William Edwards School

SAFEGUARDING & CHILD PROTECTION POLICY

September 2026

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This Safeguarding & Child Protection Policy is available on the school website and is reviewed and ratified annually by the Board of Trustees, and as events or legislation requires.

Academic year	**Designated Safeguarding Lead**	**Deputy Designated Safeguarding Lead**	**Nominated Trustee**	**CEO**
2026 - 2027	A Wood	K Heighway	H McClenaghan	S Munday

Policy review date	**Date ratified**	**Date shared with staff**
Autumn term 2027	Autumn term 2026	Autumn term 2026

Contact list : child protection & safeguarding advice

DSL	Amanda Wood	wooda@wes.swecet.org 01375486000
DDSL	Karla Heighway	heighwayk@wes.swecet.org 01375486000
Other Level 3 trained members of safeguarding team	K Taylor K Laffan H Childerley G Pavitt J Knight C Stevens P Cormack	
Trustee with responsibility	Hayley McClenaghan	
Designated teacher for LAC	Amanda Wood	
SENDCo	Amanda Wood	
PSHE/RSE Co-ordinator	Polly Cormack	
Online Safety Co-ordinator	Amanda Wood	
MASH		01375 652802 01375 372468 out of hours thurrockmash@thurrock.gov.uk
Thurrock Safeguarding Partnership	Dr Louise Miller – Strategic Lead inclusion Michelle Cunningham – Community Safety Partnership	
Local Authority Designated Officer		01375 652921 / 07738 821584 LADO@thurrock.gov.uk
NSPCC Whistleblowing Helpline	Allegations against adults in schools	0800 028 0285

PREVENT	National helpline	0800 011 3764

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment : a belief in 'it could happen here' keeps us vigilant.

All staff refers to all adults, volunteers (including Trustees) or trainees on placements, working in any capacity in the school or in activities organised by the school which brings them into contact with pupils of the school.

Child Protection refers to the multi-agency arrangements to identify and protect children who are or may be at risk of, or suffering from, significant harm.

Safeguarding refers to the protection, safety and promotion of the welfare of all pupils including when in off-site provision or activities and using IT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

Child is any pupil under the age of 18.

Appendix 1 explains the different types and indicators of abuse.

Glossary

DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
SENDCo	Special Educational Needs and Disabilities Co-ordinator
DT	Designated Teacher for looked after and previously looked after children
PSHE	Personal, social, health & economic (development)
RSE	Relationships and Sex Education
MASH	Multi-agency Safeguarding Hub
KCSiE	Keeping Children Safe in Education (DfE, September 2026)

We work within the broad definition of safeguarding and promoting the welfare of children as outlined in Working Together to Safeguard Children 2026:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children

- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

1. Aims

1.1 The school aims to ensure that :

- appropriate action is taken in a timely manner to safeguard and promote children's welfare;
- all staff are aware of their statutory responsibilities with respect to safeguarding, identifying children in need of early help, at risk of harm or those that have been harmed;
- staff are properly trained in recognising and reporting safeguarding issues;
- a culture of vigilance is created and maintained to ensure that we will also act in the best interests of the children to protect them online and offline;
- systems for reporting abuse are well promoted, easily understood and easily accessible for children.

1.2 The Trustees and staff of William Edwards School (herein after referred to as 'the school') take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.

1.3 The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, staff, trustees, visitors / contractors, volunteers, supply / agency staff, trainees on placements and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum, within PSHE/RSE and within the physical environment provided for the pupils.

2. Legislation & Guidance

This policy is based on the Department for Education's statutory guidance 'Keeping Children Safe in Education 2026' & 'Working Together to Safeguard Children 2026'. We comply with this guidance, the procedures set out in the Thurrock Safeguarding Children Partnership, and further government and police guidance as laid out in Appendix 10.

3. Equality statement

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

3.2 We give special consideration to children who :

- have special educational needs or disabilities;
- are young carers;
- may experience discrimination due to their race, ethnicity, disability, religion, gender reassignment, sex or sexual orientation;
- have 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 of exploitation;
- are children who are in care, previously looked after or any children not growing up with their birth family (this covers all kinship care arrangements).

4. Role and responsibilities

4.1 Safeguarding and child protection is everyone's responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers, and trustees in the school. Our policy and procedures also apply to extended school and off-site activities. All staff are expected to read this policy as well as the documents referenced in 4.2 and any updates we issue throughout the academic year.

4.2.1. **All school staff** will read and understand their statutory responsibilities outlined in Part 1 of the Department for Education's statutory safeguarding guidance, 'Keeping Children Safe in Education 2026' and review this guidance at least annually. Those staff working directly with children should also read the additional information provided in Annex A, and be aware of Part 5.

4.2.2. All staff will be aware:

- of our systems which support safeguarding, including reading and understanding the school's Behaviour Policy, Child On Child Abuse Policy, Anti Bullying Policy, Safeguarding & CP Policy, Mental Health Policy, Whistleblowing Policy and the safeguarding responses for children who go missing from education during the school day or otherwise;
- of the early help process (accessed via CAF) and their role in it, including being alert to emerging problems that may warrant Early Help intervention (referenced as PASS in Thurrock), particularly those identified in Part 1 of KCSiE. All staff should be reporting emerging problems that may warrant early help intervention via a concern on CPOMS;

- that children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such as abuse, neglect, trauma and adverse childhood experiences can impact on children's mental health, behaviour and education;
- of the role of MASH (multi agency safeguarding hub) and the different levels of support that might be the result of a referral;
- that in the case of a DSL/DDSL/ Safeguarding Team member or the Headteacher not being available, staff must not delay in directly contacting the Police (999 – if the child is in immediate danger), NSPCC (0808 800 5000) or the MASH Team (01375 652802 / 01375 372468 out of hours) if they believe a child is at risk of significant harm;
- of 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 Female Genital Mutilation (FGM) and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;
- of in school procedures for recording any cause for concern and passing on information to the DSL/DDSL in accordance with the school's reporting systems, and how this differs between a safeguarding and a child protection concern;
- of the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), FGM, radicalisation and serious and violent crime. All staff to be aware that safeguarding incidents / behaviours can occur outside school or be associated with outside factors. CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. The latest KCSiE guidance reinforces that:
    - this type of harm can be committed or facilitated by an organised network or gang and children may identify as part of one of these groups
    - most sexual abuse is committed by someone known to the victim
    - children are not always recognised as victims and can be criminalised for actions they take while under coercion.
- of emerging risks online and via social media platforms, including the use of generative AI, and how to report and address these issues;
- that children missing education / absconding during the school day can also be a sign of CCE, including involvement in County Lines.

4.3 The designated safeguarding lead (DSL) and deputy designated safeguarding lead.

4.3.1 Our DSL is Amanda Wood, DHT. The DSL takes lead responsibility for child protection and wider safeguarding.

4.3.2 Our deputy DSL is Karla Heighway, Safeguarding.

4.3.3 Our Mental Health Lead is George Pavitt, Year 10 Lead.

4.3.4 The wider safeguarding team includes at least 6 Level 3 trained staff at any time. This ensures that those working with pupils who have been identified as having CP/Safeguarding needs are trained to the same level as the DSL & DDSL.

4.3.5 The DSL will be given the time, 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 by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm;
- refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team / MASH, Channel programme, and/or Police) and support staff to comply with their mandatory reporting duties in cases where FGM has been identified;
- provide appropriate supervision for those involved in the direct case work of vulnerable children;
- keep the Head Teacher informed of any issues and liaise with local officers and any relevant professionals for child protection concerns as appropriate;
- be responsible for responding to domestic abuse / missing children notifications from the local authority, via Operation Encompass, and providing support to children and their families as appropriate;
- ensure representation of the school at appropriate inter – agency meetings such as initial and review Child Protection Conferences, and Planning & Core Group meetings, as well as Family Support meetings;
- provide reports as required for meetings;
- contribute to the preparation, implementation and review of any inter agency child protection plan or risk management plan as appropriate;
- work with other agencies in line with 'Working Together to Safeguard Children' (2026) and 'When to Call the Police' (NPCC 2020);
- promote the educational outcomes of the child with a social worker and other pupils deemed vulnerable. It is essential therefore that the DSL works in close collaboration with the DT and SENDCO as children who are in need of help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor and not only by the way of regular attendance at school;
- review the SENSO online activity filtering and monitoring records half termly to enable preventative and educational intervention in place in a timely manner, then conduct an annual review with IT management staff to produce a report for the Headteacher and Trustees;
- to comply with the full responsibilities of a DSL as set out in KCSiE Annex B.

4.4 Trustees

4.4.1 Trustees will approve this policy at each review and hold the Head Teacher to account for its implementation and any actions / recommendations made by the Local Authority in respect to strengthening the school's safeguarding arrangements.

4.4.2 Trustees will create a strong culture of safeguarding in school in order to ensure that safeguarding and child protection are at the forefront and underpin all aspects of policy and procedure development.

4.4.3 Trustees will consider the LA safeguarding and child protection briefing regarding their strategic roles and responsibilities.

4.4.4 Trustees will appoint a lead Trustee to monitor the effectiveness of this policy in conjunction with the full governing body. Lead Trustees should access appropriate training every 3 years.

4.4.5 In the event that safeguarding concerns, or an allegation of abuse is made against the Head Teacher, the chair of the Trust will act as the 'case manager'.

4.4.6 Trustees will ensure that the school has appropriate IT filtering and monitoring systems in place and should be informed in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks.

4.4.7 Trustees, along with the school's leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative / off site providers and provisions that their safeguarding arrangements are secure, in keeping with the requirements set out in KCSiE.

The full responsibilities of the trustees are set out in Part 2 of KCSiE – trustees will ensure that the school is fully compliant with their statutory safeguarding responsibilities.

4.5 The Head Teacher

4.5.1 The Head Teacher is responsible for the implementation of this policy, including:

- ensuring that staff (including temporary and supply staff) and volunteers are informed of this policy;
- communicating this policy to parents when their child joins the school and via the school website;
- ensuring that the roles / responsibilities of the DSL/DDSL as referenced in Annex B of KCSiE 2026 are reflected in their job descriptions;
- ensuring that the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent;
- ensuring that all staff undertake appropriate safeguarding and child protection training and update this annually;
- acting as the 'case manager' in event of an allegation of abuse being made against another member of staff (including supply staff) or volunteer, where appropriate;
- ensuring that all recommendations made by the local authority in relation to strengthening the school's safeguarding arrangements are actioned in a timely fashion;
- ensuring the relevant staff ratios are met, where applicable.

5. Confidentiality & Information Sharing

5.1.1 Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.

5.1.2 School recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff / volunteers and visitors to school should never promise a child that they will not tell anyone about an allegation / disclosure of abuse, and must pass any cause for concerns immediately to a designated safeguarding lead.

5.1.3 Confidentiality is addressed throughout this policy with respect to record-keeping, dealing with reports of abuse, allegations of abuse against staff, information sharing and working with parents.

5.1.4 Timely information sharing is essential for effective safeguarding. This school will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance documents:

https://assets.publishing.service.gov.uk/media/69fb1c28d0e316a40f269a5b/Working_together_to_safeguard_children_2026_a_guide_to_multi_agency_working.pdf

Information sharing advice for safeguarding practitioners - GOV.UK

A 10 step guide to sharing information to safeguard children | ICO

Toolkit for Schools

This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

5.1.5 All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for in the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025.GDPR.

5.1.6 In order to promote positive educational outcomes for vulnerable children, including children with social workers, information that can help to support positive outcomes being achieved will be shared with colleagues in school that are not DSLs or DDSLs as appropriate.

5.1.7 When school receives a data request form from the Police we will provide them with the requested information in a timely manner.

5.2 Working with parents and other agencies to protect children

5.2.1 Parents/carers will be made aware of our in-school procedures in respect of taking any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment, neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse or neglect outlined in this policy document and the appropriate DSL / person designated by the DSL will contact MASH to discuss their concerns.

5.2.2 In keeping with KCSiE, we will endeavour wherever possible to obtain at least 2 emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at home.

5.2.3 In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents /carers of a referral to another agency may increase the risk of harm to the child.

5.2.4 Parents/carers are informed about our Safeguarding & Child Protection Policy through the school website. A safeguarding and child protection statement is prominent in Visitors' Reception and parents receive a monthly Safeguarding Update.

5.2.5 Where a parent/carer has expressed the intention to remove a child from school with a view to educating at home, the school will, working in partnership with the LA and other key professionals invite parents/carers to a meeting 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 the child. This is especially important where a child has SEND, is vulnerable, and/or has a social worker.

5.2.6 The school will consider the additional information contained in Working Together to Safeguard Children 2026 regarding when children may require early help, and how to facilitate this, when making referrals. This includes the newest advice from KCSiE 2026 regarding child to caregiver abuse as a form of abuse staff should be aware of and clarifies that verbal abuse can be a form of emotional abuse.

6. Multi Agency Work

6.1 We will co-operate with Social Care in accordance with the requirement of the Children Act 1989 and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

6.2 In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

7. Opportunities to teach safeguarding – Preventative Curriculum

Our role in the prevention of abuse :

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

7.1 We will ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children may be needed.

7.1.2 As part of providing a broad and balanced curriculum, relevant issues will be addressed through the PSHE curriculum, including self esteem, emotional literacy, assertiveness, power, prejudice, relationship & sex education, online safety, online bullying, sexting / sharing nudes and semi-nudes, CSE & CCE, FGM, preventing radicalisation, child on child abuse, consent, online safety (including emerging risks related to generative AI), anti-bullying, unhealthy and abusive relationships. The curriculum will reflect the statutory RSE curriculum, and support will be sought from providers such as Brook Health.

7.1.3 Relevant issues will be addressed through other areas of the curriculum. For example, English, Drama, Science, History, tutor times and assemblies.

7.2 Other areas of work

7.2.1 All of our policies that address issues of power and potential harm, eg. Anti-bullying, child on child abuse, behaviour will be linked to ensure a whole school approach.

7.2.2 Our safeguarding and child protection policy cannot be separated from the general ethos of the school which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.

7.2.3 The school's online safety policy is reflective of the requirements set out in KCSiE (2026) with regards to content, contact, conduct and commerce, including an updated focus on generative AI and deep-fake imagery. The school's online safety policy is aligned to the school's behaviour policy (including the use of mobile phones) and reflects our approach to issues of online safety (including the sharing of nudes and semi-nudes, including digitally altered and/or AI generated deep-fakes) that empowers us to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

8. Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

8.1 In cases where children have experienced abuse / abused others, the DSL will ensure that appropriate support is offered. This will be recorded on CPOMs. For children who have sexually harmed or may have sexually harmed peers, a risk assessment will be completed that includes safety and support planning.

Where restraint by an adult may have been necessary staff will adhere to the guidance set out in

Use of reasonable force and other restrictive interventions guidance

and reflected in the school's Behaviour Policy. A record of the use of reasonable force will be kept and shared with the parent.

Where pupils are Young Carers or have medical needs, safeguarding related to those specific situations will be considered.

9. Children with additional needs

9.1 We recognise that whilst all children have a right to be safe, some children may be more vulnerable to abuse – eg. those with a disability, special educational needs, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents' mental health issues, learning disabilities, children who are in care or previously looked after, children having adverse childhood experiences etc.

9.2 When the school is considering excluding, either for a suspension or permanently, a vulnerable pupil and /or a pupil who has social care involvement (CIN or CP plan) or where there have previously been CP concerns, we will undertake an informed (multi agency where appropriate) risk assessment prior to making the decision to exclude. The school will follow the guidance published in July 2026 and reflected in the school's Behaviour Policy:

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

10. Children at risk of specific forms of abuse

10.1 This school follows the Thurrock LSCP (Local Safeguarding Children Partnership) agreed multi agency procedures, in circumstances where children are at risk of specific forms of abuse as outlined in Part 1 of KCSiE 2026.

11. Remote learning & Remote welfare

11.1 If children are being asked to learn online at home, for example because of a pandemic, the school will follow advice from the DfE on safeguarding and remote education : https://www.gov.uk/.../providing-remote-education-guidance-for-schools . In other emergency situations the school will follow the advice outlined in 'Emergency planning and response for education, childcare, and children's social settings' as published by the DfE and updated in May 2023.

11.2 Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, the school will ensure that a robust communication plan is in place for that pupil. The communication plans can include remote contact, telephone calls, door-step contact. Other individualised contact methods will be considered and recorded if used. A record will be made of any contact made.

11.3 We recognise that the school is a protective factor for children, and that situations such as periods of national lockdown can affect the mental health of pupils and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of pupils' work when they are at home.

11.4 We recognise that the school remains responsible for the safeguarding of any pupils placed with an alternative provision provider, and complete regular checks on any pupil accessing such provision.

12. Female Genital Mutilation : The Mandatory Reporting Duty

12.1 The Department for Education's KCSiE 2026 explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs".

12.2 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".

12.3 Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately (in consultation with the DSL) report this to the Police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

12.4 The duty 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 must not examine pupils. Any member of staff who discovers that an act of FGM might / appears to have been carried out on a pupil under 18 must speak to the DSL immediately and follow our local safeguarding procedures. Support will be provided to the member of staff by the DSL.

13. Radicalisation and Terrorism

13.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Terrorism is an action that endangers or causes serious violence to a person / people; causes serious damage to property; or seriously interferes with 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.

13.2 If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they must seek advice appropriately with the DSL who must contact the officer responsible for the Essex SET Prevent Policy for further advice.

13.3 Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The DSL completes an annual audit for the LA, and has an overview of the local authority 3 Year Prevent Policy and local referral pathways. A separate Prevent policy is published on the school website for clarity.

13.4 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure that as far as possible all front-line staff will undertake Prevent awareness training.

Prevent duty guidance: for England and Wales (accessible) - GOV.UK

Thurrock Community Safety Partnership - Prevent strategy, 2024-2027

The Thurrock Prevent risk for schools is classified as a lower local threat/risk level, designating Thurrock as a "non-funded" Prevent area that does not have a dedicated, government-funded Prevent resource.

The school complies with the Standard Tier legislation outlined in 'Martyn's Law' 2026.

- The 'Responsible Person' is the Academy Trust.
- The Prevent risk assessment is carried out by the DSL annually (and following any change in circumstances that may be relevant).
- Public Protection Procedures are in place (and drills carried out) for safe : evacuation, invacuation and lockdown – and for any active threat alert to be communicated effectively and appropriately.

14. Channel

14.1 Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

15. Child on Child Abuse

15.1 We recognise that children are capable of abusing their peers, and that child on child abuse can manifest in many different ways. This might include bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation / hazing, sharing of nudes and semi-nudes and abuse within intimate partner relationships. It is very clear that this type should be treated seriously, and never just as 'banter', 'part of growing up' or 'boys being boys', or any form of misogyny. Our school has a zero tolerance approach to such attitudes and behaviours.

15.2 All concerns around child on child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy, and the 'Child on Child Abuse Policy'. The DSL is responsible for ensuring that support is provided for all children involved in incidents of child on child abuse. We recognise that there are times when child on child abuse is most likely to happen, such as at the end of the school day, and are mindful of this when planning support and preventative measures. Child on Child abuse is recognised as being of a preventable nature which relies on robust and timely identification.

15.3 We recognise that sexual violence and / or sexual harassment can happen anywhere, including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to the school (including those that have happened outside of school) the concern will be taken seriously. We recognise that sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable. The school will always follow the guidance of KCSiE Part 1 & Part 5 (2026).

15.4 We will ensure that the needs of children who may have / have sexually harmed others will be considered separately from the needs of those who have / may have been subject to sexual harm. Children who have / may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a risk assessment – this should be multi-agency where possible. Where appropriate there should be a coordinated multi agency approach to risk management which will involve parents/carers, social care, health, police and youth justice.

15.5 We will ensure that all children who may have / have been sexually harmed will be taken seriously and that they will be supported and kept safe.

15.6 In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour management policy.

15.7 Where child exploitation (i.e. criminal, sexual, trafficking, modern day slavery etc.), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection reporting systems.

15.8 The school will always cooperate with local authority / multi agency enquiries about children flagged by them as being at risk.

15.9 If a child already has an allocated social worker, the DSL will contact them (or their team manager) to discuss any concerns about child exploitation, or any safeguarding matter. Where children are currently looked after or previously looked after the DSL will also notify the Designated Teacher for children looked after.

16. Children missing from education

16.1 A child going missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements.

16.2 Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse, neglect, CSE or CCE including involvement

in county lines. School staff must use the school's 'missing pupil' protocol (using Classcharts) to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

16.3 Children who are persistently absent are susceptible to becoming 'children missing education' – the school will act accordingly to try to prevent this escalation.

16.4 As a preventative measure for CME and EBSA (Emotion Based School Absence) the Family Support Worker makes home visits to complete safeguarding checks and support school attendance.

17. A Safer School Culture

The school will ensure that the following appropriate policies and procedures are in place and shared with staff at the point of induction, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This information will be re-visited at staged points of the academic year through training, updates and briefings.

- SWECET Whistleblowing Policy
- SWECET Allegations against Staff guidance
- Low Level Concerns Policy
- SWECET Guidance on Safer Working Practices
- Safeguarding & Child Protection Policy
- Online safety policy, and IT User Agreement
- School Behaviour Policy
- A link to the safeguarding hub which houses all of the additional policies such as Child on Child Abuse, Anti Bullying, Harmful Sexual Behaviours and Medical Support Guidance
- The names, roles and responsibilities of the designated safeguarding lead, any deputies or other Level 3 trained members of the team

Providing support for gender questioning children:

The school complies with the latest guidance in KCSiE 2026 regarding gender questioning children :

Toilets

Schools must not allow children into toilets designated for the opposite biological sex. This includes where schools are responding to requests to support social transition for children who are questioning their gender.

If a gender-questioning child does not want to use the toilet designated for their biological sex, schools should consider whether they can provide an alternative toilet facility, without compromising single-sex toilet provision.

Changing rooms and showers

Schools must not allow a child aged 11 years or older at the start of the school year to undress in front of a child of the opposite biological sex.

When responding to a request to support social transition, schools must not allow a child to access changing rooms designated for the opposite sex.

If a gender-questioning child does not want to use the changing rooms and showers designated for their sex, schools should consider whether they can provide an alternative changing or washing facility without compromising the provision of single-sex facilities. This could be achieved by using a separate fully enclosed room or by using existing facilities at separate times.

Where a child or their parent has raised a request to the school relating to social transition:

Schools should take time to understand the thoughts and feelings of children who are questioning their gender and be professionally curious about the child's experiences, including potential vulnerabilities.

Considering requests for support with social transition:

Members of staff should not adopt any changes relating to social transition unless a decision has been made by the school following involvement from the child's parents or carers.

As a first step when considering a request for support with social transition, schools should consider what is in the best interests of the child and other children. In most cases, this would be carried out in conjunction with the child's parents or carers, with referral to clinical evidence and advice where relevant. Parents and carers should be actively involved and their views treated with importance.

In cases where a child speaks to a staff member about their feelings but does not ask the school to make any changes around support with social transition, there is no reason to share this information any further unless there is a related safeguarding risk.

Accommodating social transition is an active intervention so schools and colleges should take a very careful approach. The Cass Review acknowledged that there is a lack of good evidence on the long term impact of social transition on young people.

The Cass Review acknowledges that older children will generally have greater agency to make their own decisions. Schools should comply with obligations under the Equality Act and Human Rights Act when considering requests for support with social transition.

Schools should sensitively discuss any constraints to social transitioning, highlighting that supporting social transitioning does not include allowing access to toilets, changing rooms or residential accommodation designated for the opposite sex.

Schools must be conscious of the rights of pupils and staff in relation to their religion or belief.

Schools and colleges are legally required to record a child's biological sex accurately wherever it is recorded. Schools should make sure that all relevant staff are aware of a child's biological sex.

Children living in stealth - schools should keep in mind that some children who socially transition before puberty will be 'living in stealth,' meaning other pupils and/or staff may be unaware of their biological sex. Schools should be aware of the vulnerabilities of children who have fully socially transitioned from an early age and may be living in stealth.

Support for children who wish to detransition - in circumstances where a child wants to fully or partially reverse a request that has been previously agreed, schools should work closely with parents or carers and relevant experts to make sure that children in this position are supported.

17.1 Safer Recruitment, selection and pre employment vetting

17.1.1 The school pays full regard to following the safer recruitment, selection and pre employment vetting procedures as outlined in Part 3 of KCSiE 2026.

17.1.2 The school will maintain a single central record which demonstrates the relevant vetting checks required including : a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK.

17.1.3 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

17.1.4 The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training.

17.1.5 For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the school will complete any checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they have not imposed any sanctions or restrictions, and/or that they are aware of any reason why they are unsuitable to teach where possible.

17.1.6 The school will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so.

17.1.7 The school expects any member of staff who is residing in school house to understand that the safeguarding and child protection policy and protocols also relate to that accommodation. The school will require any partners living in the property to be subject to safeguarding checks.

17.1.8 Change to status of supervised volunteer roles in KCSiE 2026:

Removal of the supervision exemption: Driven by the Crime and Policing Act, anyone volunteering to teach, train, instruct, or supervise children now falls under regulated activity even if supervised by a regular staff member.

This applies if volunteering happens on more than three days in a month, or overnight.

In response, the school will secure Enhanced DBS with Children's Barred List checks for any newly qualifying roles.

17.2 Managing allegations or safeguarding concerns against a member of staff or person in school procedures

17.2.1 The procedures outlined in the policy specific to this area of safeguarding will be followed in any case in which it is alleged that a member of staff (including supply staff), trustee, visiting professional or volunteer has met the harm test – i.e. where an adult has:

a) behaved in a way that has harmed a child or may have harmed a child;

b) possibly committed a criminal offence against or related to a child;

c) behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children;

d) behaved or may have behaved in a way that indicates they may not be suitable to work with children. (This includes any behaviour that may have happened outside of school that might make the individual unsuitable to work with children. This is known as transferable risk).

17.2.2 All adults working in the school have a duty to disclose to the Head Teacher where their relationships and associations both within and outside of the workplace (including online) might have implications for safeguarding children in school.

17.2.3 Examples of adult behaviours that would warrant an allegation or safeguarding concern by a member of staff could include:

- Physical – for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling
- Emotional – for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality
- Sexual – for example, sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault and rape, sending inappropriate messages through social media and other technologies
- Neglect – which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate / proper risk assessment etc.

17.2.4 A safeguarding complaint that meets the criteria above must be reported to the Head Teacher immediately. If the complaint involves the Head Teacher then the CEO and Chair of Trustees must be informed.

17.2.5 Where a head teacher determines that a safeguarding allegation does not meet the harm threshold in line with the criteria above they will refer the matter to be managed in line with paragraphs 17.2.6 to 17.2.8 inclusive by a designated

professional with appropriate safeguarding training. This person will ensure that appropriate action is taken, and confidentiality is maintained.

17.2.6 All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice, including inappropriate conduct out of work are a concern, even if they are low-level. Low-level concerns are concerns that do not meet the harm test / allegations threshold. Examples of such behaviour include :

- Being over familiar with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one to one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language.

17.2.7 The case manager will ensure that the child is not at risk and where appropriate ensure that the child is referred to the local authority MASH team as referenced in Part 1 of KCSiE 2026.

17.2.8 The case manager should gather as much information about the alleged incident as necessary in order to establish whether there is substance to the allegation. In situations where the case manager determines that the harm test has not been met the case manager will ensure there is a clear record of the incident, include any actions (including whether any HR advice has been sought and actioned) taken to address the concern raised. This record must be kept confidential, stored securely and comply with the Data Protection Act 2018 and the UK GDPR (2021). All low level concerns will be kept for two years after the individual leaves the employment of the school.

17.2.9 In situations where the case manager has sufficient information to suggest that the harm test / allegations threshold has been met the LADO should be informed. Parents of the child or children involved will be told about the allegation as soon as possible if they are not already aware of it.

17.2.10 The case manager will not carry out an investigation or directly interview an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted.

17.2.11 The case manager will attend any meeting arranged by the LADO – all issues will be recorded and any outcome reached will be noted to ensure closure. **The LADO contact details are : lado@thurrock.gov.uk / 07762 406606.**

17.2.12 In many cases an appropriate response to a situation will be to provide further training and support to staff and ensure they are clear about the expectations for their conduct.

17.2.13 In more serious cases, allegations must be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children may be at further risk and/or evidence may be compromised and/or the allegations are so serious that they

may, if upheld, constitute gross misconduct, suspension of the member of staff may be appropriate and will be considered in line with the school's Disciplinary Policy.

17.2.14 Any staff who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff would have been dismissed by the school had they been employed at the time of the conclusion of the investigations, they will be referred to the DBS. The school will keep written records of all of the above.

17.2.15 The NSPCC whistleblowing hotline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – the line is available from 8am to 8pm, Monday – Friday and email : help@nspcc.org.uk .

18. Training and Support

18.1 All staff members will be made aware of systems within our school that support safeguarding and these will be explained to them as part of our staff induction. This includes: the school's safeguarding & child protection policy; how we comply with KCSiE, and the school's whistleblowing procedures.

18.2 We recognise the stressful and traumatic nature of child protection work. At William Edwards support is available for any member of staff from the DSL and DDSL. Supervision can also be arranged, and staff can also access support through the staff wellbeing service.

18.3 Designated staff must have attended the full Level 3 DSL training, and refresher training at least every two years. The DSL and DDSL will also undertake Prevent Awareness Training (WRAP - Workshop to Raise Awareness of Prevent) to enable them to provide advice and support to other members of staff on protecting children from risk of radicalisation.

18.4 The school will ensure all staff including temporary and volunteers receive safeguarding and induction training appropriate to their roles and responsibilities, especially staff new to the school. All staff will access basic child protection training including online safety as part of the school's induction arrangements and refresher training annually. All staff will receive monthly safeguarding updates with further training opportunities as appropriate.

18.5 Trustees, including the nominated safeguarding lead, will receive specific training for their role annually.

19. Child Protection Records

19.1 The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the DSL and DDSL. Records will be kept on CPOMS. Additional documents will also be attached, for example CAF documents and meeting minutes from CP / CIN meetings.

19.1.1 When a pupil leaves their existing provision, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving establishment as soon as possible and within 5 days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005.

19.1.2 Where there is an existing risk management plan in place for behaviours that are deemed potentially harmful to the pupil or others (i.e. self harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the pupil starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring.

19.1.3 Pupil records will be transferred in a secure manner and a delivery / read receipt retained. If sending by post they will be sent 'special delivery' and a note of the delivery number kept.

19.1.4 For audit purposes a note of all pupil records transferred or received will be kept in electronic format.

19.1.5 If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded on to the relevant organisation in accordance with the 2005 Regulations.

19.1.6 If a parent chooses to electively home educate (EHE) their child, the school will liaise with the LA about where the child protection record must be sent.

19.1.7 When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover / exchange of information with the new / interim post holder. In exceptional circumstances if this is not possible, the DDSL will ensure that the new post holder is fully conversant with all procedures and case files.

19.1.8 A DSL receiving current (live) files or closed files will keep all contents enclosed and not remove any material.

19.2 Children's and parents' access to child protection files

19.2.1 Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative have a number of legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data.

All information will be accurately recorded, objective in nature and expressed in a professional manner.

Any child who has a child protection file has a right to request access to it.

However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
- could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
- is likely to prejudice an on-going criminal investigation; or
- information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

19.3 Archiving

19.3.1 The school that the pupil attends until statutory leaving age is responsible for retaining any child protection records they hold. The recommended retention period is 35 years from closure when there has been a referral to social care. If no referral has been made to social care the record will be retained until the child's 25th birthday, after which point the file will be destroyed confidentially / deleted from our electronic system.

SAFE PRACTICE Visitors to school :

All visitors must sign in on arrival at VISITOR RECEPTION and collect a school badge and a WES Information Leaflet which outlines Child Protection and Safeguarding procedures in school and how to report any concerns regarding a child or another adult in school. Visitor badges must be worn at all times when in school.

Staff must ensure that visitors to school are supervised as appropriate and the requisite pre-employment checks have been completed as referenced in Part 3 of KCSiE.

See Appendix 8

APPENDIX 1 Definitions and indicators of abuse

Reference : Working Together to Safeguard Children (DfE 2026) & KCSiE 2026.

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, for instance as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to :

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

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

Examples which may indicate neglect :

1. Hunger
2. Tiredness or listlessness
3. Child dirty or unkempt
4. Poorly or inappropriately clad for the weather
5. Poor school attendance or often late to school
6. Poor concentration
7. Affection or attention seeking behaviour
8. Untreated illnesses / injuries
9. Pallid complexion
10. Stealing or scavenging compulsively
11. Failure to achieve developmental milestones, eg. Growth / weight
12. Failure to develop intellectually or socially
13. Neurotic behaviour

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

Examples which may indicate physical abuse :

1. Patterns of bruising; inconsistent account of how bruising or injuries occurred
2. Finger, hand or nail marks, black eyes
3. Bite marks
4. Round burn marks, burns and scalds
5. Lacerations, wealds
6. Fractures
7. Bald patches

8. Symptoms of drug or alcohol intoxication or poisoning
9. Unaccountable covering of limbs, even in hot weather
10. Fear of going home or parents being contacted
11. Fear of medical help
12. Fear of changing for PE
13. Inexplicable fear of adults or over – compliance
14. Violence or aggression towards others, including bullying
15. Isolation from peers

Sexual abuse involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non – penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non contact activities such as involving children looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Examples which may indicate sexual abuse:

1. Sexually explicit play or behaviour or age-inappropriate knowledge
2. Anal or vaginal discharge, soreness or scratching
3. Reluctance to go home
4. Inability to concentrate, tiredness
5. Refusal to communicate
6. Thrush, persistent complaints of stomach disorders or pains
7. Eating disorders, for example anorexia nervosa and bulimia
8. Attention seeking behaviour, self-mutilation, substance abuse
9. Aggressive behaviour including sexual harassment or molestation
10. Unusually compliant
11. Regressive behaviour, enuresis, soiling
12. Frequent or open masturbation, touching others inappropriately
13. Depression, withdrawal, isolation from peer group
14. Reluctance to undress for PE or swimming
15. Bruises, scratches in genital area

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the

child from participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

Examples which may indicate emotional abuse :

1. Over reaction to mistakes, continual self – deprecation
2. Delayed mental, physical, emotional development
3. Sudden speech or sensory disorders
4. Inappropriate emotional responses, fantasies
5. Neurotic behaviour : rocking, banging head, regression, tics and twitches
6. Self harming, drug or solvent abuse
7. Fear of parents being contacted
8. Running away / going missing
9. Compulsive stealing
10. Masturbation, appetite disorders – anorexia nervosa, bulimia
11. Soiling, smearing faeces, enuresis

NB – some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

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

Reference : Child sexual exploitation: definition and guide for practitioners - GOV.UK (www.gov.uk)

Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories :

1. An unexpected delay in seeking treatment that is obviously needed
2. An unawareness or denial of any injury, pain or loss of function (eg. A fractured limb)
3. Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to his/her age and development
4. Reluctance to give information or failure to mention other known relevant injuries
5. Frequent presentation of minor injuries
6. Unrealistic expectations or constant complaints about the child

7. Alcohol misuse or other drug / substance misuse
8. Parents request removal of the child from home
9. Violence between adults in the household

Children with special educational needs and disabilities

When working with children with special educational needs and disabilities, practitioners need to be aware that additional possible indicators of abuse and / or neglect may also include :

1. A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non mobile child
2. Not getting enough help with feeding leading to malnourishment
3. Poor toileting arrangements
4. Lack of stimulation
5. Unjustified and/or excessive use of restraint
6. Rough handling, extreme behaviour modification – eg. Deprivation of liquid, medication, food or clothing, disabling wheelchair batteries
7. Unwillingness to try to learn a child's means of communication
8. Ill-fitting equipment – eg. Callipers, sleep boards, inappropriate splinting
9. Misappropriation of a child's finances
10. Invasive procedures

Appendix 2 Responding to children who report abuse

When a child tells me about abuse he or she has suffered, what must I remember?

1. Stay calm
2. Do not transmit shock, anger or embarrassment
3. Reassure the child. Tell him/her you are pleased s/he is speaking to you.
4. Never enter into a pact of secrecy with the child. Assure him/her that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
5. Tell her/him, that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
6. Tell the child it is not his/her fault.
7. Encourage the child to talk but do not ask 'leading questions' or press for information.
8. Listen and remember.
9. Check that you have understood correctly what the child is trying to tell you.
10. Praise the child for telling you. Communicate that s/he has right to be safe and protected.

11. Do not tell the child that what s/he experienced is dirty, naughty or bad.
12. Do not take photographs or make videos of any injuries reported by a child.
13. It is inappropriate to make any comments about the alleged offender.
14. Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
15. At the end of the conversation, tell the child again who you are going to tell and why that person or people need to know.
16. As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB – it is not education staff's role to investigate reports of abuse. Their role is to observe that something may be wrong, ask about it, listen, be available and respond appropriately.

Appendix 3 KCSiE Changes 2026

Staff Reading and Structure

- *Part 1 requirement: Annex A has been withdrawn, and all school and college staff are now expected to read Part 1 in full.*
- *Trainee integration: Trainee teachers are now included more consistently in school safeguarding procedures.*

Safer Recruitment and Volunteers

- *Supervision exemption removed: The previous rule allowing certain volunteers in regulated activity to be exempt if adequately supervised has been removed.*

Online Safety and Technology

- *Generative AI & deepfakes: Online safety sections now explicitly address AI-generated content, interactions with generative AI, and the making or sharing of nude/semi-nude AI-generated images.*
- *Mobile phones: A new section establishes that schools should be mobile phone-free environments by default during the school day.*
- *Filtering and monitoring: Requirements to review the effectiveness of filtering and monitoring at least annually are more clearly defined.*

Gender-Questioning and Premises

- *New sections: Explicit guidance is added for gender-questioning children, single-sex spaces (toilets and changing rooms), and single-sex sports.*
- *Parental involvement: Parents are treated as the default in almost all cases unless a documented safeguarding risk exists.*

Abuse and Vulnerable Children

- *Child-on-child abuse: Part 5 and related sections are heavily rewritten to focus more on harmful sexual behaviour, harassment, violence, misogyny, and violence against women and girls.*
- *Expanded groups: Additional content covers young carers, mental health support (including suicidal ideation), and children in kinship care.*

Key changes introduced in Keeping children safe in education 2026

Appendix 4 Logging an incident on CPOMs

When a safeguarding concern is noted by a member of staff the following action should be taken, by the end of the school day (and immediately and also in person to the DSL/DDSL if the concern is a *child protection* issue).

Log on to CPOMS → You will be taken to the dashboard → Find the quick student search →

Add the pupil's name → You will see the pupil details, please click on their name →

You will be taken to the pupil's page. **See the flow chart below**

Click on incidents



New incident



Add the information into the incident box



You will be logging the incident as a 'concern' – the Duty Safeguarding personnel will define the category when the information is processed



If there are other students involved, you can add these via the linked student box



Assign the incident to 21 Safeguarding and DUTY SAFEGUARDING – for Status select 'active' for a safeguarding event, but NFA for a behaviour issue you have sanctioned but reported for information purposes



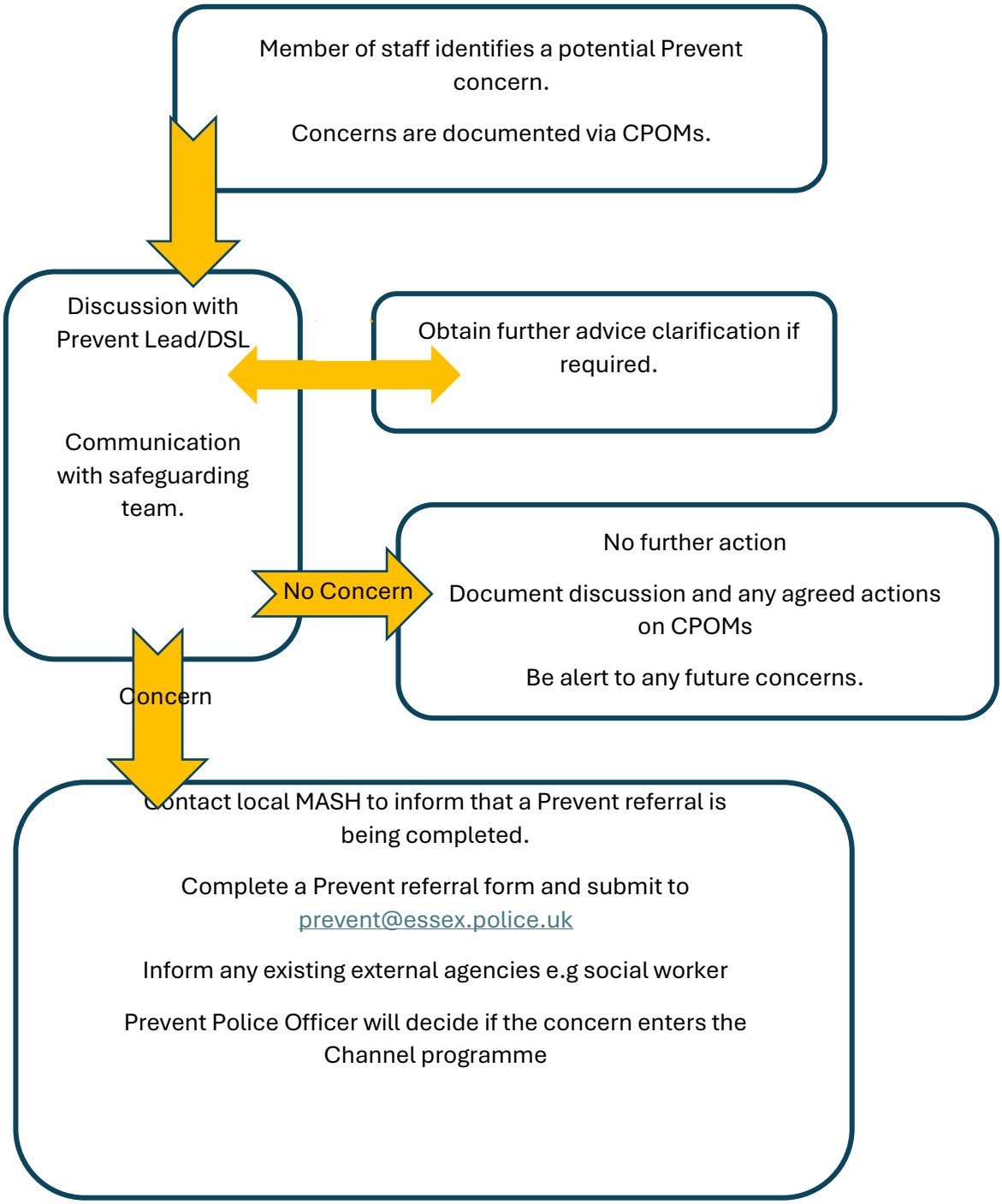
Press 'submit incident'



The incident will be seen by the staff you have linked to. This will then be looked at and dealt with accordingly.

Appendix 5 Prevent Referral Flowchart

Prevent Flowchart



Appendix 6 Additional contacts

School Nursing Team	0300 300 1526
Police Child Abuse Team	01277 266822
Thurrock Virtual School	KPullen@thurrock.gov.uk GLilley@thurrock.gov.uk

Appendix 7 Further Safeguarding References

Further Safeguarding & Child Protection information can be found in the following documents :

Keeping Children Safe in Education 2026 : statutory guidance for schools and colleges (DfE) Part One (also referred to as KCSIE)

Abuse

What to do if you're worried a child is being abused – DfE advice

Domestic abuse: Various Information/Guidance - Home Office (HO)

Faith based abuse: National Action Plan - DfE advice

Relationship abuse: disrespect nobody - Home Office website

Bullying

Preventing bullying including cyberbullying - DfE advice

Preventing and Tackling Bullying, DfE advice

Children missing from education, home or care

Children missing education - DfE statutory guidance

Child missing from home or care - DfE statutory guidance

Children and adults missing strategy - Home Office strategy

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

Trafficking: safeguarding children - DfE and HO guidance

Drugs

Drugs: advice for schools - DfE advice

Drug strategy 2017 - Home Office strategy

Information and advice on drugs - Talk to Frank website

ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention - Website by Mentor UK

"Honour Based Abuse" (so called)

Female genital mutilation: information and resources- Home Office guidance

Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance

Health and Well-being

Fabricated or induced illness: safeguarding children - DfE, DH, HO

Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England

Medical-conditions: supporting pupils at school - DfE statutory guidance

Mental health and behaviour - DfE advice

Homelessness

Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance

Online

Sexting: responding to incidents and safeguarding children - UK Council for Internet Safety

Generative Artificial Intelligence (AI) in Education – DfE policy paper

Private fostering

Private fostering: local authorities - DfE statutory guidance

Radicalisation

Prevent duty guidance- Home Office guidance

Prevent duty: additional advice for schools and childcare providers - DfE advice

Educate Against Hate website - DfE and Home Office advice

Prevent for FE and Training - Education and Training Foundation (ETF)

Upskirting

Upskirting know your rights – UK Government

Violence

Gangs and youth violence: for schools and colleges - Home Office advice

Ending violence against women and girls 2016-2020 strategy - Home Office strategy

Violence against women and girls: national statement of expectations for victims - Home Office guidance

Sexual violence and sexual harassment between children in schools and colleges - DfE advice

Serious violence strategy - Home Office Strategy

Thurrock Community Safety Partnership – Schools Protocol to reduce vulnerability factors and safeguard children and young people from serious youth violence

Appendix 8 Visitors to the School

Visiting Adults in School Protocols

VISITOR RECEPTION Lanyards: Red for Visitors Blue for Contractors White for Trust Staff (not WES) Green:Ofsted / enhanced DBS	• Safeguarding posters to be displayed • To be staffed at all times of the school day (8am-4.30pm) • Visitor briefing sheet / ipad information
Cover staff	• Must report to Visitor Reception • Must wear badge with lanyard • SKI to collect from Visitors' Reception- Check DBS and escort. • SKI to have agency details / safeguarding assurance. • Member of staff to be given safeguarding reporting document.
Visitors : Parents & carers	• Must report to Visitor Reception for sign in/out • Must remain with a member of staff at all times • Admin to be notified of Appointment time
Visitors : Site	• Must report to Visitor Reception for sign in/out • Must wear badge with lanyard • Must remain with member of Site Team • Site manager must have company details
Visitors : Direct work with pupils	• Must report to Visitor Reception • Must wear badge with lanyard • Member of staff that has arranged the visit to collect from Visitors' Reception • Admin to be notified of appointment time where possible • Person not to be left alone with children
Visitors : LA/Social Care	• Must report to Visitor Reception • Must wear badge with lanyard • Member of staff that has arranged the visit to collect from Visitors' Reception • Admin to be notified of appointment time where possible • Letter of assurance from Thurrock LA regarding safeguarding
Visitors : Catering / cleaning staff	• Must report to Visitor Reception • Must wear badge with lanyard • Member of staff that has arranged the visit to collect from Visitors Reception • Catering Manager must have company details
Visitors : Music tuition	• Must sign in at Visitor Reception • Must wear badge with lanyard • Covered by LA safeguarding letter for direct work alone with pupils
Visitors : Sports coaches	• Must report to Visitor Reception • Must wear badge with lanyard • Member of staff that has arranged the visit to collect from Visitors' Reception • Admin to be notified of appointment time where possible • Should not be left alone with children unless in possession of a Trust DBS
Visitors : Trust staff from other schools (infrequent visitors) (Trust staff who work on site at WES regularly are badged, with DBS, & have completed WES safeguarding briefing)	• Must report to Visitor Reception • Must wear badge with lanyard • Member of staff that has arranged the visit to collect from Visitors' Reception • Admin to be notified of appointment time where possible
Visitors : Trust members & LSAB members	• Badged with DBS – sign in at VR for H&S purposes

Visitor Safeguarding Information

Welcome to William Edwards School

Thank you for visiting our school and supporting us to protect and safeguard our pupils.
We are one community with a shared goal to keep children and young people safe.

Safeguarding Legislation

All schools have a legal duty to safeguard children and young people. The school complies with the following legislation:

- *Keeping Children Safe in Education 2026 (DfE publications, updated annually)*
- *Working together to Safeguard Children 2026*
- *Thurrock Local Safeguarding Children's Partnership SET Procedures*

Safeguarding at William Edwards School

At William Edwards School we are committed to:

• Our "It could happen here" mantra.
• Taking appropriate action in a timely manner to safeguard and promote children's welfare.
• To ensuring all staff are aware of their statutory responsibilities with respect to safeguarding, identifying children in need of early help, at risk of harm or those that have been harmed.
• To properly training all staff in recognising and reporting safeguarding issues.
•To promoting and maintaining a culture of vigilance to ensure that we will also act in the best interests of the children to protect them online and offline.
• Implementing robust systems for reporting abuse and ensuring they are well promoted, easily understood and easily accessible for children.
• To promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances are appreciated and positively valued.

What to do if you are worried about a child while visiting at William Edwards School

If you are concerned about the safety or wellbeing of a child whilst visiting the school, you must report your concerns to the Designated Safeguarding Lead / Deputy Designated Safeguarding Lead.

You can do this by completing a safeguarding concern form available from Visitors' Reception and passing to the DSL/DDSL.

Designated Safeguarding Lead – Ms Wood, wooda@wes.swecet.org

Deputy Designated Safeguarding Lead – Mrs Heighway, heighwayk@wes.swecet.org

Safeguarding Team

The safeguarding leads are supported by the Safeguarding Team:

Mrs Taylor – Pastoral Manager
Mrs Laffan – Pastoral Manager
Mrs Childerley – Family Support Worker
Mr Stevens – Year Leader
Mrs Knight – Year Leader
Mr Pavitt – Year Leader
Mrs Cormack – Year Leader

School telephone number: 01375 486000
School email address: admin@wes.swecet.org

For further information please go to our website: www.williamedwards.org.uk

What to do if you are worried about a child who attends William Edwards School

If you have concerns about the welfare of a child that attends William Edwards School, please contact one of the safeguarding staff through the school office. If your concerns occur during a school closure period, please contact Thurrock's Multi-Agency Safeguarding Hub (MASH).

Thurrock MASH
Civic Offices
New Road
Grays
Essex.
RM17 6SL

Tel: 01375 652802
Or for the out of hours emergency duty team: 01375 372468

Your conduct as a visitor

As a visitor to William Edwards School, we respectfully ask you to:

- Sign in at visitors' reception.
- Act in a responsible manner always.

- Treat all members of the school community in a courteous manner.
- Do not take pictures of any children unless you have permission of the school.
- Do not share personal information with pupils or request their personal information.
- Do not use mobile phones unless it is relevant to your visit and you have school permission.
- Do not smoke or vape on the premises.
- Do not bring dogs on to the premises unless it is for medical aid.
- Refrain from swearing on the premises.
- To be responsible for your children who do not attend William Edwards School.
- Report any safeguarding concerns immediately.

Fire Evacuation Procedures

- If an alarm sounds, please listen to the instructions carefully and follow them.
- Should you discover a fire, please activate the nearest Fire Alarm Break Glass Point and begin your evacuation.
- Report to the assembly point on the playground in the case of an evacuation. Staff are responsible for escorting persons visiting them.

Accidents on school premises

All accidents must be reported to the office and a form completed with trained first aid staff, detailing the nature of the accident and injury.

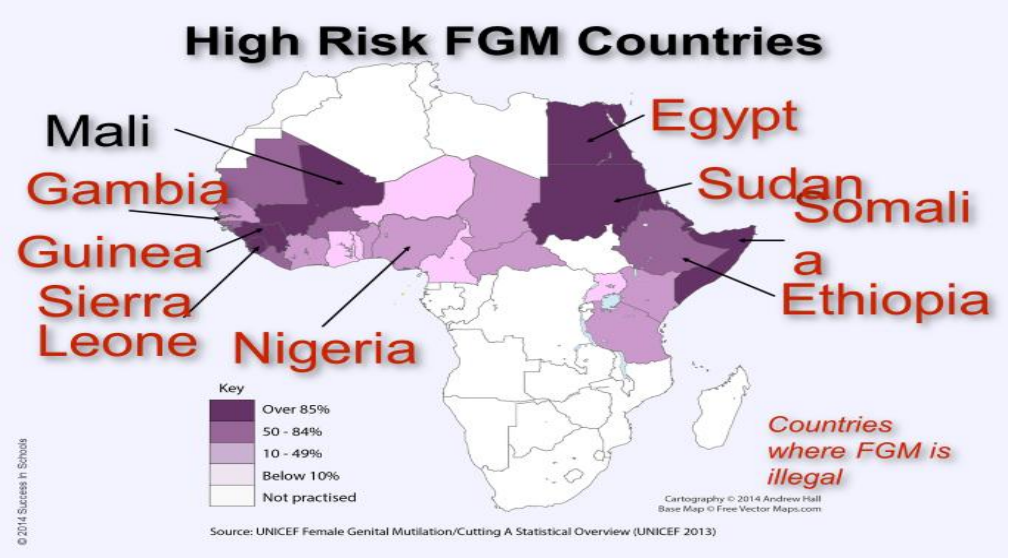
Other useful numbers

Police Child Abuse Investigation Team – 101
Call 999 if you feel a child is in immediate need of protection.

Childline – 0800 1111
NSPCC – 0808 800 5000

Appendix 9

FGM guidance Responding to children who report abuse



Worried about FGM?

Call the NSPCC Helpline, if you are worried a young person is at risk of, or has had, FGM.

It's free, anonymous and 24 hours.

0800 028 3550

or email fgmhelp@nspcc.org.uk

Appendix 10 Legislation & Guidance

In addition to KCSiE 2026 and Working Together to Safeguard Children 2026, this policy is also based on the following legislation and guidance :

- Section 175 of the Education Act 2002, https://www.legislation.gov.uk/ukpga/2002/32/section/175 which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

- The School Staffing (England) Regulations 2009 (legislation.gov.uk) which set out what must be recorded on a single central record and the requirement for at least one person on a school interview / appointment panel to be trained in safer recruitment techniques.

- https://www.legislation.gov.uk/ukpga/1989/41/contents - 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 https://www.legislation.gov.uk/ukpga/2015/9/contents/enacted which places a statutory duty on teachers to report to the Police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM, https://www.gov.uk/government/publications/multi-agency-statutory .

- https://www.gov.uk/government/publications/sexual-violence-and-sexual...
The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children - https://www.legislation.gov.uk/ukpga/1974/53

- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children - https://www.legislation.gov.uk/ukpga/2006/47/contents

- Statutory Guidance on the Prevent Duty - https://www.gov.uk/government/publications/prevent-duty-guidance which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019) and updates https://www.saferrecruitmentconsortium.org

  https://www.gov.uk/government/publications/sexual-violence-and-sexual... – Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE 2021)

- Sharing nudes and semi-nudes; advice for education settings working with children and young people (Department for Digital, Culture, Media & Sport and UK Council for Internet Safety 2020)

- Children Missing Education – Statutory Guidance for local authorities (August 2024) - https://www.gov.uk/government/publications/children-missing-education

- When to call the police – Guidance for schools and colleges (NPCC 2020) - https://www.npcc.police.uk/documents/ChildrenandYoungPeople

- Education and Training (Welfare of Children) Act 2021 - https://www.legislation.gov.uk/en/ukpga/2021/16/enacted

- The Childcare (Disqualification) Regulations 2018 and Childcare Act 2006 which set out who is disqualified from working with children.

Appendix 11 SWECET / WES Policies

Related policies and documents on WES Safeguarding Hub / website

- Safeguarding & Child Protection Training Presentation
- KCSiE 2026
- Child on Child Abuse policy / Anti-Bullying policy
- Harmful Sexual Behaviours Policy
- Attendance & punctuality policy
- Behaviour policy
- Mental health policy
- Esafety policy
- Safer recruitment policy
- Allegations against staff policy
- Whistleblowing policy
- Low Level Concerns policy
- SEND policy
- Pupil Premium policy
- Accessibility Plan
- Medical support guidance
- SWECET Code of Conduct for Staff
- Records & information sharing protocols

- Equality Objectives
- PSHE & RSE / SMSC & British Values Policy
- Loss & Bereavement Policy
- Behaviour Policy – including use of reasonable force and mobile phones