

South East Essex Academy Trust



Safeguarding and Child Protection Policy 2025

Title	SEEAT Safeguarding and Child Protection Policy 2025
Author	Caroline Thornton
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School Information Page

Hadleigh Junior School – Key Contacts

Designated Safeguarding Lead (DSL): Jennifer Cole
Deputy Designated Safeguarding Leads (DDSL): Tracey Howard Sarah Thompson Vicky Parkinson Glenn Moore
Designated Safeguarding Governor: Andrew Green
Designated On-line Safety Governor (if different from above)
Executive Head Teacher: Glenn Moore
Headteacher/ Head of School: Jennifer Cole
Mental Health Lead: Alex Morgan
South East Essex Academy Trust CEO: Andrew Cooper
South East Essex Academy Trust Head of Safeguarding, Attendance and Behaviour: Caroline Thornton

**Safeguarding and Child Protection
Co-ordinator and Local Authority
Designated Officer (LADO):**

Michelle de Kock: 03330 139 797
(lado@essex.gov.uk)

Safeguarding Advisor:

Jo Barclay

Referral to Specialist Services

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

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

Urgent concern

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

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

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

To make **URGENT** referrals **OUT OF OFFICE**

HOURS call the emergency duty team (Essex or Southend) on **0845 6061212**

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

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

Urgent concern

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

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

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

To make **URGENT** referrals **OUT OF OFFICE**

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Policy and Statutory Guidance Links

SEEAT (South East Essex Academy Trust) Safeguarding and Child Protection Policy 2025	As per this policy
Keeping Children Safe in Education (KCSIE) 2025	Keeping Children Safe in Education 2025
Working Together to Safeguard Children 2023	Working Together to Keep Children Safe in Education 2023

Useful Numbers and Information

PREVENT	Staff should raise their concerns with the Designated Safeguarding Lead as indicated in this policy. Your DSL will take advice and report the concern to the local authority. Other support and guidance are available: PREVENT National Referral Form.02 Action Counter Terrorism (ACT) PREVENT and Channel Fact Sheet 2023 ; or call the PREVENT Advice Line on 0800 011 3764 Channel – 0207 340 7264
Reporting Female Genital Mutilation (FGM)	Reporting FGM to Essex Police NSPCC FGM Helpline – 0800 0283550
County Lines	County Lines - Advice, Support and Reporting to Essex Police

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SAFEGUARDING & CHILD PROTECTION POLICY FOR HADLEIGH JUNIOR SCHOOL

1. Introduction

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

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

(Keeping Children Safe in Education – DfE, 2025)

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

- Keeping Children Safe in Education (DfE, 2025)
- Working Together to Safeguard Children (DfE, 2023)
- The school Behaviour Policy
- The SEEAT Code of Conduct
- The safeguarding response to Children Missing from Education (DfE, 2024)
- The role of the Designated Safeguarding Lead (Annex C of KCSIE)

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

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

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

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

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

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

2. Legislation and Statutory Guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on, [Keeping Children Safe in Education 2025](#), [Working Together to Safeguard Children 2023](#) and [Academy Trust Governance Guide 2024](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. For our Southend school's the arrangements sit within the Southend Local Safeguarding Children Board (LSCB). In Southend, the statutory partners are Southend City Council, Essex Police, and the Southend Integrated Care Board. For our Essex schools, these arrangements sit under the Essex Local Safeguarding Board (ESCB). In Essex, the statutory

partners are Essex County Council, Essex Police, and the three NHS Integrated Care Boards.

Note: One of our schools, Westcliff High School for Girls is complex in that students attend from across the County, but also from some of the London Boroughs. If a student is from an authority outside of Essex or Southend, the school will observe the arrangements of the authority which is home to the student.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002 [Education Act 2002](#) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.
- [The School Staffing \(England\) Regulations 2009](#), which sets out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the [The Education \(Independent School Standards\) Regulations 2014](#) places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) and [2004 amendment](#) which provides a framework for the care and protection of children
- Section 5B (11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#) which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Female Genital Mutilation Act 2003](#) (S. 74 - Serious Crime Act 2015) and the [Female Genital Mutilation Statutory Guidance 2020](#) which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [Guidance on the Rehabilitation of Offenders Act 1974](#) which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#) which defines what 'regulated activity' is in relation to children
- [Statutory Guidance on the PREVENT Duty](#) which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#) which explains that being subjected to harassment, violence, and/or abuse, including that of a sexual nature, may breach any or all the rights which apply to individuals under the [European Convention of Human Rights](#) ECHR)
- [The Equality Act 2010 \(Amended 2023\)](#) which makes it unlawful to discriminate against people regarding protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils regarding these characteristics. The Act allows our school to take positive action to deal with the disadvantages affecting pupils (where we can show it is proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they are being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment, and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.

In Essex, all professionals must work in accordance with the SET Procedures (May 2022) [SET Procedures ESCB 2022](#) Our schools work in accordance with the following legislation and guidance (*this is not an exhaustive list*):

- [Keeping Children Safe in Education 2025](#)
- [Working Together to Safeguard Children 2023](#)

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

Additional guidance for schools with pupils under 8 years of age

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

Additional guidance for schools with Early Years Foundation Stage (EYFS) Provision

This policy also meets requirements relating to safeguarding and welfare in [Early years foundation stage \(EYFS\) statutory framework](#).

3. Definitions

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in Keeping Children Safe in Education as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children’s mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

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

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

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

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos, or live streams. This also includes pseudo-images that are computer-generated images that appear to be a photograph or video.

Children includes everyone under the age of 18.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017).

They will plan to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs. They are:

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

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

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

4. Equalities statement

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

We give special consideration to children who:

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

5. Roles and responsibilities

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

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

- Behaviour Policy
- pastoral support system

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

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

5.1 All Staff

Everyone in the Trust has a responsibility to provide a safe environment in which our children can. They are aware of signs of abuse and neglect so they can identify children who may need of help or protection.

All staff members are aware of and follow school processes and are aware of how to make a referral to Social Care if there is a need to do so. If staff have any concerns about a child's welfare, they must act on them immediately and speak with the designated safeguarding lead (or deputy) – they do not assume that others have acted.

All staff will:

- read and understand part 1 and annex A of the Department for Education's statutory safeguarding guidance [Keeping Children Safe in Education 2025](#) and review this guidance at least annually
- sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g., sites they need to visit or who they will be interacting with online)
- provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

All staff will be aware of:

- the systems which support safeguarding, including this child protection and safeguarding policy, and:
 - the SEEAT Code of Conduct
 - the role and identity of the designated safeguarding lead (DSL) and deputy/deputies
 - the school's behaviour policy
 - the SEEAT On-line Safety Policy, and;
 - the safeguarding response to Children Missing Education
- the early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM and CCE, and how to maintain an appropriate level of

confidentiality while liaising with relevant professionals

- the signs of different types of abuse, neglect and exploitation , including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- new and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- the importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- the fact that children can be at risk of harm inside and outside of their home, at school and online
- the fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children
- that a child and their family may be experiencing multiple needs at the same time
- what to look for to identify children who need help or protection.

5.2 The Designated Safeguarding Lead (and Deputy / Deputies)

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

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

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

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

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

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

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

The DSL will also:

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

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

The DSL responsibilities may include:

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

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

5.3 The Board of Trustees and the Local Governing Body

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

The Board of Trustees will:

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

This includes:

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

The Local Governing Body (LGB)

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

The Local Governing Body will make sure:

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

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

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

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

5.4 The Headteacher

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

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

- ensuring that staff (including temporary staff) and volunteers:

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

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

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

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

5.5 Virtual School Headteachers

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

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

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

6. Confidentiality

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

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

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

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

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

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

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

6.1 The principles of confidentiality

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

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

6.2 Breaking confidentiality

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

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

The DSL (or deputy) will consider and advise on whom information can be shared with. The DSL will balance the victim's wishes against their duty to protect the victim and other children.

The DSL should consider that parents or carers should normally be informed (unless this would put the victim at greater risk).

The basic safeguarding principle is:

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

The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information (including personal information), and will support staff who have to make decisions about sharing information.

If staff are in any doubt about sharing information, they should speak to the DSL (or deputy).

6.3 Maintaining anonymity for pupils

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

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

7. Recognising and responding to abuse

It is expected that concerns should be discussed with the DSL, or their deputy. This includes when a child is suffering, or likely to suffer harm, but also where concerns do not pose an immediate risk, but urgent support may still be required. Speak with them to agree a course of action.

If in exceptional circumstances the DSL or their deputy is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. Please see the details on the school information page at the front of this policy. The SEEAT Head of Safeguarding, Attendance and Behaviour (also a DSL) is available for consultation and support.

If appropriate a referral to the local authority children's social care, or the police should be made.

You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Share details of any actions you take with the DSL as soon as possible.

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

- is disabled
- has special educational needs (whether they have a statutory education health and care (EHC) plan or not)

- is a young carer
- is bereaved
- is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- is frequently missing/goes missing from education, care, or home
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol
- is suffering from mental ill health
- has returned home to their family from care
- is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- is a privately fostered child
- has a parent or carer in custody or is affected by parental offending
- is missing education, or persistently absent from school, or not in receipt of full-time education
- has experienced multiple suspensions and is at risk of or has been permanently excluded.

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

Our individual and collective duty of care to the pupils in our schools ensures that all reasonable steps are taken to ensure the safety of a child or young person.

If a child is suffering or likely to suffer from harm or is in immediate danger this means that anyone **can make a referral**, but whenever possible, concerns should be passed to the DSL, or their deputy for discussion and referral if necessary.

The structure of our schools and SEEAT, means that a DSL, DDSL, a senior leader or the SEEAT Head of Safeguarding, Attendance and Behaviour is always available to discuss a safeguarding concern

Tell the DSL as soon as possible if you make a referral directly, or if you call the police in an emergency.

The details for the relevant local authority can be found on the school's information page at the front of the document.

7.2 When a child makes a disclosure

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

- listen to and believe them
- allow them time to talk freely and do not ask leading questions
- stay calm and do not show that you are shocked or upset
- tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- record your conversation as soon as possible in writing using the child's own words. This should be recorded on the school's electronic system (CPOMS, Safeguard or MyConcern), or in writing as dictated by the individual school. Stick to the facts, use the child's own words and descriptions. Use full words not abbreviations. Do not make your own judgement on it. An electronic referral will identify you by your login and indicate the time and date of your referral. If your referral is made on paper, it must include your full name, signature, and the date, including the full year
- pass paper referrals and other relevant documents or images to the DSL immediately. Electronic referrals will be alerted to the DSL (or deputy) automatically
- notify the DSL if straight away if the concern is serious, the child has been harmed or is at risk of immediate harm - **do not wait until the end of the school day.**

Alternatively, if appropriate, make a referral to the local authority children's social care and/or the police directly and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose

the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process. Details for the appropriate local council can be found here <https://www.gov.uk/report-child-abuse-to-local-council>

Consider that some children may:

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

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

7.3 Responding to Female Genital Mutilation (FGM)

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

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

Indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 1 of this policy.

Any teacher who either:

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

They must immediately be reported to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

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

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

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

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM should speak to the DSL and follow our local safeguarding procedures. [Reporting FGM to Essex Police](#)

Note: Report the concern in writing as indicated in 7.2

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

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

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

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

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

system and the support available.

7.5 Early Help

Note: Please be aware that 'Early Help' is a generically used term. The name of the assessment used to determine what support is needed for a family, and the name of the team delivering 'early help' services varies across local authorities. The name of the service/ team for your school is indicated on the school information page.

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

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

This is not an exhaustive list.

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

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

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

Referral

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

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

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

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

7.6 Concerns about Extremism and Radicalisation

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

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

Behaviour which could constitute extremism, includes:

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

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

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

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

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

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

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

7.7 Concerns about Mental Health

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

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

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

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

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

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action and refer to the DSL as previously discussed. If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL and the schools Mental Health Lead to agree a course of action.

Refer to the Department for Education guidance on [mental health and behaviour in schools](#) and the [NSPCC Child Mental Health](#)

7.8 Reporting a concern

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

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

All action is taken in accordance with the following guidance:

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2022)
- [City of Southend Continuum of Need and Threshold Guidance](#) (Threshold Document) Keeping Children Safe in Education (DfE, 2025)
- Working Together to Safeguard Children (DfE, 2023)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

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

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

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

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

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

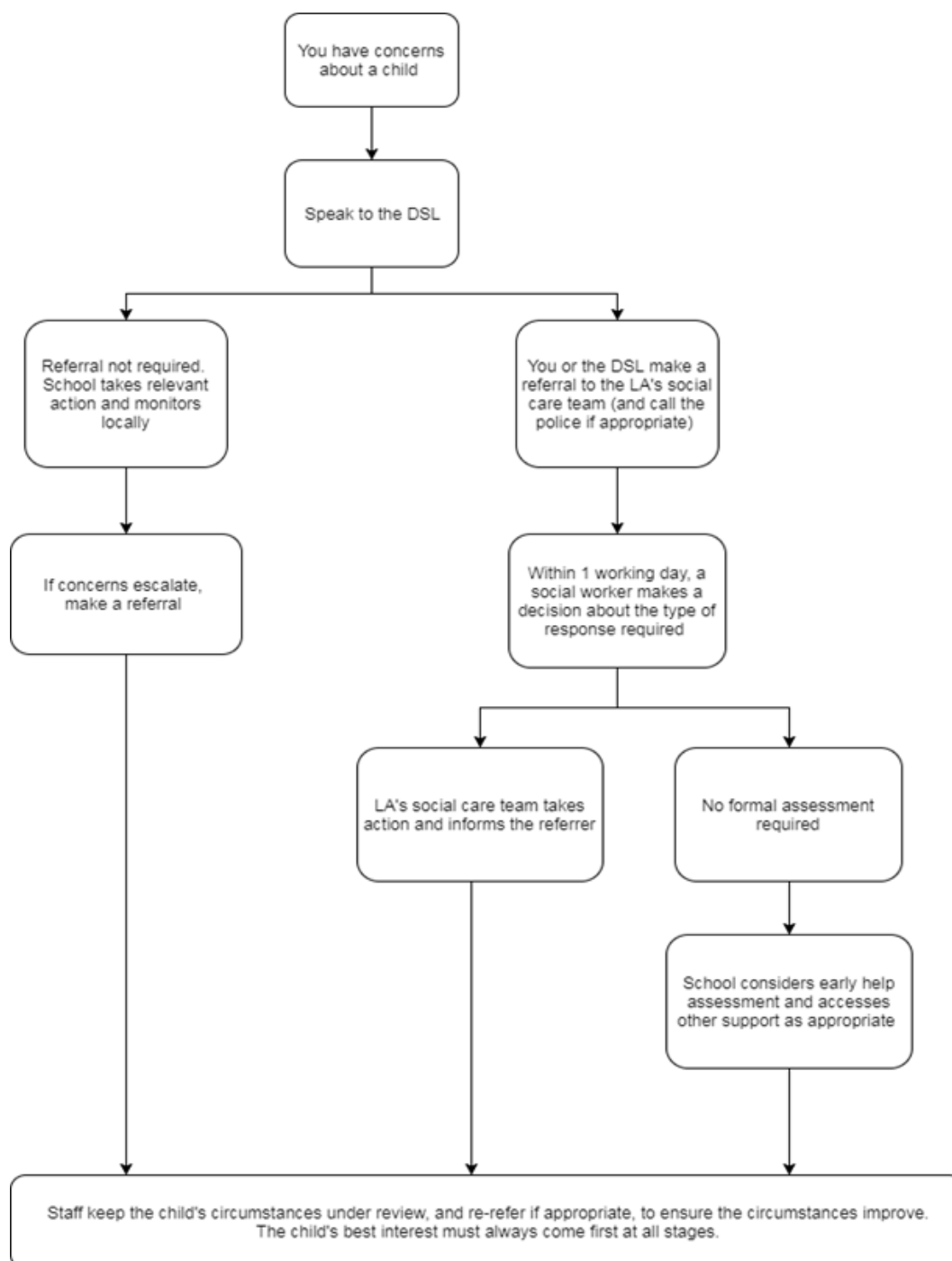
Safeguarding contact details are displayed around the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to social care where there is a suspected or actual risk of harm to a child.

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

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

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

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



7.9 Reporting systems for our pupils

Safeguarding is an essential aspect of a school's responsibility to protect children from harm and ensure their overall well-being. It is critical that pupils feel safe and comfortable to come forward and report concerns or allegations.

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

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

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

7.10 Allegations of abuse made against other pupils

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

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

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

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

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

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

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

- You must record the allegation and tell the DSL, or the deputy, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

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

investigation.

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

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

To achieve this, we will:

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

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

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

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

7.11 Sharing of nudes and semi-nudes ('sexting')

Sexting is when people share a sexual message and/or a naked or semi-naked image, video, or text message with another person.

Children and young people may consent to sending a nude image of themselves. They can also be forced, tricked, or coerced into sharing images by other young people or adults online. Whether a child or young person shares an image consensually or not, they have no control over how other people might use or share it.

They may experience bullying or isolation if the image is shared around peer groups. Perpetrators of abuse may circulate a nude image more widely and use this to blackmail a child or groom them for further sexual abuse.

Responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

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

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

Initial review meeting

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

- whether there is an immediate risk to pupil(s)
- if a referral needs to be made to the police and/or children's social care
- if it is necessary to view the image(s) to safeguard the young person (in most cases, images or videos should not be viewed)
- what further information is required to decide on the best response
- whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- whether immediate action should be taken to delete or remove images or videos from devices or online services
- any relevant facts about the pupils involved which would influence risk assessment
- if there is a need to contact another school, college, setting or individual
- whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved).

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

- the incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident
- there is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there

- are concerns about their capacity to consent (for example, owing to SEN)
- what the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- the imagery involves sexual acts and any pupil in the images or videos is under 13
- the DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).

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

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

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

Informing parents/carers

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

Referring to the police

If it is necessary to refer an incident to the police, this will be done by contacting 101.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded as previously discussed.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- what it is
- how it is most likely to be encountered
- the consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- issues of legality
- the risk of damage to people's feelings and reputation.

Pupils also learn the strategies and skills needed to manage:

- specific requests or pressure to provide (or forward) such images
- the receipt of such images.

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

- putting safeguarding first
- approaching from the perspective of the child
- promoting dialogue and understanding
- empowering and enabling children and young people

- never frightening or scare-mongering
- challenging victim-blaming attitudes

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

8. Online Safety and the use of Mobile Technology

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

To address this, SEEAT aims to:

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

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

The 4 key categories of risk

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

- **Content** – being exposed to illegal, inappropriate, or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, and extremism, misinformation, disinformation (including fake news) and conspiracy theories
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending, and receiving explicit images (e.g., consensual, and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing, and/or financial fraud

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

- Educate pupils about online safety as part of our curriculum. For example:
 - the safe use of social media, the internet and technology
 - keeping personal information private
 - how to recognise unacceptable behaviour online
 - how to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise

concerns about online safety

- make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - staff will not take pictures or recordings of pupils on their personal phones or cameras
- make all pupils, parents/carers, staff, volunteers, and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#) & [Plan Technology for your School](#)
- put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems. Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- provide regular safeguarding and child protection updates including online safety to all staff, at least annually, to continue to provide them with the relevant skills and knowledge to safeguard effectively
- review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

8.1 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils, and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

SEEAT recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also facilitate abuse (e.g., bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Any use of artificial intelligence to access harmful content or bullying pupils will be addressed under this policy, the school's [behaviour policy](#) and the [SEEAT online safety policy](#).

All staff are aware of the risks associated with emerging AI tools. We support pupils in staying safe online through education and supervision. School leaders will assess the potential risks before introducing new AI technologies.

Guidance and procedures for the ethical and effective use of AI tools are outlined in separate policies for staff and pupils (add links). These policies ensure compliance with the department for education's guidance on generative AI in schools [generative artificial intelligence in schools 2025](#)

9. Communication with parents and carers

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

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

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

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

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

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

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

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

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

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

10. Children potentially at risk of greater harm

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

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

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

10.1 Elective Home Education (EHE)

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

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

10.2 Children who are absent from education

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

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

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

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

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

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

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

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

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

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

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

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

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

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

Note: The section of KCSIE 2025 on gender questioning children remains under review, pending the outcome of the gender questioning children guidance consultation, and the final documents being published.

10.4 Mental Health

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

suffering abuse, neglect or exploitation.

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

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

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

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

Refer to the Department for Education guidance on [mental health and behaviour in schools](#) for more information and the SEEAT mental health policy (add link here).

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

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

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

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

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

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

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

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

- support and reasonable adjustments to facilitate access to extra-curricular activities.

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

10.6 Pupils with a social worker

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

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

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

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

10.7 Looked-after and previously looked-after children (LAC and PLAC)

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

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

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

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

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

11. Prevention of Radicalisation and Extremism

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

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

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

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies

associated with terrorist groups.

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

It requires schools to:

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

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as susceptible to extremist ideology and radicalisation.

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

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

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

Our aim is to provide a safe and supportive environment which secures the wellbeing and absolute best outcomes for children at our schools. We recognise that sometimes the behaviour of adults may lead to an allegation.

All Trust staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the SEEAT Staff Code of Conduct [Staff Code of Conduct 2024](#).

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

[Keeping Children Safe in Education 2025](#)
[SET Procedures 2022](#)

[Working Together to Safeguard Children 2023](#)

The Trust has procedures for dealing with allegations against staff. Please refer to the procedural document for detailed information. [Procedure for Dealing with Safeguarding Allegations against Staff](#)

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

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

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

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff

(including a supply teacher, volunteer, or contractor) to the headteacher, report it directly to the local authority designated officer (LADO). The name of the relevant LADO can be found on the school's information page at the front of this document.

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

12.1 Low-Level Concerns

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

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

We will create this culture by:

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

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

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

13. Organisations or Individuals using school premises

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

14. Whistleblowing

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

We have 'whistleblowing' procedures in place. Please refer to the Trust's policy for further information and guidance. [SEEAT Whistle Blowing Policy 2024](#)

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

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

15. Record keeping and information sharing

Well-kept records are essential to good child protection practice. Our Trust is clear about the need to record any concern held about a child or children within our school and understand when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm.

Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm.

Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing information where there are real safeguarding concerns.

Fears about sharing information cannot be allowed to impede the need to safeguard and promote the welfare of children at risk of abuse or neglect.

The Trust aims to ensure that all personal data collected about staff, pupils, parents and carers, governors, visitors, and other individuals is collected, stored, and processed in accordance with UK data protection law. This policy applies to all personal data, regardless of whether it is in paper or electronic format.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time, and location. All records will be dated and signed or recorded electronically using the individual staff login to an electronic system and will include the action taken. This is then presented or alerted to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept on an individual child protection file for that child (which is separate from the pupil file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.

Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored on the child's file, whether an electronic or paper system is used.

In line with statutory guidance, where a pupil transfers from one of our schools to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead. Records should be transferred by hand and signed for at the point of delivery or posted by secure and tracked delivery. This will be within 5 days for an in-year transfer, or within the first 5 days of the start of a new term. The school will retain evidence to show how the file was transferred; this may be written confirmation of receipt or evidence of recorded delivery.

Where appropriate, the designated safeguarding lead will contact the new educational setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives.

When a pupil joins a school, they will request child protection records from the previous educational establishment (if none are received).

The government's [information sharing advice for safeguarding practitioners](#) advises on the 7 'golden rules' for sharing information.. For further information about data protection and information sharing, please refer to [SEEAT Data Protection Policy 2024](#)

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

16. Training

All staff who have contact with children and families will have supervision which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues as required. Supervision arrangements vary from school to school, and it is the responsibility of school leaders to ensure appropriate supervision is in place for the necessary staff.

16.1 All staff

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

This training will be regularly updated and will:

- be integrated, aligned, and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- be in line with advice from the 3 safeguarding partners
- Include online safety, including an understanding of the expectations, roles, and responsibilities for staff around filtering and monitoring
- have regard to the Teachers' Standards to support the expectation that all teachers:
 - manage behaviour effectively to ensure a good and safe environment
 - have a clear understanding of the needs of all pupils

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

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

Some schools commission services such as counsellors, sports instructors, or external contractors for site maintenance, catering, and cleaning, for example. It is the responsibility of each individual school to ensure that these contractors and privately commissioned services have received appropriate safeguarding training, understand their duty of care, and uphold the responsibilities placed on schools by *Keeping Children Safe in Education* (DfE, 2025). This may involve providing training directly or validating that suitable training has been undertaken.

Volunteers will receive appropriate training, if applicable.

16.2 The DSL and DDSL

In line with statutory requirements the DSL and all deputy DSLs will undertake child protection and safeguarding training (minimum level 3) at least every 2 years.

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

They, or any other designated prevent lead, will also undertake more in-depth PREVENT awareness training, including on extremist and terrorist ideologies.

16.3 The Governing Board

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

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

As the chair of governors may be required to act as the 'case manager' if an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

16.4 Recruitment – interview panels

At least one person conducting an interview for any post at a school will have undertaken safer recruitment training. This will cover, at least, the contents of Keeping Children Safe in Education and will be in line with local safeguarding procedures.

17. Monitoring arrangements

This policy will be reviewed **annually** by the SEEAT Pastoral Care and Inclusion Manager. At every review, it will be approved by the governing board. Additional monitoring includes:

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

18. Interagency working

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

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

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

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

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

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

Contemporaneous notes should be recorded and stored with other safeguarding documentation whether

in electronic or paper files.

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

18. Links with other policies

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

Policies	Link
Attendance Policy	https://www.hadleighjuniorschool.co.uk/docs/policies/Attendance Policy HJS Sept 2024-25 SEEAT.pdf
Behaviour Policy Statement of Intent Behaviour	https://www.hadleighjuniorschool.co.uk/docs/policies/Behaviour Policy Sep 2025.pdf https://www.hadleighjuniorschool.co.uk/docs/policies/SEEAT Statement of Intent Guiding Principles for Behaviour May 2025-26 HJS.pdf
Complaints Procedure	https://www.seeat.org/docs/policies/Complaints_Procedure October 2025.pdf
Equality and Diversity Policy	https://www.hadleighjuniorschool.co.uk/docs/policies/SEEAT Equality and Diversity Policy November 2023 - Hadleigh Junior School.pdf
Health and Safety Policy	https://www.seeat.org/docs/policies/Health_and_Safety Policy - October 2025.pdf
Online Safety Policy	https://www.hadleighjuniorschool.co.uk/docs/policies/SEEAT On-line Safety Policy 2024.pdf
Relationships and Sex Education Policy	https://www.hadleighjuniorschool.co.uk/docs/policies/SEEAT RSE Policy June 2025 HJS.pdf
Safeguarding and Child Protection	https://www.hadleighjuniorschool.co.uk/docs/policies/SEEAT Safeguarding and Child Protection Policy HJS 2024.pdf

Staff Code of Conduct	https://www.seeat.org/docs/policies/Code_of_Conduct_2025.pdf
Safer Recruitment Policy	https://www.seeat.org/docs/policies/Safer_Recruitment_Policy_-_June_2025.pdf
Suspensions and Permanent Exclusions	https://www.hadleighjuniorschool.co.uk/docs/policies/SEEAT_Suspensions_and_Permanent_Exclusions_Policy_2025-26_HJS.pdf
Supporting Pupils with Medical Conditions Policy	https://www.hadleighjuniorschool.co.uk/docs/policies/Supporting_pupils_who_are_unable_to_access_education_due_to_health_needs_Oct_2025.pdf
Whistleblowing Policy	https://www.seeat.org/docs/policies/Whistleblowing_Policy_Oct_25.pdf

Appendix A

Types of Abuse

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

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

Emotional abuse is the persistent emotional maltreatment of a child such as causing severe and adverse

effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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

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

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

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

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

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

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

Keeping Children Safe in Education (DfE, 2025) describes abuse in the following way:

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

Appendix B:

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

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

Universal

Early Help

**Intensive Support for
Children & Families**

**Complex and
Significant**

Level 1 Universal

GREEN

Children are thriving.

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

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

Level 2 Early Help (Low risk to vulnerable)

YELLOW

Children and families are just coping.

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

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

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

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

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

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

“ My needs are more extensive. I need different services to work together to promote my welfare. ”

Level 4 – Complex & Significant (High risk)

RED

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

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

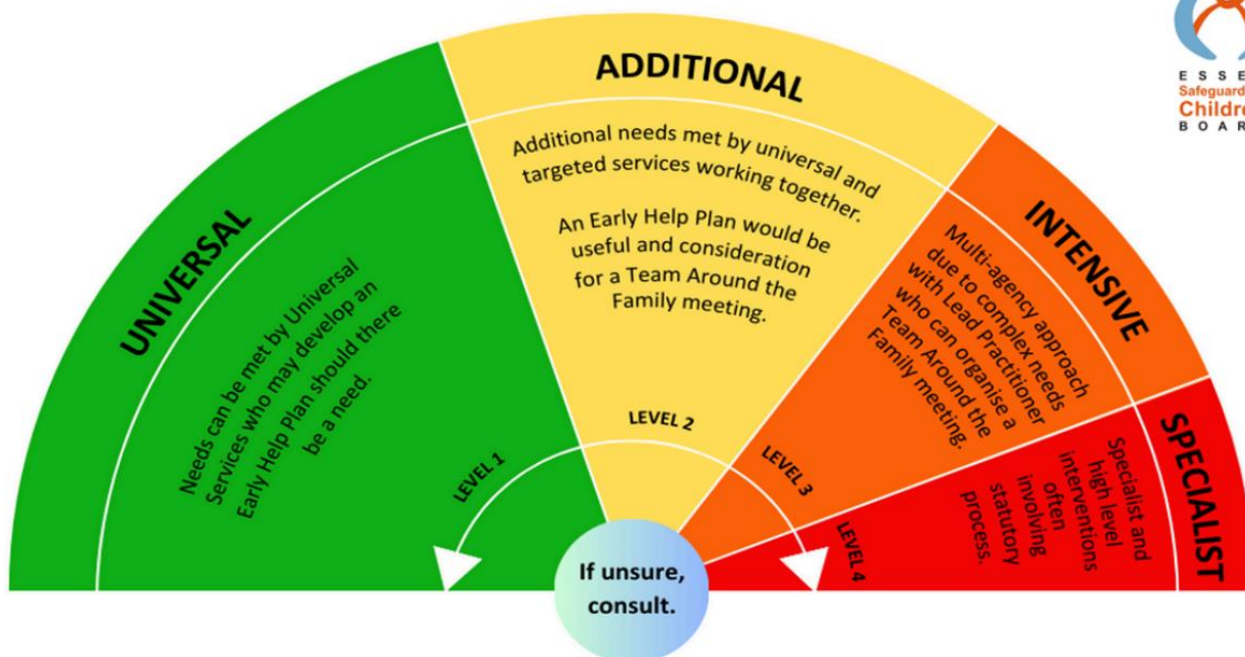
“ I am a child in need of protection. I may be or I am at risk of abuse/exploitation and/or neglect. ”

or

“ I am a child in need because I have a disability. ”

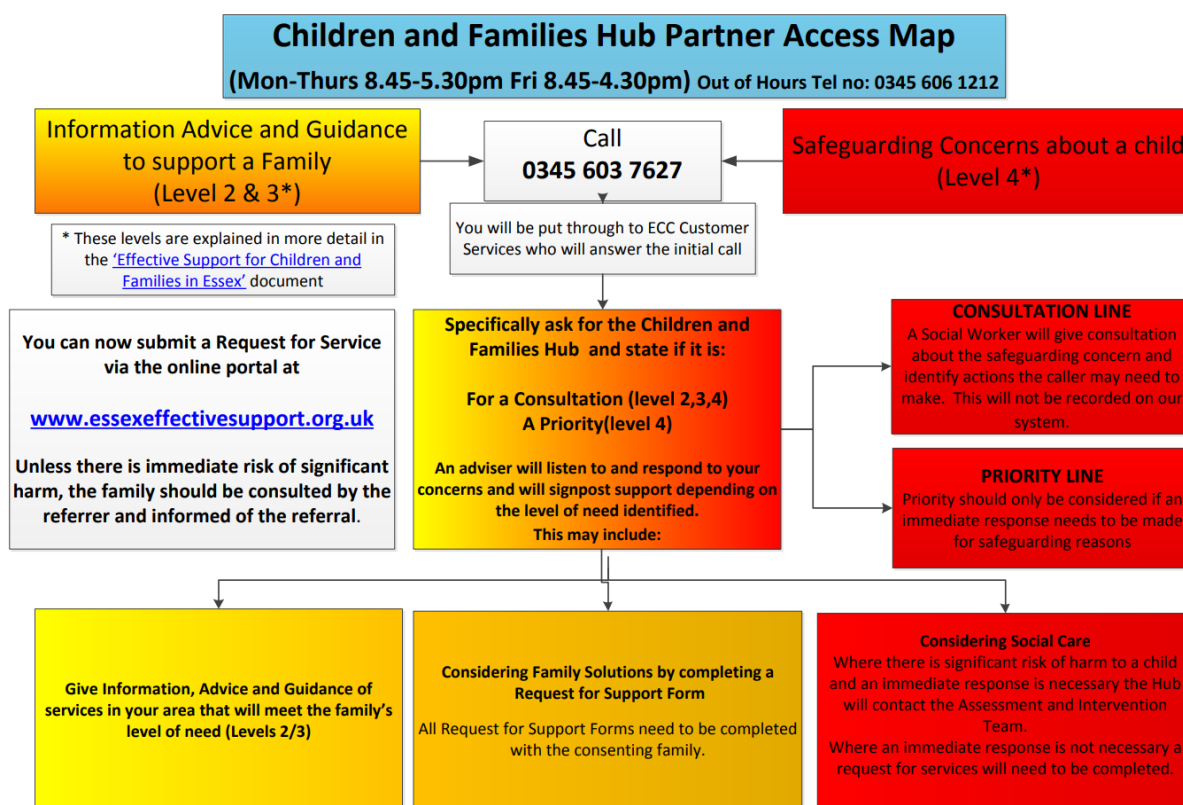
Appendix C: Effective Support for Children and Families in Essex 2024

The Effective Support Windscreen



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

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



[Essex Children and Families Partner Hub Access Map](#)

Appendix E:

Additional advice and support

The information below includes guidance, tool kits, fact sheets and useful links to support as recommended in Keeping Children Safe in Education 2025.

Abuse

[Centre of Expertise on Child Sexual Abuse - Helping Education Settings Identify Abuse](#)

[Supporting practice in tackling child sexual abuse](#) - CSA Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

[Domestic Abuse - Various Information/Guidance - Home Office \(HO\)](#)

[Faith based abuse: National Action Plan - DfE Advice](#)

[Forced Marriage Resource Pack](#)

[Disrespect NOBODY Campaign](#)

[Tackling Sexual Abuse Strategy - Home Office](#)

Bullying

[Preventing Bullying/ Cyberbullying DfE Advice](#)

Children missing from education, home, or care

[Children who run away or go missing from home or care - DfE](#)

[Missing Children and Adults Strategy - Home Office](#)

Children with family members in prison

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

Child Exploitation

[Preventing Child Sexual Exploitation - The Children's Society](#)

[Safeguarding children who may have been trafficked - DfE/ HO Guidance](#)

[Care of unaccompanied and trafficked children and child victims of modern slavery - DfE Stat Guidance](#)

[Child exploitation disruption tool kit - Home Office](#)

[Modern Slavery: How to identify and support victims - Home Office](#)

[County Lines - Tool Kit for Professionals - Home Office](#)

[Multi agency practice principles for responding to child exploitation and extra familial harm](#) - non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education, and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice.

Drugs

[From harm to hope: A 10 year plan - Home Office Strategy](#)

[Honest information about drugs - Talk to Frank website](#)

[Drug and alcohol education - teacher guidance \(PSHE Assoc\)](#)

(So-called) "Honour Based Abuse" including FGM and forced marriage

[FGM - Information and resources Home Office](#)

[FGM Multi-agency guidance - Home Office](#)

[FGM Resource Pack - HM Gov.](#)

[Forced Marriage - FMU Resources](#)

[Forced Marriage - Multi-agency practice guidance](#)

Health and Well-being

[Rise above - free PSHE resources](#)

[Fabricated and induced illness - NHS advice](#)

[Mental health and behaviour in schools -DfE](#)

Homelessness

[Homelessness Code - LA Guidance - Levelling Up](#)

Online safety-advice for professionals, parents, and children

[Plan Technology for your School](#)

[Childnet - school guidance on cyberbullying](#)

[Education against hate](#) - provides practical advice and support on protecting children from extremism and radicalisation.

[London Grid for Learning](#) - provide advice on all aspects of a school or college's online safety arrangements

[Searching, screening and confiscation](#) - is departmental advice for schools on searching children and confiscating items such as mobile phones.

[The use of social media for radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq.

[UK Safer Internet Centre](#) - provide tips, advice, guides, and other resources to help keep children safe online.

[Guidance - get help with remote education](#) - resources and support for teachers and school leaders on educating pupils and students.

[National Cyber Security Centre](#)

[Guidance on safeguarding and remote education](#) - including planning remote 166 education strategies and teaching remotely.

[Childline - free support for children](#)

[CEOP - making a report on-line](#) - for advice on making a report about online abuse.

[Common Sense Media](#) - provide independent reviews, age ratings, & other information about all types of media for children and their parents.

[How can I help my child?](#) - Marie Collins Foundation – Sexual Abuse Online

[The Lucy Faithful Foundation - Stop it now](#) - the StopItNow resources can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online).

[Think You Know - CEOP/ National Crime Agency](#) - provide support for parents and carers to keep their children safe online.

[Parent Zone](#) - provides help for parents and carers on how to keep their children safe online.

[Sexual Harassment - A Guide for Parents](#) - This is the Children's Commissioner's parental guide on talking to their children about online sexual harassment.

Private fostering

[Private Fostering - DfE Statutory Guidance](#)

Radicalisation

[Education Against Hate - DfE and HO Guidance](#)

[London Grid for Learning Resources](#)

[Managing risk in your setting DfE](#)

Serious Violence

[Violence against women and girls - national statement for victims](#) -Home Office

[Tackling violence against women and girls strategy - Home Office](#)

[Gangs and youth violence - advice for schools and colleges](#)

[Identifying individuals for intervention - factors linked to violence \(HO\)](#)

[Youth Endowment Fund - Home Office](#)

[Serious Violence Strategy](#)

Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour

[A safe space for teenagers worried about sexual behaviour - Shore Space](#)

[Barnardo's - support for vulnerable children and young people](#)

[The Lucy Faithful Foundation](#) - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse.

[Marie Collins Foundation](#) - Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.

[NSPCC](#) - Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.

[Rape Crisis](#) - National charity and the umbrella body for their network of independent member Rape Crisis Centres.

[HSB Tool Kit](#) - The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families.

The Lucy Faithful Foundation also run [shorespace.org.uk](#) which provides a safe and anonymous place for young people to get help and support to prevent harmful sexual behaviours.

[UK Safer Internet Centre](#) - provide tips, advice, guides, and other resources to help. keep children safe online.

[NSPCC - HSB advice and framework](#) - free and independent advice about HSB.

[Contextual Safeguarding Network - Beyond Referrals](#)

[Preventing harmful sexual behaviour in children - Stop It Now](#) - provides a guide for parents, carers, and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

Sharing nudes and semi-nudes (sexting)

[London Grid for Learning](#) - Various information and resources dealing with the sharing of nudes and semi-nudes.

[UKCIS - sharing nudes and semi-nudes. Advice for settings.](#) - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

Support for Victims

[Anti-bullying Alliance](#) - Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support

[Rape Crisis](#) - National charity and the umbrella body for their network of independent member Rape Crisis Centres.

[The Survivors Trust](#) - UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence, and child sex abuse

[Victim Support](#) - Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.

[Childline - free support for children](#)

Tool Kits

[NSPCC](#) - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children and resources which help adults respond to children disclosing abuse. The NSPCC also provides a free independent advice about harmful sexual behaviours.

[Contextual Safeguarding](#) - self-assessment toolkit for schools to assess their own response to HSB and levers for addressing HSB in schools.

[Childnet - STAR SEND Tool Kit](#) - equips, enables, and empowers educators with the knowledge to support young people with special educational needs and disabilities (SEND). ChildNet also provides lesson plans, activities, a quiz, and teaching guide designed to explore problematic online sexual behaviour with 9–12-year-olds and a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13–17 years old.

[NSPCC Harmful sexual Behaviours Framework](#) - an evidence-informed framework for children and young people displaying HSB.