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent
- acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

Headteachers with responsibility for Early years and primary schools will also:

- ensure the relevant staffing ratios are met, where applicable
- oversee the safe use of technology, mobile phones, and cameras in the setting

The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

5.5 Virtual School Headteachers

Virtual school heads (VSHs) have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of pupils with a social worker.

VSHs also have a non-statutory responsibility to promote the educational achievement of children in kinship care (children who live with a relative or close family friend).

They should also identify and engage with key professionals, e.g. DSLs, special educational needs co-ordinators (SENCOs), social workers, mental health leads and others.

6. Confidentiality

Confidentiality encompasses the various ways that you can respect an individual's privacy or personal wishes, in which you would typically deter from passing on information they have shared. In all professions, unless consented to, personal details should remain confidential unless there are other parties which need to know.

The role of confidentiality in the effective safeguarding of children is paramount. When working with children, of any age, the safety and protection of the child supersede all other roles.

The Children Act 2004 was created to establish clear safeguarding guidelines to protect the wellbeing of children and young people. Working Together to Safeguard Children states that some information must be shared to rapidly identify any child who is at risk of harm.

The Act instructs practitioners to share information, where relevant and necessary, about:

- the child's physical and mental health
- exposure to harm
- parental needs that affect the wellbeing of the child, preventing them from being looked after properly
- any individual who presents a risk to the child.

We recognise our responsibilities relating to holding, using, and safeguarding information received and observing people's right to privacy. We promote an environment where everyone feels safe and secure and every individual's and each family's right to privacy is respected. In practice this means:

- sharing information on a 'need to know' basis
- even when information is widely known, it will not be assumed by those immediately involved that it is appropriate to discuss or share this information further
- not discussing personal information relating to any of our stakeholders including those who are connected to the school, in a general way or where it may be overheard
- keeping all personal records confidential
- only those identified by school as having parental responsibility will be contacted in relation to their child. Should there be any concerns, these will be referred to the designated person for child protection before a parent/carer is contacted
- in accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further referral to and subsequent investigation by appropriate authorities
- information on individual child protection cases may be shared by the designated safeguarding lead (or deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so
- parents/carers and children will be made aware that our school cannot guarantee total confidentiality and that we have a duty to report child protection issues. Any child protection disclosure will be shared with parents/carers before we inform the appropriate authorities unless we believe that this puts the child at greater
- a member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils) or promise to keep a secret.

6.1 The principles of confidentiality
The government outlines seven 'golden rules' when it comes to sharing information. These are as follows:

1.GDPR has changed how organisations must operate regarding the sharing of data, it does not prevent the sharing of information entirely. Instead, it acts as a guide on how to do it appropriately.
2. When a child, young person, parent, or carer shares information with you, be transparent with them about how this information will be used and who it may be shared with, unless for any reason the anonymity of other parties is necessary.
3. If there is ever uncertainty about the nature and sharing of information, ask the DSL (Designated Safeguarding Lead) or another knowledgeable figure, being sure to keep the information you are privy to confidential as you do so.
4.Seeking consent to share information is the best way to confidently disclose that information, as legally, consent is a requirement. However, you are entitled to share information without consent if you believe that there is a lawful need to. Your decision must be removed from feeling or instinct and be based on factual information. If you then tell the individual that you will be sharing this information, you must be clear about why, and what the consequences of sharing the information might be. You can still share information if there is a lawful need, with the individual's consent.
5. You should consider that decisions you make about sharing information could impact your health and wellbeing, as well as that of others.
6. When sharing information, ensure that it is:
  - **Necessary - c**onsider if it is essential that you share this information, and ensure you tell only those individuals who absolutely need to know
  - **Proportionate - u**nderstand clearly what needs to be shared, and in how much detail
  - **Relevant -** unless it is essential, only share the information which relates to the case
  - **Adequate - e**nsure that you have given enough information for the situation to be understood thoroughly
  - **Accurate** - only give information as it has been relayed to you, and as you have observed objectively. Try to use the exact wording where possible.
7. Keep a log of your decision and why you decided to either share or not share the information. If you choose to share, write down who it has been shared with and why.

6.2 Breaking confidentiality

Breaking confidentiality, where it is deemed necessary, is an act of professionalism, and enables these agencies to provide help, support, and/or intervention where necessary.

Consent is not always needed, and confidentiality should be set aside immediately if there is a risk to the child, to yourself, or to someone else. If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.

The DSL (or deputy) will consider and advise on whom information can be shared with. The DSL will balance the victim's wishes against their duty to protect the victim and other children.
The DSL should consider that parents or carers should normally be informed (unless this would put the victim at greater risk).

The basic safeguarding principle is:

- if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.

The government information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information (including personal information) and will support staff who have to make decisions about sharing information.
If staff are in any doubt about sharing information, they should speak to the DSL (or deputy).

6.3 Maintaining anonymity for pupils

All staff should preserve the anonymity of pupils who are involved in witness support, the criminal process in general, where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system and where other types of abuse has taken place. The DSL (or deputy) will do all they reasonably can to protect the anonymity of pupils, they will:

- carefully consider which staff should know about the report, and any support for children involved
- consider the potential impact of staff and other pupils becoming aware of criminal process, sexual violence/ harassment, and other types of abuse from external sources
- consider the potential impact of social media in facilitating the spreading of rumours and exposing victims and perpetrators.

7. Recognising and responding to abuse

It is expected that all safeguarding concerns are discussed with the DSL or Deputy DSL. This includes situations where a child is suffering, or is likely to suffer, harm, as well as concerns that may not present an immediate risk but indicate that support or intervention is required.

Staff should remain alert to indicators of abuse, neglect, exploitation and serious violence, including weapon carrying, access to weapons, gang association, threats of violence, coercion, intimidation, unexplained injuries, changes in peer relationships and other behaviours that may indicate a child is at risk of causing or experiencing serious violence. Any such concerns must be reported immediately to the DSL or Deputy DSL and managed in accordance with safeguarding procedures.

If, in exceptional circumstances, the DSL or Deputy DSL is unavailable, this must not delay appropriate action. Staff should speak to a member of the senior leadership team and/or seek advice from children's

social care. The SEEAT Head of Safeguarding, Attendance and Behaviour (who is also a DSL) is available for consultation and support.

Where appropriate, referrals should be made to children's social care and/or the police. Staff may also seek advice from the NSPCC Helpline on **0808 800 5000**.

Any action taken must be shared with the DSL as soon as possible and recorded in accordance with school safeguarding procedures.

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- is disabled
- has special educational needs (whether they have an Education, Health and Care Plan (EHCP) or not)
- is a young carer
- is bereaved
- is showing signs of being drawn into anti-social or criminal behaviour, including gangs, county lines, organised crime groups or serious violence
- is frequently missing from education, home or care
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of radicalisation
- is developing inappropriate relationships online
- is living in circumstances involving substance misuse, domestic abuse or adult mental health difficulties
- is misusing drugs or alcohol
- is experiencing mental ill health
- has returned home to their family from care
- is at risk of so-called honour-based abuse, including FGM or forced marriage
- is privately fostered
- has a parent or carer in custody or is affected by parental offending
- is persistently absent from education or not receiving suitable full-time education
- has experienced multiple suspensions or is at risk of permanent exclusion; and
- is viewing, creating or sharing harmful, violent, extremist, misogynistic, discriminatory or age-inappropriate online content, including content generated using artificial intelligence (AI), or developing inappropriate relationships online.

7.1 Contextual Safeguarding and Extra-Familial Harm

Safeguarding concerns do not only occur within the family home. The Trust recognises that children may experience abuse, exploitation or harm in a range of contexts outside their family environment, including within peer groups, schools, local communities and online. We are committed to adopting a contextual safeguarding approach, which recognises the impact of extra-familial harm and considers the wider environmental factors that may place a child at risk. When assessing and responding to concerns, staff and safeguarding leaders will consider the child’s lived experience, relationships, peer associations, online activity and community context, working with partner agencies where appropriate to reduce risk and promote the child's welfare.

7.2 When a child is suffering or likely to suffer harm, or is in immediate danger

The Trust recognises that abuse, exploitation and harm can occur both within and beyond the family home, including within peer groups, schools, communities and online environments. All staff have a collective responsibility to safeguard children and must act without delay if a child is suffering, or is likely to suffer, harm. Concerns should be reported to the DSL or DDSL at the earliest opportunity; however, any adult may make a referral to Children's Social Care or the Police where necessary to protect a child. A DSL, DDSL, senior leader or the SEEAT Head of Safeguarding, Attendance and Behaviour is always available to provide safeguarding advice and support. Staff who make a direct referral or contact the Police in an emergency must inform the DSL as soon as possible. Local authority contact details can be found in the school-specific information section of this policy.

7.3 When a child makes a disclosure

All disclosures will be taken seriously. Staff will listen carefully, avoid leading questions, reassure the child appropriately, and report concerns promptly to the DSL while maintaining an accurate written record.

If a child discloses a safeguarding concern, staff should:

- Listen and believe the child.
- Remain calm and avoid showing shock, anger or disbelief.
- Allow the child to speak freely and do not ask leading questions.
- Reassure the child that they have done the right thing by telling you.
- Explain that the information cannot be kept secret and will need to be shared with those who can help keep them safe.
- Record the disclosure promptly, accurately and factually, using the child's own words wherever possible.
- Report the concern immediately to the DSL or DDSL through the school's safeguarding recording system.
- Alert the DSL without delay where there is an immediate risk of harm or a serious safeguarding concern.
- Make a referral directly to Children's Social Care or the Police if necessary and inform the DSL as soon as possible.
- Maintain confidentiality, sharing information only with those who need to know in order to safeguard the child.

Where appropriate, staff may make a direct referral to Children's Social Care and/or the Police and must inform the DSL as soon as possible. Safeguarding information should only be shared with those who need to know in order to protect the child or support the safeguarding process. Contact details for local authority Children's Social Care services can be found on the school's information page or via Report child abuse to your local council.

Some children may be unable or unwilling to recognise, disclose or report abuse, neglect or exploitation. Staff should maintain professional curiosity, remain alert to potential indicators of harm and report any concerns to the DSL, even where no disclosure has been made.

7.4 Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. It is illegal in

the UK and refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. Staff should be alert to the indicators that a child may be at risk of, or has been subjected to, FGM.

Teachers have a statutory duty to report directly to the Police, if:

- a girl under the age of 18 discloses that FGM has been carried out on her
- they observe physical signs indicating FGM has taken place; or
- they are informed that a FGM has taken place on a girl.

In these circumstances, the teacher must also inform the DSL unless specifically advised otherwise. Reporting FGM to Essex Police.. Failure to report FGM can lead to disciplinary or legal consequences.

7.5 Serious Violence

The Trust recognises that involvement in serious violence can place children at significant risk of harm. Staff will be alert to associated indicators and will respond appropriately to safeguard affected children.

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

The Trust recognises that some children may be vulnerable to sexual or criminal exploitation, including county lines activity. Staff will remain vigilant to indicators of exploitation and act promptly on any concerns.

7.7 Responding to Concerns Radicalisation and Extremism

Protecting children from radicalisation and extremism is part of the Trust's wider safeguarding responsibilities. Concerns will be reported to the DSL and managed in line with the Prevent Duty and local safeguarding procedures.

Extremism is defined as the support or promotion of an ideology based on violence, hatred or intolerance that aims to:

- deny or destroy the fundamental rights and freedoms of others
- undermine or overturn the UK's system of democracy and democratic right
- intentionally create an environment that permits or enables others to achieve either of the above.

Behaviour which could constitute extremism, includes:

- using or excusing violence towards a group of people to stop them from using their legally defined rights and freedoms
- seeking to overthrow or change the political system outside of lawful means
- using or excusing violence towards public officials, including British armed forces and police forces, to stop them carrying out their duties
- attempting to radicalise and recruit others, including young people, to an extremist ideology

Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It is a form of harm.

Challenging and tackling extremism is a shared effort and for this reason, the Government has given some types of organisations a duty to identify vulnerable children and young people and prevent them from being drawn into terrorism. This includes education.

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

care team.

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

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

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

7.8 Concerns about Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Negative experiences such as abuse, and neglect can adversely impact a child's mental health. Mental health issues can also sometimes lead to safeguarding and child protection issues, for example if a child's mental health begins to put them or other people at risk of harm.

Mental health is an individual's cognitive, behavioural, and emotional wellbeing (Mind, 2020). It is something we all have - including every child and young person. The traumatic impact of abuse and neglect increases the likelihood of children developing a range of mental health issues – both during childhood and in later life.

Mental health issues, or concerns refers to mental health problems, conditions, and mental illnesses. These issues may or may not be medically diagnosed.

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

If a child presents with mental health concerns, staff should discuss these with the DSL and, where appropriate, the school's Mental Health Lead to agree a course of action. Where a mental health concern is also a safeguarding concern, or where a child presents an immediate risk to themselves or others through self-harm, suicidal ideation or acute mental health crisis, staff must take immediate action, seek urgent medical assistance where required, and refer the concern to the DSL without delay.

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Refer to the Department for Education guidance on mental health and behaviour in schools and the NSPCC Child Mental Health

7.9 Reporting a concern

Our schools work with key local partners to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when needs are identified and by contributing to inter-agency plans which provide additional support (through a Child in Need or a Child Protection plan or Early Help).

All staff members have a duty to identify and respond to suspected/ actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the designated safeguarding lead (or, in their absence, the deputy designated safeguarding lead).

All action is taken in accordance with the following guidance:

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2026)

- City of Southend Continuum of Need and Threshold Guidance (Threshold Document) Keeping Children Safe in Education (DfE, 2026)
- Working Together to Safeguard Children (DfE, 2026)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Any staff member or visitor to our schools must refer any concerns to the designated safeguarding lead or their deputy. Where there is risk of immediate harm, concerns will be referred to the relevant children's services and/or the Police as indicated on the school information page.

Less urgent concerns or requests for support will be sent to early help services at the appropriate authority. The school may also seek advice from social care or another appropriate agency about a concern if we are unsure about how to respond.

Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to children's services, with parents or carers. However, we will not do so where it is felt it could place a child at greater risk of harm or impede a criminal investigation.

If it is necessary for another agency to meet with a child in school, we will always seek to inform parents or carers, unless we are advised not to by that agency. On occasions, it may be necessary to consult with social care, or Essex Police for advice on when to share information with parents / carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, all staff understand they should press for designated safeguarding lead to consider the case. If the designated safeguarding lead (or deputy) is not available, this will not delay appropriate action.

Safeguarding contact details are displayed around the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to social care where there is a suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the designated safeguarding lead (and deputy/deputies) and how to share concerns with them.

The Trust, and the individual schools within SEEAT, regularly review decisions and actions, as part of their monitoring procedures. Relevant policies are updated to reflect any lessons learnt, and ways to strengthen practice.

We look out for potential patterns of concern, problematic or inappropriate behaviour, and contextual issues. Where a pattern, or concern is identified, appropriate action will be taken.

7.10 Responding to concerns where there is no immediate risk of harm

Safeguarding children is a complex process. Safeguarding issues are not always clear cut, and a safeguarding concern can come to your attention in many ways.

Some concerns will not meet the threshold for referral to children's social care, but there is still a clear indication that support is needed. Concerns should still be raised in the usual way. The DSL will know or find out whether a concern meets the threshold for urgent referral.

Some forms of support are aimed at improving outcomes for children or preventing the escalation of need or risk. Because of this they are also sometimes referred to as prevention or preventative services, which are often referred to as 'early help.'

The nature of support required by a child and their family may change as risks increase or circumstances improve. The DSL, with the support of their DDSL and other team members, know how to navigate the local system and the support available.

7.11 Family Help and Early Help

Please note that 'Early Help' and 'Family Help' are terms used to describe support provided to children and families where additional needs have been identified. The specific assessment tools, thresholds, pathways and service names vary between local authorities and safeguarding partnerships. Information about the arrangements that apply to your school is included on the school information page and within local safeguarding guidance.

Staff will understand the role of both Early Help and Family Help services and contribute to multi-agency planning to ensure children receive the right support at the right time.

In practice, an Early Help or Family Assessment is an initial assessment of need and a planning tool that facilitates and coordinates multi-agency support. It assesses the situation of the child or young person and their family and helps to identify the needs of both the children and the adults in the family. An assessment can be useful when:

- you are worried a child has unmet needs that could get worse without early help
- a child or parent raises a concern
- a child's or young person's needs are unclear
- multiple agencies are needed to meet the child's needs
- a child who has a mental health problem
- parents who have a mental health problem may need additional help with their children
- parents who are having relationship difficulties which are affecting the child
- a child is at risk of radicalisation or exploitation
- a young person is/ or at risk of misusing drugs or alcohol
- parents misusing drugs and alcohol which is affecting the child

This is not an exhaustive list.

The assessment can map out the family's worries and needs. It can look at existing support and what is working well already.

If an early help assessment is appropriate, the DSL may lead on liaising with other agencies and setting up an assessment as appropriate, but this may also be done by another appropriate member of staff. In some cases, the member of staff may act as the lead practitioner.

The DSL will liaise with statutory safeguarding partners to agree the most appropriate response and they will keep the case under constant review and consider a referral to local authority children’s social care if the situation does not seem to be improving.

Referral

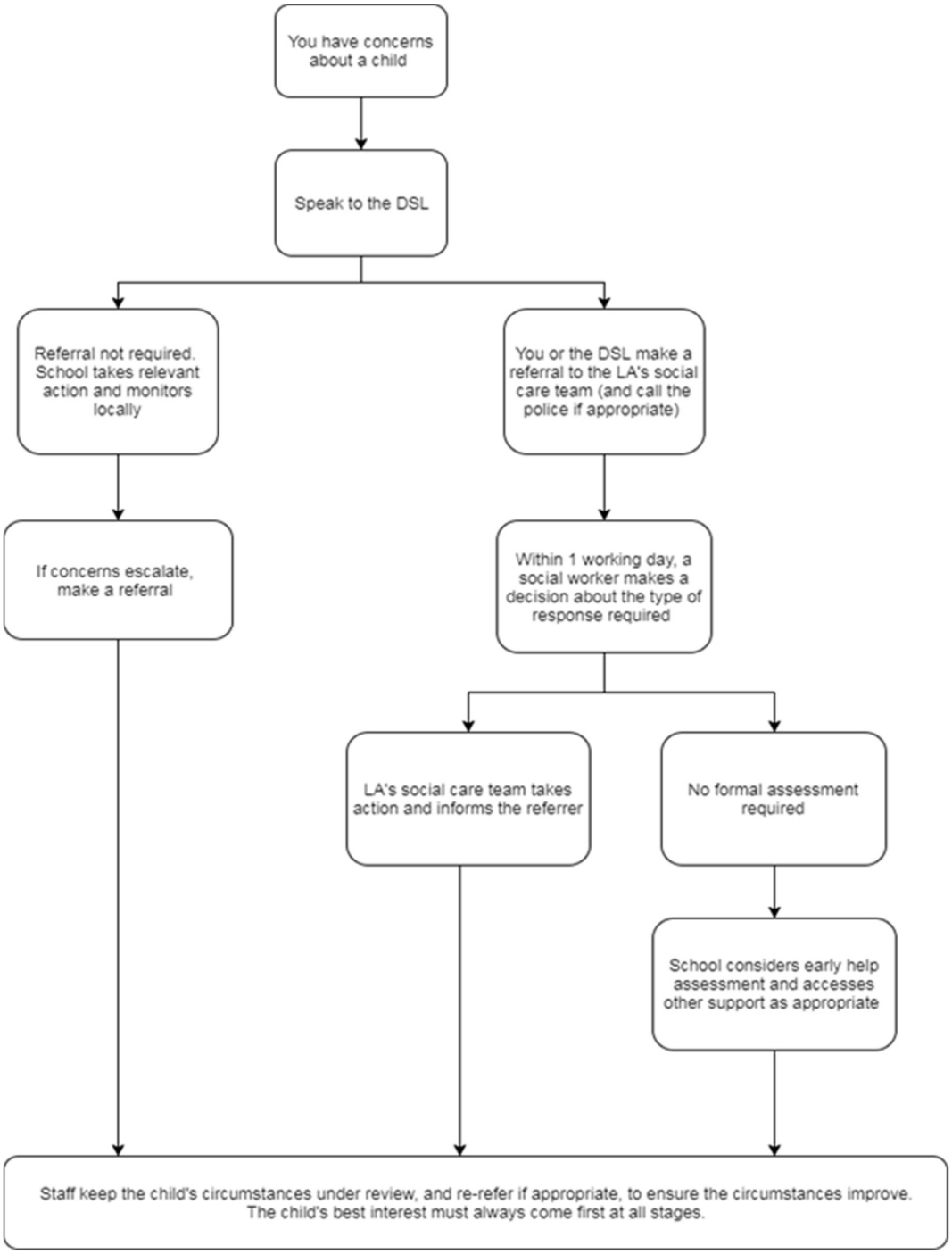
If it is appropriate to refer the case to local authority children’s social care or the police, the DSL will make the referral.

If you make a referral directly you must tell the DSL as soon as possible.

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

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

Figure 1 illustrates the procedure to follow if you have any concerns about a child's welfare.



7.9 Reporting systems for our pupils

Safeguarding is an essential aspect of a school's responsibility to protect children from harm and ensure

their overall well-being. It is critical that pupils feel safe and comfortable to come forward and report concerns or allegations.

To promote an open and positive safeguarding culture when children feel confident and safe we will:

- engage stakeholders through regular survey and pupil voice
- facilitate and promote the reporting of concerns and ensure that systems and processes are understood and easily accessible for pupils
- display visual information around the school which explains how and who to report a concern to
- listen to pupils and make it clear that their concerns will be taken seriously
- respond to contextual safeguarding concerns and use this knowledge to inform the curriculum, policies, the personal development offer programme, and the pastoral offer
- integrate safeguarding messages and information into the school day, for example, in assembly, during tutor time and in briefings and through visual displays and signposting
- ensure staff training is current, relevant, and reflective

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

7.10 Child-on-Child Abuse

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

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

The Trust recognises the links between misogyny, sexist attitudes, gender-based harassment and child-on-child abuse. We are committed to creating a culture where harmful behaviours, including sexual harassment, sexual violence, abusive language and discriminatory attitudes, are identified, challenged and addressed. Staff will be vigilant to emerging risks, including those linked to online activity and harmful influences, and will take a safeguarding approach to concerns affecting children and young people.

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

- is serious, and potentially a criminal offence
- could put pupils in the school at risk
- is violent
- involves pupils being forced to use drugs or alcohol
- involves sexual exploitation, sexual abuse, or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See appendix 1 for more information about child-on-child abuse.

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

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

- You must record the allegation and tell the DSL, or the deputy, but do not investigate it
- The DSL will contact 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
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)

- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

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

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

To achieve this, we will:

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

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

Disciplinary action can be taken while other investigations are going on, e.g., by the police. The fact that another body is investigating or has investigated an incident does not (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, considering whether:

- Acting would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children's social care to determine this
- there are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.

7. Serious Violence

The Trust recognises that involvement in serious violence can be both a safeguarding issue and an indicator of exploitation, abuse or vulnerability. Concerns may include weapon carrying, gang involvement, threats of violence, coercion, intimidation, serious assault, county lines activity or other behaviours linked to violence. Any concerns will be reported immediately to the DSL and appropriate action taken in partnership with parents, carers, safeguarding partners, police and other relevant agencies where appropriate.

7.11 Sharing of Nude, Semi-Nude and AI-Generated Intimate Images

The consensual or non-consensual sharing of nude, semi-nude or intimate images and videos (sometimes referred to as 'sexting', 'youth-produced sexual imagery' or self-generated intimate images) can expose children to significant safeguarding risks.

Children and young people may share intimate images voluntarily, or they may be coerced, pressured, manipulated, groomed or forced into doing so by peers or adults. Once shared, they have little control over how images are used, stored or distributed. This can result in bullying, harassment, humiliation, exploitation, blackmail, emotional harm or further sexual abuse.

This includes photographs, videos, live-streamed content, altered imagery, pseudo-images and AI-generated or digitally manipulated content, including deepfakes that depict a child in a sexualised or intimate way.

Responding to an Incident

If you become aware of an incident involving the consensual or non-consensual sharing of a nude, semi-nude or intimate image or video, including AI-generated images, deepfakes or pseudo-images, you must report it to the DSL immediately.

You must not:

- view, copy, print, share, save or store the imagery, or ask a pupil to share or download it;
- delete the imagery or ask a pupil to delete it;
- investigate the incident or ask children involved to provide detailed accounts;
- share information about the incident with other staff, pupils, parents or carers unless directed to do so by the DSL; or
- blame, shame or criticise any child involved.

If you have viewed the imagery accidentally, you must report this immediately to the DSL.

You should explain to the child that the concern must be shared with the DSL and reassure them that they will be listened to, supported and kept safe. The welfare of the child must remain the primary consideration throughout the school's response.

Initial Review Meeting

Following a report, the DSL will undertake an initial review to determine:

- whether there is an immediate risk of harm to any child;
- whether the incident should be referred to the police and/or children's social care;
- whether it is necessary to view the imagery to safeguard a child (in most cases, imagery should not be viewed);
- what further information is required;
- whether the imagery has been shared more widely and on which platforms;
- whether action is required to remove the imagery from devices or online services;
- any factors relevant to assessing risk;
- whether other schools, settings or agencies should be involved; and
- whether parents/carers should be informed (in most cases they should be involved unless doing so would place a child at risk of harm).

Referral to Police and/or Children's Social Care

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

- the incident involves an adult;
- there is evidence or concern that a child has been coerced, blackmailed, groomed or exploited;
- there are concerns about a child's capacity to consent;
- the content depicts sexual acts that are unusual for the child's developmental stage or are violent in nature;
- the imagery involves sexual acts and any child depicted is under 13 years of age; or
- a child is at immediate risk of harm, including where they are presenting as suicidal, self-harming or otherwise vulnerable as a result of the incident.

If these criteria are not met, the DSL may determine that the incident can be managed internally. The rationale for the decision and any actions taken will be clearly recorded.

Further Review

Where a referral to the police or children's social care is not made, the DSL will conduct a further assessment of the facts, risks and support needs of those involved.

If, at any stage, there is evidence that a child has been harmed or is at risk of harm, an immediate referral will be made to the appropriate agency.

Informing Parents and Carers

Parents/carers will normally be informed and involved at an early stage unless doing so would place a child at increased risk of harm or prejudice a criminal investigation.

Recording Incidents

All incidents involving the sharing of nude, semi-nude, intimate or AI-generated images, including decisions made and actions taken, will be recorded in accordance with school safeguarding procedures.

Curriculum Coverage

Pupils are taught about the risks associated with sharing nude, semi-nude, intimate and AI-generated images through Relationships, Sex and Health Education (RSHE), Computing and Online Safety education. This includes:

- the nature of image-sharing and online exploitation;
- how incidents may occur;
- the legal, safeguarding and personal consequences of sharing images;
- sexual harassment and harmful sexual behaviour online;
- the impact on wellbeing, relationships and reputation; and
- strategies for responding to pressure, coercion or requests to share images.

Teaching is age-appropriate, child-centred and underpinned by safeguarding principles, promoting respectful relationships, informed decision-making and the challenging of victim-blaming attitudes.

This is a suggested approach based on guidance from the UK Council for Internet Safety for all staff and for DSLs and senior leaders. Amend or add to this as applicable to reflect your own approach.

8. Online Safety and Technology-Related Harm

The Trust recognises that technology presents both opportunities and risks for children. Safeguarding arrangements include preventing, identifying and responding to online abuse, exploitation, harmful content, AI-related risks and other technology-facilitated harm.

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

To address this, SEEAT aims to:

- have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers, and governors
- protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- set clear guidelines for the use of mobile phones for the whole school community
- establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

We recognise that our children are growing up in an increasingly complex world, living their lives on and offline. This presents many positive and exciting opportunities, but we recognise it also presents challenges and risks. Any pupil can be vulnerable online, and their vulnerability can fluctuate depending on their age, developmental stage, and personal circumstance. We want to equip our pupils with the knowledge needed to make the best use of the internet and technology in a safe, considered, and respectful way, so they can reap the benefits of the online world.

The 4 key categories of risk

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

- **Content** – being exposed to illegal, inappropriate, or harmful content pornography, misogynistic and discriminatory content, self-harm, suicide, extremism, misinformation, disinformation and content which promotes harmful sexual behaviour, violence or exploitation.

- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending, and receiving explicit images (e.g., consensual, and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing, and/or financial fraud

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

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

8.1 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are increasingly accessible and widely used. Staff, pupils and parents/carers may be familiar with AI applications such as ChatGPT, Google Gemini and other generative AI platforms.

SEEAT recognises that AI can be used to enhance teaching, learning, accessibility, administration and safeguarding practice. However, AI technologies also present safeguarding risks and may facilitate abuse, exploitation, harassment, bullying, grooming, radicalisation, misinformation and the creation or distribution

of harmful content.

The Trust recognises that AI-generated intimate images, synthetic media, deepfakes, manipulated images or videos, AI-enabled impersonation, online exploitation, harmful sexual behaviour and AI-assisted grooming may constitute safeguarding concerns. Such incidents will be managed in accordance with this policy, child protection procedures, relevant statutory guidance and local safeguarding arrangements.

The Trust also recognises that generative AI applications may present contact risks, including interactions that encourage harmful behaviours, normalise abusive conduct, facilitate exploitation or expose children to inappropriate content. Staff will remain vigilant to emerging technologies and their potential impact on children's safety and wellbeing.

Any use of artificial intelligence to create, access, share or promote harmful, abusive, exploitative or inappropriate content, including AI-generated intimate images or videos, will be addressed through this policy, the school's Behaviour Policy and the SEEAT Online Safety Policy.

All staff will receive appropriate safeguarding training and updates relating to emerging technologies, including artificial intelligence, deepfakes, synthetic media and online harms. Pupils will be taught how to use AI safely, critically and responsibly as part of the curriculum and wider safeguarding provision.

School leaders will assess safeguarding, ethical, privacy and information security risks before introducing new AI technologies. The use of AI within SEEAT will be governed by Trust policies and procedures for staff and pupils, ensuring compliance with statutory safeguarding requirements, data protection legislation and Department for Education guidance relating to the safe and effective use of artificial intelligence in education.

Generative Artificial Intelligence in Schools 2025

9. Communication with parents and carers

SEEAT schools are committed to working in partnership with parents and carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

We will work with parents and carers positively, openly, and honestly. We ensure that all parents are treated with respect, courtesy, and dignity. We respect their right to privacy and confidentiality, and will not share sensitive information without their permission, unless it is necessary to safeguard a child from harm.

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

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

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

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

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

- meet with the victim's parents or carers, with the victim, to discuss what is being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed

- meet with the alleged perpetrator's parents or carers to discuss support for them, and what is being put in place that will impact them, e.g., moving them out of classes with the victim, and the reason(s) behind any decision(s)

A lack of parental engagement, or agreement will not prevent the DSL from making a referral.

Through regular communication with parents, we will share updates, highlighting contextual safeguarding issues, the risks and harms related to the internet, unsafe online trends and reinforce the importance of children being safe online.

10. Children potentially at risk of greater harm

Whilst all children should be protected, we recognise that some children may potentially be at risk of greater harm than others (both on-line and off-line) and require additional help and support. The list of children who may be at greater risk, is not exhaustive, but may include children who:

- have a Child in Need or Child Protection Plan
- are in Care or have previously been in Care
- those requiring mental health support
- have special educational needs (SEND)
- are lesbian, gay, bisexual or gender questioning (LGBTQ+)
- are absent from education; and
- are electively educated at home (EHE)

We work with social care and other appropriate agencies to ensure there is a joined-up approach to planning for identified children, and that they receive the right help at the right time.

10.1 Elective Home Education (EHE)

Where a parent/carer has expressed their intention to remove a child from school to educate at home, we will work with LA (Local Authority) and other key professionals to coordinate a meeting with parents/ carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child.

This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.

10.2 Children who are absent from education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

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

- are at risk of harm or neglect
- are at risk of forced marriage or FGM
- come from Gypsy, Roma, or Traveller families
- come from the families of service personnel
- go missing or run away from home or care
- are supervised by the youth justice system
- cease to attend a school
- come from new migrant families.

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local

authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

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

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

10.3 Children who are lesbian, gay, bisexual or gender questioning (LGBTQ+)

The fact that a child or a young person may be lesbian, gay, bisexual or gender questioning (LGBTQ+) is not in itself an inherent risk factor for harm. LGBTQ+ students often can be at risk from homophobic bullying and discrimination.

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL.

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

10.4 Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Where children have suffered abuse or other adverse childhood experiences, it can have a lasting impact throughout childhood, adolescence and into adulthood. Such experiences can impact on behaviour, attendance, and progress at school.

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

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action and report the concern.

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

Refer to the Department for Education guidance on mental health and behaviour in schools for more

information and the SEEAT mental health policy (add link here).

Positive mental health is the concern of the whole community, and we recognise that schools play a key part in this.

Schools aim to develop the emotional well-being and resilience of all pupils and staff and provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resilience. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter-balance and promote further growth of resilience.

It is vital that we work with parents to support our pupils' well-being. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

10.5 Pupils with special educational needs, disabilities, or health issues

We recognise that pupils with SEND, or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation, and neglect in this group, including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils that they may be more prone to peer group isolation than others or bullying (including prejudice-based bullying) than other pupils
- the potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- the potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or being able to understand the consequences of doing so.

We offer extra pastoral support for these pupils. The support available will vary from school to school and reflect the ages and needs of individual pupils. Support, for example, may include:

- 1:1 support from a named adult
- bespoke individual interventions and group work
- adjustments to the school day
- counselling and therapeutic support
- an adapted approach and resources to meet the needs of individuals
- social stories
- support and reasonable adjustments to facilitate access to extra-curricular activities.

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENDCo (Special Educational Needs Coordination).

10.6 Pupils with a social worker

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

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

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

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

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

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

Schools have an appointed and appropriately trained designated teacher, to take the lead in promoting the educational achievement of looked-after and previously looked-after children. The name of the designated teacher can be found on the school information page at the front of this policy.

The designated teacher is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with the Designated Teacher Statutory Guidance. As part of their role, the designated teacher will:

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

11. Prevention of Radicalisation and Extremism
We recognise that safeguarding against radicalisation and extremism is like protecting children from other forms of harm, protecting children from risk is part of our safeguarding approach.

As of July 2015, the The Counter-Terrorism and Security Act 2015 a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the **PREVENT** duty.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

It requires schools to:

● teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental, and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
● be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
● be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people

identified as susceptible to extremist ideology and radicalisation.

Our Trust operates in accordance with local procedures for **PREVENT** and with other agencies, sharing information and concerns as appropriate. Where we have concerns about extremism or radicalisation, we will seek advice from appropriate agencies and, if necessary, refer to Social Care and / or the Channel Panel.

Through training staff and governors understand what radicalisation and extremism is, why we need to be vigilant in schools and how to respond when the concerns arise.

12. Allegations about Members of the Workforce - Safeguarding concerns and allegations made about staff, including supply teachers, volunteers, and contractors

Our aim is to provide a safe and supportive environment which secures the wellbeing and absolute best outcomes for children at our schools. We recognise that sometimes the behaviour of adults may lead to an allegation.
All Trust staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the SEEAT Staff Code of Conduct Code of Conduct Policy (school trust).

The Trust works in accordance with the statutory and procedural guidance in:

Keeping Children Safe in Education 2026
SET Procedures 2026

Working Together to Safeguard Children 2026

The Trust has procedures for dealing with allegations against staff. Please refer to the procedural document for detailed information. Allegations against Staff Procedure 2025

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

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

The headteacher/chair of governors will then follow the procedures set out in the aforementioned guidance.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer, or contractor) to the headteacher, report it directly to the local authority designated officer (LADO). The name of the relevant LADO can be found on the school's information page at the front of this document.

If an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children is made the school will follow the SEEAT safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

12.1 Low-Level Concerns

The term 'low-level' concern does not mean that a concern is insignificant. It means that the behaviour towards a child may be inconsistent with the staff code of conduct, including inappropriate behaviour outside of work, and is not considered serious enough to consider referral to the LADO as previously mentioned.

As a Trust we promote an open and transparent culture in which all concerns, about all adults working in or on behalf of our schools (including supply teachers, volunteers, and contractors) are dealt with promptly and appropriately. Our school's staff should report concerns to the DSL or headteacher. The headteacher will make decisions in respect of low-level concerns.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer if they feel they have behaved in a way that compromises others, could be misinterpreted, or has fallen below professional standards
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

We understand the importance of recording low-level concerns, and any actions taken considering the report. We will review the information we hold to identify potential patterns and act.

Staffing matters are confidential, and the school operates within a statutory framework around Data Protection.

13. Organisations or Individuals using school premises

In the event of the school or Trust receives an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), the school will follow the procedures detailed above, as they would with any safeguarding allegation. This would include notifying the LADO of the allegation.

14. Whistleblowing

All members of staff within the Trust, and the wider community, should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the school leadership team.

We have 'whistleblowing' procedures in place. Please refer to the Trust's policy for further information and guidance. Whistleblowing Policy

However, for any member of staff who feels unable to raise concerns internally, or where they feel their concerns have not been addressed, they may contact the NSPCC whistleblowing helpline on 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or by email at: help@nspcc.org.uk.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on 0808 800 5000 (24-hour helpline) or email: help@nspcc.org.uk

15. Record keeping and information sharing

The Trust recognises that effective record keeping and information sharing are critical components of safeguarding and child protection. We will ensure that safeguarding records are accurate, secure, confidential, and kept in accordance with statutory guidance and data protection legislation. Appropriate technical and organisational measures will be implemented to protect sensitive information, restrict access to authorised personnel, and maintain the integrity of safeguarding systems. All concerns about a child will be recorded promptly and professionally, with safeguarding information shared appropriately, lawfully and without unnecessary delay where this is in the best interests of the child or necessary to safeguard and promote their welfare.

The Trust will ensure that all personal data relating to pupils, staff, parents, carers, governors and visitors is collected, stored and processed securely in line with UK data protection requirements. This applies to both

electronic and paper records.

Any member of staff who receives a disclosure, witnesses an incident, or identifies a safeguarding concern must record the concern promptly, accurately and factually, including the date, time, context, observations, actions taken and, where appropriate, the child's own words. Records will be signed, dated, or recorded electronically through a secure safeguarding system and reported without delay to the Designated Safeguarding Lead (DSL) or Deputy DSL. The DSL will determine and record any subsequent action.

Safeguarding and child protection records will be maintained separately from the main pupil file and stored securely with access restricted to authorised staff on a need-to-know basis. Records of concerns, referrals, multi-agency meetings, child protection conferences, core groups and safeguarding actions will be retained in accordance with statutory requirements and the Trust's records retention schedule.

When a pupil transfers to another school, college or educational setting, the DSL will ensure that safeguarding records are transferred securely, separately from the main pupil file, and for the attention of the receiving DSL. Records will be transferred promptly, with confirmation of receipt obtained and retained. Where appropriate, the DSL will liaise directly with the receiving setting to ensure continuity of safeguarding support and protection.

Where a pupil joins one of the Trust's schools, the DSL will proactively seek safeguarding and child protection records from the previous educational setting if they are not transferred as part of the admission process.

The governments information sharing advice for safeguarding practitioners advise's on the 7 ‘golden rules’ for sharing information. For further information about data protection and information sharing, please refer to SEEAT Data Protection Policy 2025.

Staff should seek the advice of the DSL (or the deputy) if they are in any doubt about whether to share information.

16. Training, Induction and Safeguarding Development

The Trust recognises that safeguarding is everyone's responsibility and that effective safeguarding practice relies upon all adults receiving appropriate induction, training, supervision, support and ongoing professional development.

Safeguarding training forms part of the Trust's whole-school approach to safeguarding and child protection and ensures that staff understand their responsibilities, can identify children who may benefit from help or protection, and know how to respond appropriately to concerns.

Training will be reviewed regularly and updated to reflect changes in legislation, statutory guidance, local safeguarding arrangements, emerging safeguarding risks and the needs of the school community.

All safeguarding training will be proportionate to role and responsibility and will include online safety, emerging technologies, contextual safeguarding, child-on-child abuse, exploitation, mental health, serious violence and other relevant safeguarding themes.

16.1 Induction and training for all staff

All staff, including temporary staff, agency staff, volunteers, governors and regular visitors, will receive safeguarding and child protection information as part of their induction.

Induction will include:

- this Safeguarding and Child Protection Policy;
- the Staff Code of Conduct;
- the identity and role of the Designated Safeguarding Lead (DSL) and Deputy DSLs;
- safeguarding recording and reporting procedures;
- whistleblowing procedures;
- child-on-child abuse procedures;
- online safety, filtering and monitoring arrangements;
- acceptable use of technology; and
- Part One (or Annex A where appropriate) of *Keeping Children Safe in Education*.

All staff will receive safeguarding and child protection training that is regularly updated and compliant with statutory guidance and local safeguarding arrangements.

Training and updates will ensure that staff:

- understand safeguarding and child protection responsibilities;
- can identify indicators of abuse, neglect, exploitation and extra-familial harm;
- understand the impact of trauma and adversity on children;
- understand local early help and family help processes;
- understand how to respond to a disclosure;
- understand how to record and report concerns;
- recognise online, technology-facilitated and AI-enabled harms;
- understand the risks associated with child-on-child abuse, harmful sexual behaviour, misogyny, discrimination and serious violence; and
- understand their role in creating a culture where children feel safe, listened to and supported.

Safeguarding updates will be provided regularly and at least annually.

16.2 The DSL and DDSL

The DSL and all Deputy DSLs will undertake appropriate safeguarding and child protection training to provide them with the knowledge and skills required to carry out their role.

Training will be refreshed at intervals required by statutory guidance and supplemented by regular updates, learning opportunities, professional networks and safeguarding briefings.

The DSL and Deputy DSLs will maintain a detailed understanding of:

- child protection procedures
- local safeguarding arrangements
- early help and family help pathways
- online safety, filtering and monitoring
- child-on-child abuse
- harmful sexual behaviour
- exploitation
- contextual safeguarding
- serious violence

- mental health
- attendance and children missing education
- information sharing and data protection
- allegations management and low-level concerns; and
- emerging safeguarding risks, including those associated with artificial intelligence and digital technologies.

The DSL will ensure safeguarding learning is disseminated to staff and that safeguarding practice is continually reviewed and improved.

16.3 Governors, Trustees and Local Governors

Governors and trustees will receive safeguarding and child protection training at induction and on a regular basis thereafter.

Training will equip governors and trustees to:

- understand safeguarding responsibilities;
- provide strategic challenge and oversight;
- understand the role of safeguarding within governance;
- ensure compliance with statutory safeguarding duties;
- understand online safety, filtering and monitoring requirements;
- evaluate safeguarding effectiveness across the school and Trust; and
- understand their role in safer recruitment, allegations management and safeguarding culture.

Governors and trustees will receive regular safeguarding updates to enable them to fulfil their responsibilities effectively.

16.4 Recruitment and Workforce

The Trust is committed to safeguarding and promoting the welfare of children and expects all staff, volunteers, trustees, governors, contractors and visitors to share this commitment. We will ensure that robust safer recruitment procedures are in place and that all recruitment decisions are made in accordance with statutory guidance, including Keeping Children Safe in Education and relevant employment legislation.

The Trust recognises that safeguarding is everyone's responsibility and that maintaining a safe workforce extends beyond recruitment to include induction, supervision, training, professional conduct, ongoing vigilance and the prompt management of safeguarding concerns relating to adults working with children.

Appropriate pre-employment checks will be completed for all staff and adults working in regulated activity, including identity, qualifications, right to work, employment history, references, prohibition checks, overseas checks where required and enhanced DBS checks with children's barred list information. A single central record of recruitment and vetting checks will be maintained and regularly monitored.

The Trust will maintain a culture of professional curiosity, openness and accountability in which concerns about adults working with children are identified, reported and managed promptly.

All staff will understand:

- allegations procedures;

- low-level concern procedures;
- whistleblowing arrangements;
- professional boundaries;
- the Staff Code of Conduct; and
- their responsibility to always safeguard children.

The Trust will ensure that safeguarding remains a continuous element of workforce development, supervision and professional practice.

The Trust will ensure that volunteers, agency staff, trainee teachers, contractors and other adults working within our schools are subject to appropriate risk assessment, supervision and safeguarding checks in accordance with their role and level of contact with children.

At least one person involved in the recruitment of staff will have completed appropriate safer recruitment training. Any concerns about the suitability of an adult to work with children, including low-level concerns, allegations or safeguarding incidents, will be managed promptly and in accordance with statutory guidance and Trust procedures.

17. Monitoring arrangements

This policy will be reviewed annually. At every review, it will be approved by the Education Committee and adopted by the local governing body. Additional monitoring includes:

- school participation with the local authority safeguarding audit
- termly visits by the link safeguarding governor and/ or the governor with responsibility for online safety
- termly reports to the local governing body by the headteacher
- termly reports to the governing board by the SEEAT Head of Safeguarding, Attendance and Behaviour
- termly reviews of the single central record
- annual partnership and progress reviews
- termly ‘health checks’ by the SEEAT Head of Safeguarding, Attendance and Behaviour

18. Interagency working

It is the responsibility of the designated safeguarding lead to ensure that the school is represented at any statutory meeting called for children on the school roll or previously known to them. The school will submit a written report, as required and where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s).

The staff members attending the meeting will be fully briefed and able to contribute to the discussions.

If a child is subject to a Care, Child Protection (Section 47) or a Child in Need (Section 17) plan, the designated safeguarding lead will ensure the child is closely monitored, regarding:

- school attendance
- social and emotional well-being (SEMH)
- academic progress and attainment
- health, welfare, and presentation.

The designated safeguarding lead will ensure the school is represented at core group (S47), child in need (S17) and early help meetings. The school will provide relevant information and contribute to the plans made for pupils.

Concerns about the child, or their plan will be discussed and recorded at the relevant meeting, unless doing so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's social/ key worker immediately and then record that they have done so.

Contemporaneous notes should be recorded and stored with other safeguarding documentation whether in electronic or paper files.

Schools work in partnership with agencies, statutory and otherwise, to ensure children receive the right support and intervention, when they need it.

18. Links with other policies

The SEEAT Safeguarding and Child Protection Policy links to the policies listed below. Please follow the link for further information.

Policies	**Link**
SEEAT Attendance Policy 2026	
Behaviour Policy (local)	Behaviour Policy
SEEAT Statement of Intent and Guiding Principles for Behaviour	Statement_of_Intent Guiding_Principles_for_Behaviour_2026.pdf
Complaints Procedure	Complaints procedure
Equality and Diversity Policy	Equality and Diversity Policy
Health and Safety Policy	Health and Safety Policy
Online Safety Policy 2026	Online_Safety_Policy.docx
Relationships and Sex Education Policy 2026	RSE Policy
Staff Code of Conduct	Code of Conduct Policy (school_trust)
Safer Recruitment Policy	Model Redundancy Procedure for Schools
SEEAT Suspensions and Permanent Exclusions Policy 2026	Suspensions_and_Permanent_Exclusions_Policy_2026_FINAL_.pdf
SEEAT Supporting Pupils with Medical Conditions Policy 2026	
Whistleblowing Policy	Whistleblowing Policy

Appendix A
Types of Abuse

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

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

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

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation

of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving an elevated level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

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

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

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

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

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

Keeping Children Safe in Education (DfE, 2026) describes abuse in the following way:

> ***"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 another child or children***

Appendix B:

Southend City Council Right Help, Right Service, Right Time Multi-Agency Threshold Document

Right Help, Right Service, Right Time (RHRSRT) is our Multi-Agency Threshold Document and is essential guidance for everyone who works with children and their families across the City. It outlines how local practitioners work together to safeguard and promote the welfare of all children in Southend-on-Sea.

Level 1 Universal **GREEN**

Children are thriving.

All children and families have core needs such as, parenting, health, education, and social relationships which can normally be met by their families and Universal Services. Early years, education, health care, maternity services, housing, youth provision, leisure services, voluntary organisations and community and faith groups are well placed to recognise and respond when extra support may be necessary due to a child's changing developmental, health and wellbeing needs and / or because of parental of family circumstances. These services are provided as a right to all children and should be accessed directly.

"My needs are met, and I am achieving my expected outcomes."

Level 2 Early Help (Low risk to vulnerable) **YELLOW**

Children and families are just coping.

Children of all ages, have additional or emerging early help needs that are starting to impact on their daily life. These needs can no longer be met through universal services alone and require additional help from one or more services, working together to promote welfare and wellbeing and reduce the likelihood of problems escalating. The service or professional that knows the child or family best should work with them to agree an Early Help Plan, using a team around the family approach to meet the indentified, unmet needs at the earliest opportunity. It is also strongly recommended that a Graded Care Profile 2 tool is completed where neglect is a concern. Advice and consultation can be sought from the Supporting Families Service to guide this work.

"I may need some extra help alongside Universal Services to meet my needs."

Level 3 Intensive Support for Children & Families (medium risk) **AMBER**

Children and families are struggling to cope or are not coping.

Children and families have multiple needs that are not being met or are only partially being met. These unmet needs mean the family experiences frequent stress. The children and family require coordinated multiagency Intensive Family Support from several services. This works best when the family have an existing relationship with a known professional able to engage them and the relevant agencies to coordinate support through one plan. It can also be led by the Supporting Families team.

Families who require this level of support will have an updated Early Help Plan clarifying the outstanding needs of the family and the impact of the previous early help support offered at Level 2. It is strongly recommended that a Grade Care Profile 2 tool is also completed where neglect is a concern.

> *"My needs are more extensive. I need different services to work together to promote my welfare."*

Level 4 – Complex & Significant (High risk) **RED**

Children have suffered or are likely to suffer significant harm and children with complex disabilities.

Children and families have multiple Complex and Significant needs that are enduring and cross many domains that cannot be met without specialist intervention. They meet the threshold for statutory intervention from children's services and partner agencies under the Children Act 1989

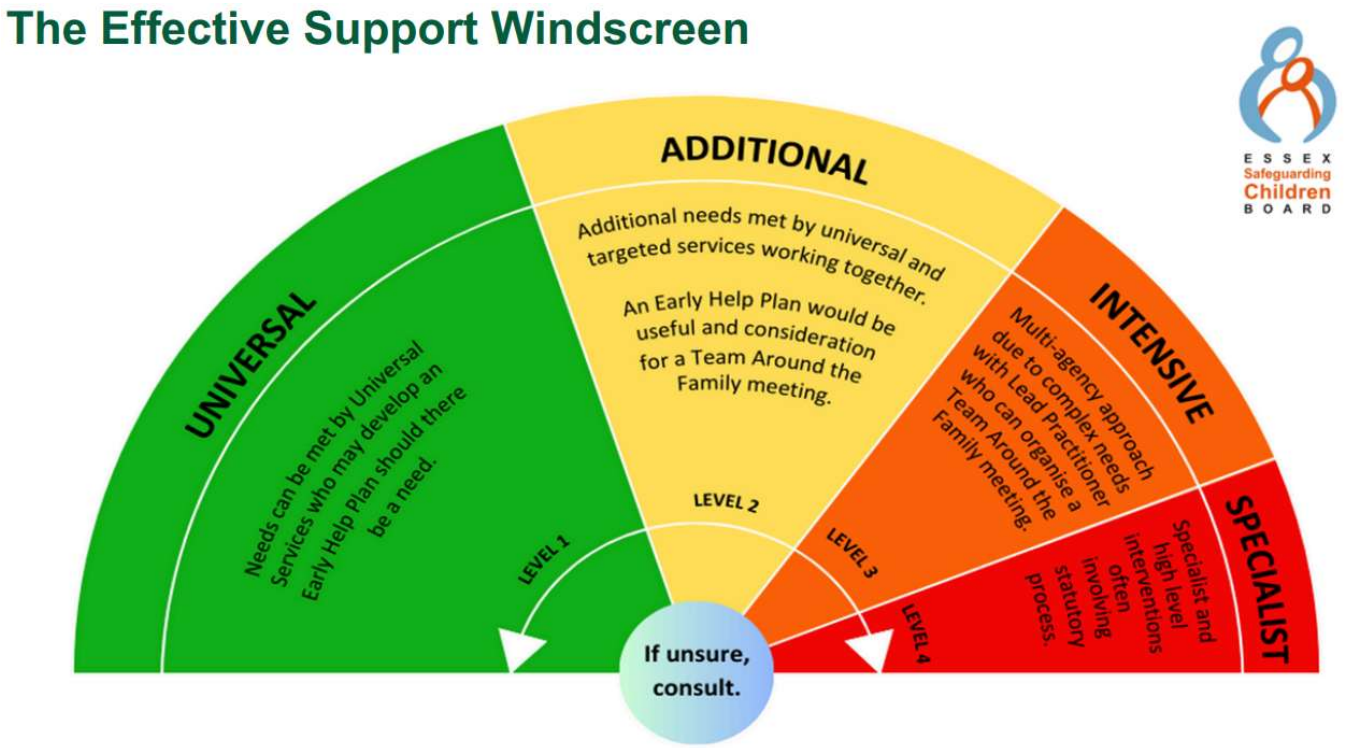
> *"I am a child in need of protection. I may be or I am at risk of abuse/exploitation and/or neglect."*

or

> *"I am a child in need because I have a disability."*

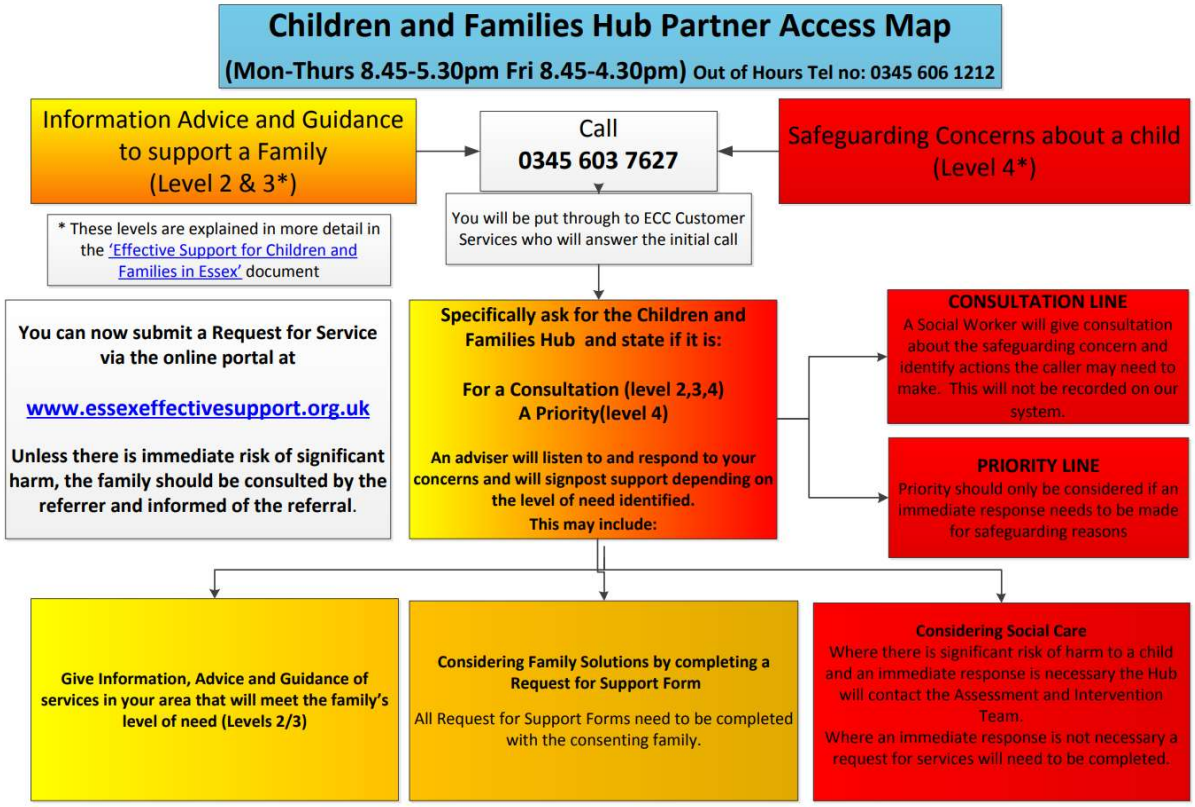
City of Southend Continuum of Need and Threshold Guidance

Appendix C: Effective Support for Children and Families in Essex 2024



[Essex County Council Effective Support for Children and Families Booklet and Windscreen]

Appendix D: The Essex Children & Families Hub Partner Access Map



Essex Children and Families Partner Hub Access Map

Appendix E:

Additional advice and support

The information below includes guidance, tool kits, fact sheets and useful links to support as recommended in Keeping Children Safe in Education 2026.

Abuse

Centre of Expertise on Child Sexual Abuse - Helping Education Settings Identify Abuse
Supporting practice in tackling child sexual abuse - CSA Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.
Domestic Abuse - Various Information/Guidance - Home Office (HO)
Faith based abuse: National Action Plan - DfE Advice
Forced Marriage Resource Pack
Disrespect NOBODY Campaign
Tackling Sexual Abuse Strategy - Home Office

Bullying

Preventing Bullying/Cyberbullying DfE Advice

Children missing from education, home, or care

Children who run away or go missing from home or care - DfE
Missing Children and Adults Strategy - Home Office

Children with family members in prison

National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service.

Child Exploitation
Preventing Child Sexual Exploitation - The Children's Society
Safeguarding children who may have been trafficked - DfE/ HO Guidance
Care of unaccompanied and trafficked children and child victimes of modern slavery - DfE Stat Guidance
Child exploitation disruption tool kit - Home Office
Modern Slavery: How to identify and support victims - Home Office
County Lines - Tool Kit for Professionals - Home Office
Multi agency practice principles for responding to child exploitation and extra familial harm - non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education, and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice.

Drugs
From harm to hope: A 10 year plan - Home Office Strategy
Honest information about drugs - Talk to Frank website
Drug and alcohol education - teacher guidance (PSHE Assoc)

(So-called) "Honour Based Abuse" including FGM and forced marriage
FGM - Information and resources Home Office
FGM Multi-agency guidance - Home Office
FGM Resource Pack - HM Gov.
Forced Marriage - FMU Resources
Forced Marriage - Multi-agency practice guidance

Health and Well-being
Rise above - free PSHE resources
Fabricated and induced illness - NHS advice
Mental health and behaviour in schools -DfE

Homelessness
Homelessness Code - LA Guidance - Levelling Up

Online safety-advice for professionals, parents, and children
Plan Technology for your School
Childnet - school guidance on cyberbullying
Education against hate - provides practical advice and support on protecting children from extremism and radicalisation.
London Grid for Learning - provide advice on all aspects of a school or college's online safety arrangements
Searching, screening and confiscation - is departmental advice for schools on searching children and confiscating items such as mobile phones.
The use of social media for radicalisation - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq.
UK Safer Internet Centre - provide tips, advice, guides, and other resources to help keep children safe online.
Guidance - get help with remote education - resources and support for teachers and school leaders on educating pupils and students.
National Cyber Security Centre
Guidance on safeguarding and remote education - including planning remote 166 education strategies and teaching remotely.
Childline - free support for children
CEOP - making a report on-line - for advice on making a report about online abuse.
Common Sense Media - provide independent reviews, age ratings, & other information about all types of media for children and their parents.
How can I help my child? - Marie Collins Foundation – Sexual Abuse Online

The Lucy Faithful Foundation - Stop it now - the StopItNow resources can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online).
Think You Know - CEOP/ National Crime Agency - provide support for parents and carers to keep their children safe online.
Parent Zone - provides help for parents and carers on how to keep their children safe online.
Sexual Harassment - A Guide for Parents - This is the Children's Commissioner's parental guide on talking to their children about online sexual harassment.

Private fostering
Private Fostering - DfE Statutory Guidance

Radicalisation
Education Against Hate - DfE and HO Guidance
London Grid for Learning Resources
Managing risk in your setting DfE

Serious Violence
Violence against women and girls - national statement for victims -Home Office
Tackling violence against women and girls strategy - Home Office
Gangs and youth violence - advice for schools and colleges
Identifying individuals for intervention - factors linked to violence (HO)
Youth Endowement Fund - Home Office
Serious Violence Strategy

Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour
A safe space for teenagers worried about sexual behaviour - Shore Space
Barnardo's - support for vulnerable children and young people
The Lucy Faithful Foundation - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse.
Marie Collins Foundation - Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.
NSPCC - Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.
Rape Crisis - National charity and the umbrella body for their network of independent member Rape Crisis Centres.
HSB Tool Kit - The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families.
The Lucy Faithful Foundation also run shorespace.org.uk which provides a safe and anonymous place for young people to get help and support to prevent harmful sexual behaviours.
UK Safer Internet Centre - provide tips, advice, guides, and other resources to help. keep children safe online.
NSPCC - HSB advice and framework - free and independent advice about HSB.
Contextual Safeguarding Network - Beyond Referrals
Preventing harmful sexual behaviour in children - Stop It Now - provides a guide for parents, carers, and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

Sharing nudes and semi-nudes (sexting)
London Grid for Learning - Various information and resources dealing with the sharing of nudes and semi-nudes.
UKCIS - sharing nudes and semi-nudes. Advice for settings. - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

Support for Victims

Anti-bullying Alliance - Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support
Rape Crisis - National charity and the umbrella body for their network of independent member Rape Crisis Centres.
The Survivors Trust - UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence, and child sex abuse
Victim Support - Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.
Childline - free support for children

Tool Kits

NSPCC - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children and resources which help adults respond to children disclosing abuse. The NSPCC also provides a free independent advice about harmful sexual behaviours.
Contextual Safeguarding - self-assessment toolkit for schools to assess their own response to HSB and levers for addressing HSB in schools.
Childnet - STAR SEND Tool Kit - equips, enables, and empowers educators with the knowledge to support young people with special educational needs and disabilities (SEND). ChildNet also provides lesson plans, activities, a quiz, and teaching guide designed to explore problematic online sexual behaviour with 9–12-year-olds and a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.
NSPCC Harmful sexual Behaviours Framework - an evidence-informed framework for children and young people displaying HSB.