



Chalkwell Hall Infant School

SAFEGUARDING AND CHILD PROTECTION POLICY

The Southend model policy incorporates Keeping Children Safe in Education (KCSIE) published in September 2025, national and local safeguarding policies, frameworks and procedures, enshrined in the Education Act 2002 and its section 157/175 statutory responsibilities on schools.

The model policy has been developed by Southend City Council to support Southend schools in their safeguarding practice and is a NEW policy. Chalkwell Hall Infant School has personalised this policy to reflect the school's ethos, vision, and context. Additional information has also been added which appears in red.

The school Child Protection policy must be reviewed at least annually, in relation to national or local changes, such as the annual KCSIE update, and learning from any safeguarding matters.

Agreed by Full Governing Body: Autumn 2025

Review date: Autumn 2026

Updated and approved: Spring 2026

Safeguarding Contact Information

Key Safeguarding School Contacts

Safeguarding Role	Name and Role
Designated Safeguarding Lead	Jo Milbank joanne.milbank@chalkwellhallinfants.co.uk 01702 478533
Deputy Designated Safeguarding Leads	Sarah Clements Vivien Graham Shelley Cooper
Senior Leader(s) available for contact in the absence of the Designated Safeguarding Lead	Katie Stevens Grace Dalgarno Danielle Maynard Helen Wilkinson
Attendance Lead/Education Welfare Officer	Shelley Cooper
SENCo	Katie Stevens
Designated Safeguarding Governor/ Trustee	Katy Woodards
Designated Teacher for Looked After/ previously Looked After Children	Katie Stevens
Senior Lead/s for Mental Health and Well-being	Shelley Cooper
Data Protection Officer	Kerrie Lawton

[Southend Children's Services Threshold Guidance \(SSP\)](#)

[Right Help, Right Service, Right Time – Making Children's Lives better](#)

NB: The school website clearly sets out how parents/children/other agencies can contact the Designated Safeguarding Lead and/or deputy in and out of term time/school hours.

Key Safeguarding Local Authority Contacts

Referrals to Local Authority Children's Social Care	Where schools have concerns for the safety and welfare of a child or young person – a referral should be made through the Southend Children's Services Portal to the Children's Single Point of Contact/C-SPOC Out of Hours: 0345 606 1212
Local Authority Designated Officer (LADO)	Where school have concerns about the behaviour of an adult towards a child – they should contact the local authority duty officer (LADO): Allison Francis (LADO) Email: LADO@southend.gov.uk Tel: 01702 534539
Essex Police	• 999 for emergencies or 101 for non-emergencies • Mandatory reporting of Female Genital Mutilation (FGM) via 101 • Also see When to call the police – guidance for schools and colleges
Children Missing from Education	Email: me@southend.gov.uk
Southend Virtual School	Email: Southend Virtual School
School Nursing Team	Email: schoolnursing@southend.gov.uk Tel: 01702 534843
Early Years and Childcare Improvement Team	Email: EarlyYears@Southend.gov.uk

Key Safeguarding National Contacts

Organisation	Description and contact details
NSPCC helpline for adults	Helping adults protect children 24 hours a day. For help and support, including anyone needing advice

Organisation	Description and contact details
	about female genital mutilation, young people affected by gangs, concerns that someone may be a victim of modern slavery contact the NSPCC trained helpline counsellors on: • Text 88858 • 0808 800 5000 • help@nspcc.org.uk
NSPCC helpline Report Abuse in Education	Bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals who need support and guidance including for non-recent abuse: • 0800 136 663 • help@nspcc.org.uk
NSPCC Whistleblowing Advice	Free advice and support for professionals concerned about how child protection issues are being handled in their organisation: • 0800 028 0285 • help@nspcc.org.uk
UK Safer Internet Centre professional advice line	Helpline for professionals working with children and young people in the UK with any online safety issues they may face themselves or with children in their care: • 0844 381 4772 • helpline@saferinternet.org.uk
Police Anti-Terrorist Hot Line number	0800 789 321
National Domestic Abuse Helpline	Hosted by Refuge , Helpline 0808 2000247
Operation Encompass	Information, resources and eLearning for schools
Report harmful online content	• UK Safer Internet Centre – report online harm. A national reporting centre that has been designed to assist anyone in reporting harmful content online • CEOP – to report online sexual abuse or the way someone has been communicating online • Report online material promoting terrorism or extremism
Report Abuse in Education helpline	• Young people who have experienced abuse at school and parents and teachers who are concerned about sexual abuse in education settings can call the Report Abuse in Education

Organisation	Description and contact details
	helpline on 0800 136 663 or email help@nspcc.org.uk
Harmful Sexual Behaviour Support Services	• Stop it now! For worries about a child's sexual behaviour, 0808 1000 900. Includes Shore which provides a safe and anonymous place for young people to get help and support. The aim is to prevent harmful sexual behaviours among young people.
Safer Recruitment	Guidance can be found in KCSIE, but further advice on Safer Recruitment for schools and colleges using recruitment and supply agencies can be found within the Better Hiring Institute's Education Supply Chains 'A Better Hiring Toolkit' advice: Better Hiring Toolkit for Education Supply Chains.pdf .
Children missing in Education	Statutory guidance for schools and local authorities, including policy checklist: Children missing education - GOV.UK

Operation Encompass Safeguarding Statement

Our school is part of Operation Encompass initiated in November 2020.

Operation Encompass is a police and education early intervention safeguarding partnership which supports children and young people who experience domestic violence and abuse.

Children were recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Bill.

Operation Encompass means that the police will share information with our school about all police attended domestic abuse incidents which involve any of our children PRIOR to the start of the next school day.

Our website displays that we are an Operation Encompass school.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

The DSL offers ongoing updates for school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children who are

experiencing domestic violence and abuse on a day to day basis, and particularly following the Operation Encompass notification.

We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.

Operation Encompass notifications will be reported on in the termly report to Governors. If a report is shared, it will be fully anonymised.

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Section 1: Introduction

Statutory Context

This child protection policy enables Chalkwell Hall Infant School to carry out its functions to safeguard and promote the welfare of children in line with key statutory guidance and legislation:

- Department for Education's [statutory guidance](#) publications for schools and local authorities, including:

[Working Together to Safeguard Children](#) (2023)

[Keeping Children Safe in Education](#) (2025)

[Designated teacher for looked-after and previously looked-after children](#) (2018)

[EYFS statutory framework for group and school-based providers](#) (2025)

[Early Years Foundation Stage \(EYFS\) Safeguarding Reforms 2025 - Foundation Years](#)

[Human Rights Act](#) (1998) and [Equality Act](#) (2010), including the Public Sector Equality Duty

[Data Protection Act](#) (2018) and [UK GDPR](#)

[Prevent Duty Guidance](#) (2023) and [The Prevent duty: safeguarding learners vulnerable to radicalisation](#) (2023)

[Southend, Essex & Thurrock Safeguarding and Children Protection Procedures](#)

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

As defined in [Working Together to Safeguard Children](#) (2023) safeguarding and promoting the welfare of children 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
- Promoting the upbringing of children with their birth parents, or otherwise their family network¹ through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to achieve the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

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For schools providing care and education for children in the Early Years Foundation Stage (EYFS), please note that, in line with the EYFS Statutory Framework for Group and School-Based Providers (2025):

3.5 Schools are not required to have separate policies to cover EYFS requirements, provided these requirements are already met through existing policies and procedures.

Schools must, however, ensure that their safeguarding and welfare arrangements clearly demonstrate how all EYFS requirements are met, including those relating to, but not limited to:

- Staff qualifications, training and support (including Annex C compliance)
- Supervision of staff
- Staff taking medication or other substances
- Smoking and vaping
- Managing behaviour
- Staff: child ratios
- Paediatric first aid (Annex A compliance)
- Safer eating
- Sleeping arrangements
- Toilets and intimate hygiene
- Child absence
- Use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities.

Schools should review these areas regularly as part of their safeguarding and welfare audit cycle to ensure that EYFS statutory requirements remain fully met within whole-school safeguarding practice. Schools are encouraged to contact the Early Years and Childcare Improvement Team for clarification, guidance, or support as needed.

School Context: Child Protection Policy Statement

Chalkwell Hall Infant School maintains an attitude of *"it could happen here"*. We recognise that everyone in the school has a role to play to keep children safe. The best interests of the child are at the heart of our work to: identify and act swiftly on concerns, share information and ensure children feel listened to, taken seriously and are safe.

- We ensure that all children are safeguarded while on or off school premises.
- We are proactive about anticipating and managing risks that children face in the wider community and online.
- We have a Prevent action plan/risk assessment (this is compliant with Prevent guidance). Resources, including Risk Assessment templates, which can be found here: [Educate Against Hate – Prevent Radicalisation & Extremism and Risk assessment templates for early years, schools and further education – Educate Against Hate](#).

- We are part of Operation Encompass – a statutory obligation on police forces to share Operation Encompass notifications with schools.
- We implement any local or national learning where appropriate (e.g. learning from case reviews or audits).
- We ensure that all relevant policies are updated to reflect ‘lessons learnt’ and consideration given to the wider cultural issues within the school/education setting.
- We recognise the important role we play in multi-agency safeguarding arrangements and contribute to multi-agency working as set out in [Working Together to Safeguard Children](#) (2023).
- We understand our role within local safeguarding arrangements and operate in accordance with the [Southend, Essex & Thurrock Safeguarding and Children Protection Procedures](#), including the local [Threshold document](#).

Responsibilities of ALL adults in school

ALL adults in the school have a role to keep children safe by:

- Providing safe environments, with secure access, where children can learn and develop
- Acting in the best interests of children to protect them on and offline
- Identifying children who are at risk of harm or have been harmed, or are in need of additional help to keep safe
- Taking swift, timely and appropriate action to safeguard children who need extra help or who may be suffering, or likely to suffer harm
- Adhering to safe recruitment processes to make sure all adults in the school have the appropriate vetting checks in place
- Clearly following managing allegations processes to address any concerns (including low level concerns) about an adult’s behaviour towards a child
- Understanding the broader aspects of safeguarding in the context of care and education such as behaviour, Special Educational Needs, attendance and educational visits.

All adults in this school follow the [SET Procedures](#), including the suite of safeguarding policies, information, and guidance to support safeguarding for all Southend-on-Sea Schools, as listed below:

- Allegations against staff, volunteers and people in positions of trust who work with children (SET Procedures Part A, Section 7)
- Sharing Information (SET Procedures Part B, Section 3)
- Safer Recruitment (SET Procedures Part B, Section 12)
- Children Missing from Care, Home and Education (SET Procedures Part B, Section 20)
- [Children Missing Education Guidance](#) (to further support the SET Procedures chapter) The school will submit referrals made using [Children Missing Referral Form](#)

- [Code of Conduct for staff](#)
- [Code of Conduct for governors in LA maintained schools](#)
- [Academy Trust Governance Code](#)
- [Attendance Policy](#)
- [Discipline and Dismissal at Work policy](#)
- [Disciplinary procedure](#) (to support Dismissal at Work policy)
- [Dismissals procedures](#) (to support Dismissal at Work policy)
- Whistleblowing Policy
- Behaviour policy guidance – *“When the Adults Change”, Paul Dix, is Southend-on-Sea’s training provider in Relational Practice. Relational Practice training is provided to all Southend schools, parents and carers and professionals across Children’s Services. Further information on Relational Practice approaches <https://www.whentheadultschange.com>*
- Letter of Assurance for visiting council staff (from the respective Head of Service)

[Education Performance, Partnerships & Safeguarding Team](#)

[Specialist Support Services](#)

[SEND, Access & Inclusion Team](#)

[Early Years Services](#)

Equality 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 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 disabilities (SEND) or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member’s mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing or absent from education for prolonged periods and/or frequently

- Whose parent/carer has expressed an intention to remove them from school to be home educated

Section 2: What is abuse?

Abuse is a form of maltreatment of a child which may be caused by an adult, adults or by another child or children inflicting harm or by failing to prevent harm. The harm can involve:

- **physical abuse**
- **sexual abuse**
- **emotional abuse**
- **neglect**
- **exploitation**

Children can be at risk of abuse inside and outside of their home, in their community, inside and outside the school/education setting and online.

Safeguarding issues can put children at risk of harm. Behaviours linked to drug taking and/or alcohol misuse, unexplained and/or persistent absences or going missing from education, serious violence (including county lines), radicalisation, consensual/non-consensual sharing of nude and semi-nude images can be signs that children are at risk. Abuse, neglect, exploitation, and safeguarding issues are rarely stand-alone events; in most cases multiple issues will overlap with one another.

Safeguarding action may be needed to protect children from a range of risks. Further information about indicators of abuse and neglect as well as safeguarding risks noted above are located in [Keeping Children Safe in Education](#) (2025). These include the following risks, and include abuse perpetrated by other children, as well as by adults:

- any concerns that a child has suffered or is at risk of suffering physical abuse, sexual abuse, emotional abuse, neglect (or Acts of Omission)
- child on child abuse, absence from school
- bullying, including cyber/online bullying and prejudice-based bullying, anti-social behaviour, hate crime, discriminatory, racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls, including misogynistic practices
- harmful sexual behaviours
- sexual harassment, online sexual abuse, and sexual violence between children. Including abusive messaging, upskirting and sharing of sexual imagery
- child sexual exploitation and child criminal exploitation, including county lines, modern slavery

- radicalisation and/or extremist behaviour or behaviours covered by PREVENT duties
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example youth produced sexual imagery
- abuse within intimate personal relationships between children (sometimes known as 'teenage relationship' abuse)
- substance misuse – drugs and/or alcohol
- gang activity and serious violence, particularly affecting young males who have been excluded, have experienced trauma and have been involved in offending
- domestic abuse
- faith or culture linked abusive practice such as forced marriage, marriage/civil partnership under the age of 18, female genital mutilation and so-called 'honour-based' abuse or adultification.
- children with Perplexing Presentations (PP) in whom illness is fabricated or induced (FII)
- homelessness

This list correlates with the key priorities outlined in The Southend Safeguarding Children Partnership Strategy 2024/2027 that can be found here: [Southend Safeguarding Children Partnership – One Page Strategy Summary 2024-27 | Safeguarding Southend Partnership](#). Further information about abuse and support as collated by the Southend Safeguarding Partnership can be found here: [Information for Children | Safeguarding Southend Partnership](#).

For the purposes of this policy, we use the terms 'victim' and 'perpetrator' as this is in line with KCSIE 2025. As a school we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, school should be conscious of this when managing any incident and be prepared to use any term with which the child is most comfortable. Schools and colleges should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. The use of appropriate terminology will be determined, as appropriate, on a case-by-case basis and the sensitivity required for each situation.

See Appendix 1 for more details on different forms of abuse.

Section 3: School staff safeguarding roles and responsibilities

All staff and governors/trustees are equipped with the knowledge and skills to keep children safe as set out in KCSIE (2025) by receiving:

- safeguarding training at induction
- appropriate safeguarding training appropriate to their roles and responsibilities which is regularly updated
- online safety training, and for children to be taught about safeguarding, including in relation to online safety
- attendance information, with dedicated attendance training for any staff with a specified attendance function in their role, including administrative, pastoral, or family support staff, and senior leaders
- data protection information (including recording protocols) and cyber security, relevant to the roles staff undertake
- safer recruitment appropriate training for those involved with the recruitment and employment of staff to work with children
- support and training for those involved with managing allegations against staff

All staff and governors/trustees know and understand their responsibilities and have knowledge of the policies which are part of the suite of safeguarding policies and related procedures (referenced previously in this policy), as well as the safeguarding response to child-on-child abuse, roles and names of the key staff for safeguarding (Designated Safeguarding Lead, their deputies, the Designated Teacher for Looked After Children and the Senior Mental Health Lead etc).

Staff and governors receive a paper/electronic copy of, read and sign to say that they have received, read, and understood as follows:

- Those who work directly with children at least Part one of [Keeping Children Safe in Education: for school and college staff](#) and Annex B: Further information (2025)
- School/education setting leaders, including governors/trustees/proprietors and Designated Safeguarding Leads/deputies all of [Keeping Children Safe in Education](#) (2025)
- Staff who do not work with children directly at least [Keeping Children Safe in Education: for school and college staff \(part 1\)](#) (2025) or Annex A Safeguarding information for school and education setting staff (a condensed version of part 1)
- Code of Conduct policy for staff
- Code of conduct policy for governors/trustees

All staff receive regular safeguarding and child protection updates, including online safety (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

Staff build their expertise by undertaking safeguarding training and through managing safeguarding concerns on a daily basis. Staff contribute to and shape safeguarding arrangements and the child protection policy.

Staff induction

Staff and governors at Chalkwell Hall Infant School will have an induction appropriate to their roles in line with any advice from local safeguarding partners. New staff will also receive information about systems within the school which support safeguarding, including online safety and copies of policies. All staff undergo safeguarding and child protection training, including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction.

Section 4: School Accountability Responsibilities

Governance

As outlined in [Keeping Children Safe in Education](#) (2025) Chapter 2 'The Management of Safeguarding' the governing body exercises strategic leadership oversight of all aspects of safeguarding in the school, in line with statutory requirements. This is a standing item at all governing body/trustee meetings and recorded in minutes. To support this a safeguarding audit is undertaken every two years to ensure the effectiveness of safeguarding policies and processes.

The governor who takes leadership responsibility for the establishment following local arrangements is *Katy Woodards*.

The governing body ensures:

- compliance to the Equality Act (2010) and the Human Rights Act (1998)
- that the school adheres to the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR)
- appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare in line with Section 157/175 of the Education Act
- an appropriate senior member of staff, from the school leadership team, is appointed to the role of Designated Safeguarding Lead.
- a clear job description for the Designated Safeguarding Lead is in place which clearly sets out their lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems processes).
- the Designated Safeguarding Lead has the appropriate status and authority within the school to carry out the significant level of responsibility and duties of

the post, allocate sufficient time, funding, training, resources, and support to the Designated Safeguarding Lead to carry out the role effectively.

- additional deputy Designated Safeguarding Leads are appointed, as required
- the Designated Safeguarding Lead, including any deputies, are trained to undertake their role as set out in local requirements. be trained to the same standard as the Designated Safeguarding Lead.
- those involved in safeguarding work understand and applying the [Threshold document](#), and the [Southend, Essex & Thurrock Safeguarding and Children Protection Procedures](#) and follow the local information sharing protocols to supply information as requested by the Southend Safeguarding Children Partnership so that partners can perform their functions to safeguard and promote the welfare of children in their area, including information related to local and national child safeguarding practice reviews.
- staff and governors have the right safeguarding training to undertake their roles effectively. This includes recognising and responding to child-on-child abuse, mental health concerns, risks associated with non-school attendance, any additional safeguarding barriers for children with special educational needs or disabilities (SEND) or certain medical or health conditions, protected characteristics and the use of 'reasonable force.'
- children are taught about how to keep themselves and others safe, including when online.
- safer recruitment procedures are robust, including the hire of any school premises or facilities and the use of any alternative provision provider
- rigorous procedures in place to report and manage any allegation raised about an adult's behaviour towards a child
- a designated teacher works with local authorities to promote the educational achievement of registered pupils who are looked after
- the school works effectively with the local authority in line with the DfE guidance on Elective Home Education

Headteacher Responsibilities

The Headteacher adheres to the Headteacher Standards (2020) to ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care. The headteacher ensures that the policies and procedures, adopted by their governing body/trustees are understood, and followed by all staff. This includes working with the Designated Safeguarding Lead, their deputy, and other senior leaders, to ensure the effectiveness of safeguarding within the school and ensuring that educational outcomes of children who have or have had a social worker are promoted.

The Designated Safeguarding Lead and Deputy Designated Lead

Training: The Designated Safeguarding Lead and deputies have the appropriate training, knowledge and skills required to carry out their role. This includes how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes,

procedures and responsibilities of other agencies, particularly local authority children's social care. This training is updated at least every two years. The Designated Safeguarding Lead and deputies also undertake Prevent awareness training. Whilst the activities of the Designated Safeguarding Lead is at times delegated to a trained deputy, the ultimate lead responsibility for child protection remains with the Designated Safeguarding Lead, this lead responsibility is not delegated.

Availability: The Designated Safeguarding Lead (or a deputy) is available during school hours for staff in the school to discuss any safeguarding concerns.

Responsibilities: The Designated Safeguarding Lead (or a deputy) takes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). These are specifically outlined in KCSIE (2025), and primarily include:

- providing advice and support to other staff on child welfare, safeguarding and child protection matters
- responding to and act on any concerns or disclosures in a timely manner, triaging these against the local authority thresholds using all of the available information and refer or seek advice as necessary
- ensuring child protection records are appropriately maintained and updated, including detail about decision making and further actions or outcomes and the threshold level reached in line with local procedures
- taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children and being a key point of contact with the safeguarding partners
- informing the Headteacher of issues, including ongoing section 47 of the Children Act 1989 and police investigations
- being the lead contact when working with the school's leadership team for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school by:
 - ensuring senior leaders know and have oversight its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort,
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Teachers' Responsibilities

Teachers adhere to the Teachers' Standards (2021) expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

This includes:

- knowing and understanding and following the school's child protection policy and procedures
- promote educational outcomes of pupils subject to any safeguarding concerns and following any advice such as making reasonable adjustments or implementing any directed actions in a statutory safeguarding plan.

Visitors including Contractors Responsibilities

Visitors, including contractors, will read the school/setting's safeguarding procedure information (provided upon signing in at the office) so that they can follow protocol. Expectations will be referenced in any lease/letting agreement.

Section 5: Responding to concerns about a child's welfare

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), so that discussion can take place regarding whether any support for the child can be managed internally via the school's own pastoral support process, or if Level 2 early help support is required or a referral to Children's Social Care and/or the Police.

Once reported to the DSL, staff are required to record their concern using the CPOMS software. If the child is in immediate danger, or at risk of immediate harm, concerns will be referred by telephone to the Children's Single Point of Contact or C-SPOC/Children's Social Care and/or the Police. If a referral is necessary this is completed online via the [Southend Children's Services Portal](#) with a follow up phone call.

In exceptional circumstances, such as in an emergency or a genuine concern that appropriate action hasn't been taken, any staff member can refer their concerns directly to local authority children's social care; however, they should inform the Designated Safeguarding Lead or deputy as soon as possible.

In an emergency take the action necessary to help the child, for example, call 999 for medical assistance or if a crime needs to be reported.

Staff must always **immediately** inform the Designated Safeguarding Lead or their deputy if there are any:

- concerns that a child is presenting signs or symptoms of abuse, exploitation, or neglect, including suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- searching incidents where there are reasonable grounds to suspect a learner was in possession of a prohibited item or where a search has revealed a safeguarding risk
- behaviour or changes in presentation, including changes in school attendance, which gives rise to suspicions that a child may not be receiving adequate care or may be suffering harm
- hint or disclosure of abuse about or by a child
- concerns that a person(s) who may pose a risk to children is living in a household with children present
- concerns about online abuse including cybercrime, exploitation, harmful sexual behaviour, sharing nudes and semi nudes and/or where any adult appears to be sexually communicating (e.g., email, text, written note or verbally) with a child
- concerns about child-on-child abuse, including sexual violence and harassment
- information which indicates that the child is living with someone who does not have parental responsibility for them (this is known as private fostering)
- concerns that a child is at risk of domestic abuse or so-called 'honour-based' abuse, including forced marriage, marriage, or civil partnership under the age of 18, female genital mutilation (FGM), breast ironing, virginity testing or hymenoplasty
- concerns that a child is at risk of radicalisation, child sexual exploitation or criminal exploitation, including county lines; or that a child or their parent/carer may be a victim of modern slavery (trafficked)

If, for any reason, the Designated Safeguarding Lead (or deputy) is not available, this will not delay appropriate action being taken. Safeguarding contact details are displayed in 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 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.

There will also be occasions when you suspect that a child may be at risk, but you have no 'real' evidence. For instance:

- the child may need support with their mental health.
- the child's behaviour, play and or appearance may have changed
- attendance rates at school may have reduced
- the child's ability to concentrate and focus may have altered

It is not the responsibility of the school or its staff to determine the truth of any disclosure or allegation. This is the responsibility of local authority children's social care. All staff however have a duty to recognise where extra support is needed or where there are complex needs or child protection concerns requiring intensive or specialist support.

Ensure you record these early concerns using CPOMS. If a child or adult does begin to reveal that a child is being harmed, you should follow the advice in the section '*If a child chooses to tell a member of staff about a concern or abuse*'.

These concerns should be raised with the Designated Safeguarding Lead or their deputy. Do not presume someone else will do this or has done so.

Professionals in all agencies have a responsibility to submit a C-SPOC referral via the [online portal website](#) when it is believed or suspected that a child is a:

Child in Need:

- needs more complex interventions from statutory children's services to achieve or maintain a reasonable standard of health or development
- has a permanent and substantial disability which significantly limits their everyday lives

Child in Need of protection:

- has suffered significant harm
- is likely to suffer significant harm

If a child chooses to tell a member of staff about a concern or abuse

It takes a lot of courage for a child, parent, carer, or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault. It is important they are reassured that they are being taken seriously, and that they will be supported and kept safe. They should not be made to feel they are creating a problem, blamed or ashamed for making a report. Reports, particularly those about sexual violence and harassment, if possible, should be managed with two members of staff present (preferably one

being the Designated Safeguarding Lead or a deputy), however this might not be possible in all cases.

If a child or adult talks to you about any risks to a child's safety or well-being you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement.

During your conversation with the child (or their parent/carer):

- allow them to speak freely, listen to what is being said without interruption and avoid asking leading questions
- keep questions to a minimum and of an open nature (tell me, explain, describe) e.g. 'can you tell me what happened?' rather than 'did x hit you?'
- remain calm and do not overreact – they may stop talking if they feel that they are upsetting you
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'This isn't your fault', 'You are doing the right thing in talking to me'
- avoid admonishing them for not disclosing earlier. For example, saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing'; this may intend to be supportive but be interpreted as they have done something wrong
- do not be afraid of silences – remember how hard this must be for the child or adult
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this
- do not automatically offer any physical touch as comfort; this may not be comforting to a child who has been abused
- at an appropriate time tell the child or adult that to help them you must pass the information on
- tell them what will happen next. The child or adult may agree to go with you to see the Designated Safeguarding Lead, if not, let them know that this staff member will come to see or contact them before the end of the day
- ensure that children are not asked to write statements about abuse or any concerns that may have happened to them or sign the staff record.

Key points to remember for any member of staff (including volunteers or supply staff) or visitors whenever they have any concerns about a child's welfare:

- in an emergency take the action necessary to help the child, for example, call 999
- do not assume a colleague or another professional will share information that might be critical to keeping a child safe. Early information sharing is vital in

keeping children safe, whether this is when problems first emerge, or when a child is already known to local authority children's social care

- report your concern, including any possible [private fostering](#) arrangements, to the Designated Safeguarding Lead or their deputy as soon as you can and by the end of the day at the latest
- if you are unsure speak to the Designated Safeguarding Lead or their deputy
- if the Designated Safeguarding Lead or their deputy is not around, ensure the information is shared with the most senior person in the school/education setting that day. The concerns and any action taken must then be shared with the Designated Safeguarding Lead as soon as it is possible
- if the concerns are about sharing nudes and semi-nudes do not view, copy, print or share the images
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends, or family
- as soon as possible, complete a record of the concerns on CPOMS. This should be on the same day and before the child is due to leave the school premises
- seek support for yourself if you are distressed by contacting the DSL, a deputy, or a senior leader

Remember: If you are unsure, you should always have a discussion with the Designated Safeguarding Lead or their deputy

Role of the Designated Safeguarding Lead and their deputy following identification of concerns

Whenever the Designated Safeguarding Lead or their deputy receive information regarding concerns about a child, including via police domestic abuse notifications via Operation Encompass they will:

- review information received and assess if any urgent actions are needed, i.e. medical, child's immediate safety
- check what is known about the child when they arrived (or not) at school today, how they are presenting physically and emotionally and if there are any changes in their behaviour
- consider what is already known about the child and their family, including whether any previous concerns have been raised by staff or if they are already known to local authority children's services (targeted early help or social care)
- consider what 'checks' need to be carried out and how best these can be achieved
- inform relevant school staff who have a specific need to know i.e., class/form teacher and relevant support staff
- where appropriate use relevant national, local, and education-based risk identifying, assessment tools and guidance to support the identification of needs and decision making, such as: school records, assessments, and chronologies, including any contextual factors/placed based risks

- use national guidance and assessment tools e.g. [Stop it now](#) (sexual behaviours), [Contextual safeguarding](#) tools, [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(2024\)](#). The Brook Sexual Behaviours Traffic Light Tool is a safeguarding tool focused specifically on identifying, understanding, and responding to children's sexual behaviours. It is used in situations that involve potential child on child abuse (also known as peer-on-peer abuse) but also in broader safeguarding contexts where a child might be experiencing abuse from an adult.
- not directly approaching a child or parent/carer about an incident when the school/education setting have received a domestic abuse notification and instead make general enquiries with the child about how they are. If a child initiates a conversation about the incident the guidance outlined in the section '*If a child chooses to tell a member of staff about a concern or abuse*' will be followed.
- follow the [Southend, Essex & Thurrock Safeguarding and Child Protection Procedures](#) and use the Southend [Threshold document](#) to support decision making about the child's needs and the appropriate level of support and intervention. Possible options include internal support via school/education setting pastoral systems, early help assessment and referral to statutory services such as local authority children's services
- consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm, see notifying parents
- if unsure about the action to take, including if a child protection referral should be made, seek advice from local authority children's social care or another appropriate agency
- if the concerns are about radicalisation or violent extremism, contact the Local Authority Education Performance, Partnerships and Safeguarding team for advice and where appropriate make a referral to the police Prevent Team
- where the child has complex needs or where there are child protection concerns, refer as appropriate to Local Authority Children's Services via agreed processes, providing a copy of the early help assessment, action plan and any other relevant assessments
- notify the appropriate Local Authority Children's Services of any private fostering arrangements, to allow the local authority to check the arrangement is suitable and safe for the child. Notifications will contain the information specified in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and made in writing
- if a child is at risk of immediate harm, and/or where it is believed a criminal offence has been committed, including sexual violence and harassment, referring to the police. See [NPCC When to call the police: guidance for schools and colleges](#). Safeguarding considerations must take priority and include how screening, searching, and confiscating powers will be used safely, proportionately, and appropriately, including undertaking a police strip search

on a child and the requirement for children to have an [appropriate adult](#); see [Searching, screening and confiscation at school guidance](#) (2022).

For more information about the Early Help and Level 2 support see the [Southend Early Help Framework](#)

Responding to concern or disclosure: The Designated Safeguarding Lead reviews all available information and uses this to triage the case and take appropriate action in line with the local authority thresholds. This includes:

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

Recording: The Designated Safeguarding Lead ensure records are a clear and comprehensive summary of the concern, including:

- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome, referencing the local authority thresholds
- ensuring that child protection files are kept up to date, stored securely and confidentiality
- keep concerns and referrals in a separate child protection file for each child.
- ensuring a child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term, when children leave the school
- ensuring receipt of a child protection file for any pupil new to school subject to statutory safeguarding intervention.

Where there is concern for the welfare of a child and a professional is unsure whether the need warrants a referral for statutory involvement at level 4, the practitioner can call the C-SPOC consultation line on 01702 215007 Option 1. Pre-contact consultations can be anonymous unless they become of high concern during the consultation, in which case, the professional who sought the consultation will be asked for the child's details or advised to inform the parent to contact Children's Social Care. A contact record will then be created.

Notifying parents/carers

The school/education setting will normally seek to discuss any needs or concerns about a child with their parents or carers. Where an early help assessment would benefit the child and their family the most appropriate member of staff should approach the parent/carer to take this forward. In situations where there are serious needs or child protection concerns the Designated Safeguarding Lead or deputy will contact the parent or carer. However, if the setting believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from local authority children's social care.

Pastoral/school-based support (universal support/ low level needs)

In all cases the school/education setting will consider what support could be offered within the setting via pastoral support processes. The Pastoral and Safeguarding Team meets regularly to monitor the needs of our pupils and ensure that they are supported in the best way possible for example by:

- Working with partner agencies, such as social care, L2 advisors
- Ensuring follow up actions for families and individuals
- Offering support from the Family Liaison Officer to families and to pupils in school/learning mentor support
- Accessing other school support, e.g. counsellor/play therapist, educational support
- Supporting attendance concerns
- Supporting educational outcomes for vulnerable/previously vulnerable children
- Supporting access to charitable donations and the food bank

Pastoral support will be kept under constant review to ensure that it is effective.

Early Help (Level 2) support and assessment (emerging needs)

Where a child is likely to require co-ordinated support from a range of Early Help services, or where there are concerns for a child's well-being or a child's needs are not clear, not known or not being met, the Designated Safeguarding Lead or deputy will support the completion of an early help assessment via the Level 2 Needs Identifier (with parental consent, and liaise with the team of L2 Early Help Advisors to target help and support. This may result in a Team Around the Family (TAF).

Whenever a child and their family are supported at Level 2, the school/education setting will keep this under constant review and should the child's situation appear not to improve or worsen, consideration will be given to a referral to children's services at the Local Authority.

Referral to children's social care at the Local Authority

Non urgent concerns about a child's welfare will be referred to children's social care at the Local Authority [Children's Services Portal](#) using the agreed referral process as outlined in the Southend [Threshold document](#).

If there are concerns that a child is at IMMEDIATE risk of significant harm professionals should telephone the Children's – Single Point of Contact (C-SPOC) immediately on 01702 215007.

Requests for support made on the telephone must be followed up with a written C-SPOC referral form via the [online portal website](#) immediately following the phone referral.

Where there is imminent danger call the emergency services on 999.

Anybody can make the referral!

In exceptional circumstances, such as in an emergency or a genuine concern that appropriate action hasn't been taken, any staff member can refer their concerns directly to children's social care at the Local Authority using the [online portal](#); however, they should also inform the Designated Safeguarding Lead or deputy (as soon as possible).

Female genital mutilation (FGM)

If the referral is about a 'known' case of female genital mutilation (FGM), in addition to a referral to children's social care at the Local Authority, the individual teacher also has a mandatory reporting duty; see [Mandatory Reporting of Female Genital Mutilation; procedural information](#) (2015). Under this duty, 'known' cases of FGM where a girl under 18 informs the person that an act of FGM has been carried out on her, or where physical signs appear to show that an act of FGM was carried out, this must be reported to the police on 101. This is a personal responsibility in addition to the referral to children's social care at the Local Authority and the professional who identifies FGM and/or receives the disclosure should make the report by the close of the next working day.

Children potentially at risk of greater harm

We recognise that some children may potentially be at risk of greater harm and require additional help and support. These may be children with a Child in Need or Child Protection Plan, those in Care or previously in Care or those requiring mental/emotional health support. We work with Social Care and other appropriate agencies to ensure there is a joined-up approach to planning for these children and that they receive the right help at the right time.

Our school understands that children with special educational needs (SEN) and/or disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- That they may be more prone to peer group isolation than others

- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers

Supporting pupils at risk

Our school is committed to ensuring that our pupils receive the right help at the right time. Staff are in a position to identify concerns early, provide help for children and prevent concerns from escalating. Our school will endeavour to support all pupils through:

- The curriculum – to encourage our pupils to stay safe and to develop healthy relationships, self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of the school's behaviour management policies.
- A consistent approach from all staff which will endeavour to ensure that our pupils know that some behaviour is unacceptable, but that s/he is valued.
- Regular liaison with other professionals and agencies that support the pupils and their families.
- A commitment to develop open, honest and supportive relationships with parents, always with the child's best interest as paramount.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that children with behavioural difficulties and special educational needs and/or disabilities are most vulnerable to abuse. Therefore, staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that, in a home environment where there is domestic violence, drug or alcohol abuse, children are vulnerable and may be in need of support or protection.

Action following referral

The Designated Safeguarding Lead, their deputy or other appropriate member of staff will:

- where a referral was made by phone, follow up the referral, in writing using the online referral system, within 48 hours and attach any existing assessment e.g. early help assessment. In all cases the school/education setting will also include information held about any place-based risks (harm outside of the home)
- be aware that Local Authority children's social care should make a decision within one working day of the referral being made about what course of action they are taking and let the school/education setting know the outcome. If the

information is not forthcoming, the Designated Safeguarding Lead or another appropriate member of staff should follow this up

- maintain contact with the allocated social worker and support them or other agencies following any referral
- contribute to any strategy discussion or meetings
- support any Section 47 enquiries or statutory assessments that are carried out
- provide a report for, attend, and contribute to any initial and review Child Protection Conference. This includes sharing any reports with parents/carers and where appropriate, the child
- share the content of this report with the parent/carer and if appropriate the child, prior to the meeting
- attend core group meetings for any child subject to a Child Protection plan or Child in Need meeting for any child subject to a Child in Need plan
- where a child on a Child Protection plan, Child in Need plan or who is Looked After moves from the school/education setting or if there are unexplained absences from school, immediately inform the child's social worker/key worker in local authority children's social care
- if, after the referral the child's situation does not appear to be improving, the Designated Safeguarding Lead should press for re-consideration to ensure their concerns have been addressed and the child's situation improves.

Confidentiality and sharing information

The school/education setting recognises the importance of information sharing between the school/education setting and local agencies to effectively safeguard our learners. The setting operates with regard to HM Government [Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (2024), Information Commissioner's Office [A 10 step guide to sharing information to safeguard children](#) (2023) and DDSCP [Information Sharing Guidance for Practitioners](#) (2022).

All staff will be mindful of the seven golden rules to sharing information and [Data Protection Act](#) (2018) and [UK General Data Protection Regulation](#) (UK GDPR) obligations. Staff are aware that the Data Protection Act 2018 and UK GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe and promoting their welfare, rather, they provide the legal framework under which information can, and in some cases, must be shared.

School staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of a child, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

If in any doubt about sharing information, staff should speak to the Designated Safeguarding Lead or a deputy, who will seek advice from our Data Protection Officer if needed

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children

All information sharing outside of 'business as usual', should be recorded on the appropriate logs

Staff should only discuss concerns with the Designated Safeguarding Lead or deputy (or the most senior person on the premises if they are unavailable), headteacher or chair of governors/trustees (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Where appropriate, consent will be sought to share information. However, where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as local authority children's social care under alternative, appropriate, lawful basis. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

Record keeping

All concerns, discussions and decisions made, including the rationale for those decisions, should be recorded in writing on the CPOMS software. This includes instances where referrals were or were not made to another agency, such as local authority children's social care or the Prevent programme etc. If in doubt about recording requirements staff should discuss with the Designated Safeguarding Lead or their deputy.

Any records relating to child protection are uploaded to the child's file on CPOMS and paper copies destroyed. If, for any reason we are unable to do this, e.g. the file is too large, the records are stored separately from the pupil file in a locked location.

Records will include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached, the rationale for these, and the outcome, as well as a review of any progress made
- any professional differences of opinion about the safety of a child will also be recorded.

When a child leaves the school, the Designated Safeguarding Lead will ensure a copy of these records will be sent securely as soon as possible (within 5 days for an in-year

transfer or within the first 5 days of the start of a new term) to any school or other education setting to which the child transfers and a confirmation of receipt obtained. The child protection file transfer will be separate to the main pupil file. This will allow the new provider to continue supporting the child and have the support in place for when the child arrives.

The Designated Safeguarding Lead will also consider if it would be appropriate to share any information with the new education provider in advance of the child leaving e.g. children who have or who have had a social worker and those receiving support through the Channel programme.

The Designated Safeguarding Lead, their deputy/ies and key staff, such as special education needs co-ordinators will be informed when a child's safeguarding/child protection file is received.

Support for those involved in a safeguarding/child protection issue

Child neglect, abuse and exploitation are devastating for children and can result in distress and anxiety for staff involved. Support to all concerned is by:

- offering employee assistance, such as providing details of helplines, counselling, or other sources of external support
- responding sympathetically to any requests for time out to deal with distress or anxiety
- nominating a link adult who will keep all parties informed and be the central point of contact
- nominating a 'case manager' where a member of staff is the subject of an allegation made by a child
- following the procedures laid down in policies, such as whistleblowing, complaints, and disciplinary procedures
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- taking all suspicions and disclosures seriously

Section 6: Child-on-child abuse, including sexual violence and harassment

All staff working in or on behalf of the school/education setting maintain an attitude of '*it could happen here*' – this is especially important when considering child-on-child abuse. Even if there are no reports it does not mean it is not happening.

If staff have any concerns regarding child-on-child abuse, they should speak to the Designated Safeguarding Lead or their deputy

The school/education setting recognises that children may abuse their peers physically, sexually, and emotionally. There is a zero-tolerance approach to child-on-child abuse; abuse is abuse and this will not be tolerated or passed off as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The setting will take child-on-child abuse as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We will respond to all reports and concerns, including those that have happened outside of the school and online. In addition, we also recognise that children who abuse others and any other child affected by child-on-child abuse are also likely to have considerable welfare and safeguarding issues themselves.

What is child-on-child abuse?

[Keeping Children Safe in Education](#) (2025) defines child-on-child abuse as most likely to include but not limited to:

- bullying (including cyberbullying, prejudice based and discriminatory bullying):
 - abuse within intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and /or encourages physical abuse)
 - sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and /or encourages sexual violence)
 - sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - consensual and non-consensual sharing of nudes and semi-nude images and or videos
 - upskirting², which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm

- initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Incel ideology and its associated behaviours are not legally defined as "child on child abuse" in themselves; rather, they are a radical, extremist online subculture that can lead to behaviours that constitute child on child abuse (also known as peer-on-peer abuse) when they manifest offline.

Child-on-child abuse can also include causing someone to engage in extremist or radicalising behaviour. Child-on-child abuse exists on a continuum, and different forms of abuse may overlap. It can affect children of any age, sex, be between two children or through a group of children abusing a single child or group of children. Sometimes vulnerable children are targeted. For example:

- those living with domestic abuse or with intra-familial abuse in their histories
- young people in care
- those who have experienced bereavement through the loss of a parent, sibling, or friend
- black and minority ethnic children are under identified as victims but are over identified as perpetrators
- there is recognition it is more likely that girls will be victims and boys are likely to be perpetrators. However, both girls and boys can experience child-on-child abuse, but they are likely to experience it differently e.g. girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group)
- evidence shows that children with disabilities or children identifying as lesbian, gay, bisexual, or gender questioning are at greater risk

Child-on-child abuse is influenced by the nature of the environments in which children spend their time – home, school/education settings, peer group, online and community – and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc, can all be used to exert power over a peer.

- child-on-child abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another and has the opportunity or is in an environment where this is possible
- while perpetrators of child-on-child abuse pose a risk to others, they are often victims of abuse themselves

Preventing child-on-child abuse

There is a whole school/education setting approach to preventing child-on-child abuse, including child-on-child sexual violence and sexual harassment; this forms part of the whole school/education setting approach to safeguarding. The school setting will seek to minimise the risk of child-on-child abuse by ensuring an approach that prepares learners for life in modern Britain. The establishment has a clear set of values and standards which are upheld and demonstrated throughout all aspects of school life.

The school:

- provides a safe environment
- promotes a culture of positive standards of behaviour
- takes steps to address inappropriate behaviour
- has effective systems in place where children can confidently raise concerns knowing they will be taken seriously
- provides safeguarding through the curriculum via relationships education/relationships and sex education, online safety, and other curriculum opportunities.

This may include targeted work with children identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others.

All staff understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. Downplaying certain behaviours will not be tolerated or passed off. Staff will maintain an attitude of *'it could happen here'* and all inappropriate behaviour will be addressed.

We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with child on child abuse. We will never make a child feel ashamed for reporting abuse, nor that they are creating a problem by doing so.

The setting deals with a wide continuum of children's behaviour on a day-to-day basis and most cases will be dealt with via school-based processes. These are outlined in the following policies:

- Relational/Behaviour policy, including bullying/ online bullying and prejudice-based bullying and school/education setting screening, searching, and confiscating powers and how they will be used safely, and appropriately, including police strip searches

- Online safety policy and other associated issues, including sharing nudes and semi-nudes and extremist material
- Attendance policy
- PSHE policy

Systems for children to report abuse

Even if there are no reports, all staff understand it does not mean it is not happening; it may be the case that it is not being reported. We recognise that children may not find it easy to tell staff about the abuse, that certain children may have additional barriers to telling someone and children can show signs or act in ways they hope adults will notice or react to. In some cases, victims may make indirect reports via a friend or staff may overhear conversations. All staff recognise the indicators and signs of child-on-child abuse and know how to identify it.

See *Systems for children to report concerns and abuse* for information about the systems in place for children to confidently report abuse.

If staff have any concerns regarding child-on-child abuse, they should speak to the Designated Safeguarding Lead or deputy

Action on concerns

Child-on-Child abuse may be a one-off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive, however in some circumstances it may be less clear. Reports of sexual violence and harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. In all cases the initial response to a report is very important. Members of staff will take the concerns seriously and reassure the child that they will be supported and kept safe, regardless of how long it has taken them to come forward. If possible, reports should be managed with two members of staff present (preferably one being the Designated Safeguarding Lead or a deputy), however this might not be possible in all cases.

The victim will not be given the impression they are creating a problem or made to feel ashamed for making a report or their experience minimised. Abuse which has occurred online or outside of the school/education setting will be treated just as seriously as that which has occurred within the education environment.

Staff must follow *Responding to concerns about a child's welfare* and discuss the concerns and seek advice from the Designated Safeguarding Lead.

When an allegation is made by a pupil/student against another pupil/student, members of staff should consider if the issues raised indicate that the child and/or alleged perpetrator may have low level, emerging needs, complex/serious needs, or

child protection concerns and follow the process outlined in *Responding to concerns about a child's welfare*.

Considerations for cases where child-on-child abuse is a factor include:

- what are the wishes of victims in terms of how they want to proceed?
- what is the nature, extent and context of the behaviour including verbal, physical, sexual (including sharing of nudes/semi-nudes) and/or online abuse? Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy? What was the time, location, duration, and frequency? Is the incident a one off or a sustained pattern of abuse? (Remember there may be other forms of abuse in addition to what has been reported) Were other children and /or adults involved? Has a crime been committed and/or have any harmfully sexual behaviours been displayed?
- what is the child's age, development, capacity to understand and make decisions (including anything that might have had an impact on this e.g., coercion), and family and social circumstances? What is the nature of the relationship between the children involved? Are they in a current or previous intimate personal relationship, do they live in the same household or setting, attend the same school/education setting, classes, or transport?
- what are the relative chronological and developmental ages of the children? Does the victim or perpetrator have a disability or learning difficulty? Are there are any differentials in power, social standing, or authority?
- is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
- are there any risks to the child victim or alleged perpetrator themselves and others e.g., other children in school/education setting, adult students, school/education setting staff, in the child's household (particularly siblings or other children related to the household), extended family, peer group or wider social network? Are there any links to child sexual exploitation, child criminal exploitation or gang related activity?

Immediate consideration should be given to how best to support and protect the victim and alleged perpetrator and any other children involved/impacted.

Where the report involves rape and assault by penetration, the alleged perpetrator must be removed from any classes they share with the victim. There must also be careful consideration on how best to keep the victim and alleged perpetrator apart on school/education setting premises (including any before or after school activities) and on transport to and from the setting.

For all other reports of sexual violence and sexual harassment and forms of child-on-child abuse, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, school/education setting's premises and transport should be considered immediately.

All decisions will be made in the best interests of the children involved and should not be perceived to be a judgement on the guilt of the alleged perpetrator. In all cases, the initial report should be carefully evaluated on a case-by-case basis with the Designated Safeguarding Lead taking a leading role and using their professional judgement, supported by other agencies, such as local authority children's social care and the police as required. The Designated Safeguarding Lead will refer to relevant assessment tools and guidance as appropriate, such as:

- [Keeping Children Safe in Education](#) (2025) part five
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Searching, screening and confiscation at school](#)
- [Behaviour in schools](#)
- [School suspensions and permanent exclusion](#)
- [Stop it Now Sexual Behaviours Traffic Light Tool](#)
- [Southend Threshold Document](#)
- [Southend, Essex & Thurrock Safeguarding and Children Protection Procedures](#)
- [When to call the police – guidance for schools and colleges](#)

When appropriate the Designated Safeguarding Lead may seek further advice from local or national safeguarding contacts as outlined in [Key safeguarding contacts](#).

Whenever there is an allegation of abuse, including concerns about sexual harassment and violence, made against a child, the Designated Safeguarding Lead and other appropriate staff will draw together separate risk and needs assessments and action plans to support the victim and the alleged perpetrator. These will consider:

- the victim, especially their protection and support
- whether there have been other victims
- the alleged perpetrator/s
- all the other children (and if appropriate adult students and staff) at the school/education setting, especially any actions that are needed to protect them from the perpetrator/s, or from future harms
- the time and location of the incident and any action required to make the location safer
- when information can be disclosed to staff and others, including the alleged perpetrator and parents/carers

Whenever Local Authority children's social care and/or the police are involved, the school/education setting will work in collaboration to ensure the best possible support and protection is provided for both the victim and the alleged perpetrator.

All reports of Child-on-Child abuse (including sexual harassment and/or sexual violence) will be recorded in the child's safeguarding/child protection file. This will include all decision making, risk and needs assessment and plans.

Where appropriate incidents may be managed internally (low level needs), via early help (emerging needs) or through local authority children's social care (complex/serious needs or child protection concerns); reports to the police will be run in parallel with children's social care as outlined in the [Southend, Essex & Thurrock Safeguarding and Children Protection Procedures](#).

All risk and needs assessment and action plans whether internal or multi-agency will be reviewed and updated on a regular basis. If things do not improve or deteriorate the situation should be reconsidered.

Tools used to self-assess our response to harmful sexual behaviour are:

- [CPD: Brook Sexual Behaviours Traffic Light Tool \(RSE\) Course](#).
- The Contextual Safeguarding School [Beyond Referrals](#) Self-Assessment Toolkit & Guidance
- [Stop it Now Sexual Behaviours Traffic Light Tool](#)

Where the victim or alleged perpetrator transfers to another school, the Designated Safeguarding Lead will ensure the new provider will be made aware of any on-going support needs (and will discuss this with the victim and where appropriate their parents, as to the most suitable way of doing this) as well as transferring the safeguarding/child protection file. In the case of the alleged perpetrator, where appropriate, this will also include potential risks to other children and staff.

Any suspicion or allegations that a child has been sexually abused or is likely to sexually abuse another child (or adult) or where there are concerns about any other form of abuse, a referral must be made immediately to local authority children's social care and where appropriate, the police

Appendix 1 – Specific Safeguarding Issues

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

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

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

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. It may occur over time or be a one-off occurrence. In Southend, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead will lead on these issues and work with other agencies as appropriate.

Children missing from education

All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks, so we work with parents and other partners to keep children in school whenever possible.

Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police). Parents are required to provide at least two emergency contact numbers to the school, to enable us to communicate with someone if we need to.

Our school complies with [Children Missing Education](#) and [Southend on Sea Borough Council Early Help and Family Support Children Missing Education Guidance](#)

Our school must inform the Local Authority of any pupil who has been absent for a continuous period of 10 days or more without a good reason, and the school has satisfied all avenues of enquiry and is unsuccessful in tracing the pupil.

We work in accordance with the Southend City Council's Children Missing from Education Guidance and our own schools attendance policy.

Our school also complies with the regulations regarding Elective Home Education (Regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended 2016) and Southend's guidance

<http://www.southendlearningnetwork.co.uk/Services/4834>

Our school notifies the Elective Home Education Team via secure email to ehc@southend.gov.uk at the earliest opportunity and, when relevant, immediately provides a copy of the parents' written notification to home educate and the date they came off roll.

Children removed from school admission register

The school will notify the Local Authority when it is about to remove a pupil's name from the school admission register under any of the grounds set out in the [Education \(Pupil Registration\) \(England\) Regulations 2006](#) and [Working Together to Improve School Attendance 2022](#).

When removing a pupil's name, the notification to the Local Authority will include:

- a) the full name of the pupil,
- b) the full name and address of any parent with whom the pupil normally resides,
- c) at least one telephone number of the parent,
- d) the pupil's future address and destination school, if applicable, and
- e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register.

The school will make all reasonable enquiries to establish the whereabouts of the child jointly with the Local Authority, before deleting the pupil's name from the register, if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii)

Contextual safeguarding

Safeguarding incidents and behaviours can be associated with factors outside our school. All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a child's life are a threat to their safety and / or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family. This is to ensure that our children and families receive the right help at the right time.

Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

So-called 'honour-based violence' (including Female Genital Mutilation and forced marriage)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

A *forced marriage* is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

Mental health – Emotional Health and Wellbeing

Our staff are aware that 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. We understand that, where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Where we have concerns this may impact on mental health, we will seek advice and work with other agencies as appropriate to support a child and ensure they receive the help they need.

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school aims to develop the emotional wellbeing and resilience of all pupils and staff, as well as 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 in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

See the Children's Emotional Health and Wellbeing policy

Online safety

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 are able to reap the benefits of the online world.

The range of online risks could be categorised as:

Content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, suicide, racist or radical and extremist views;

Contact: being subjected to harmful online interaction with other users; for example peer to peer pressure, commercial advertising as well as 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; for example making, sending and receiving explicit images, or online bullying

Commerce: risks such as online gambling, inappropriate advertising, phishing and / or financial scams

All staff in our school are aware of the risks to children online and we seek to help children keep themselves safe online in a range of ways – further information about our approach to online safety is available in our Online Safety / Use of Technology Policy.

We have systems in school to filter information and block internet access to harmful sites and inappropriate content. Our systems and approaches are monitored and regularly reviewed to ensure they are effective, and all staff are trained in online safety and how to report concerns.

See the Online Safety Policy.

Harmful sexual behaviour

We understand that children's sexual behaviours exist on a continuum, ranging from age-appropriate / developmental to inappropriate / problematic / abusive. We also understand that harmful sexual behaviour and child on child abuse can occur between children of any age and gender, either in person or online. We recognise that children who display harmful sexual behaviour may have experienced their own abuse and trauma, and we will support them accordingly.

Our school has a 'zero-tolerance' approach to harmful sexual behaviour of any kind, and any inappropriate behaviour is challenged and addressed. We work in accordance with all statutory guidance in relation to such behaviours and with other agencies as appropriate.

We seek to teach our pupils about healthy and respectful relationships, boundaries and consent, equality, the law and how to keep themselves safe (on and offline).

Prevention of radicalisation

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed 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.

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 vulnerable to being drawn into terrorism.

Our school 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.

Serious violence

All staff are aware of the risk factors and indicators which may signal that children are at risk from or involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

3. Threshold Guidance Process

