

CHILD PROTECTION AND SAFEGUARDING

Appendix

Shoeburyness High School

September 2026

We follow all aspects of statutory safeguarding guidance outlined in the SECAT Trust Child Protection & Safeguarding Policy.

1.1 To achieve and maintain outstanding safeguarding practice, Shoeburyness High School is committed to the wellbeing of each child through communicating our vision:

Be Kind, Be Safe, Be Responsible, Enjoy Learning

1.2 The academy 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.
- Staff are properly trained in recognising and reporting safeguarding issues.

1.3 SCHOOL CONTEXT

Shoeburyness High School is an 11-18 academy serving approximately 1,700 students. The school recognises the impact of contextual safeguarding factors including online harms, child-on-child abuse, criminal and sexual exploitation, county lines activity, domestic abuse, mental health concerns, attendance vulnerabilities and the wider risks that can affect young people both inside and outside of school.

The school acknowledges that safeguarding risks can present in education, within the community, online and through peer groups. Safeguarding practice is therefore delivered through a whole-school approach involving safeguarding, pastoral, attendance, behaviour and inclusion teams working collaboratively with students, families and external agencies. The school maintains a culture in which safeguarding is everyone's responsibility, where concerns are identified early, acted upon promptly and managed through effective information sharing, professional curiosity and multi-agency working.

Shoeburyness High School is committed to ensuring that all students feel safe, are protected from harm and receive the support necessary to achieve positive educational, social and emotional outcomes.

2 SAFEGUARDING PERSONNEL / KEY CONTACTS

2.1 Staff contacts

Shoeburyness High School recognises its responsibilities for safeguarding children and protecting them from harm and understands the importance of trained DSL's.

Name	JOB TITLE	Email
Jeff Banks	Deputy Headteacher / DSL	jbanks@shoeburyness.secat.co.uk
Teri-Leigh Jones	Headteacher	tjones@shoeburyness.secat.co.uk
Fran Haddock	Deputy Headteacher (school DPO)	fhaddock@shoeburyness.secat.co.uk
Michelle La Roche	Assistant Headteacher – KS4	mlaroche@shoeburyness.secat.co.uk
Sarah Wilkinson	Assistant Headteacher – Inclusion	swilkinson@shoeburyness.secat.co.uk
Hayley Hawkyard	Home School Liaison Officer	hhawkyard@shoeburyness.secat.co.uk
Wendy Evans	Home School Liaison Officer	wevans@shoeburyness.secat.co.uk
Claire Graham	SEMH Hub Lead	cgraham@shoeburyness.secat.co.uk
Amy Beale	Core Team member	abeale@shoeburyness.secat.co.uk
Jess Patterson	Core Team member	jpaterson@shoeburyness.secat.co.uk
Sandy Greenway	Core Team member	sgreenway@shoeburyness.secat.co.uk
Gemma Garrod	Pastoral Year Manager - Sixth Form	ggarrod@shoeburyness.secat.co.uk

2.1.1 External Contacts

In order to safeguard our students we will liaise and report with/to external agencies, these include, but are not limited to Southend Children's Single Point of Contact (CSPOC), Essex Police, LADO services at the Local Authority, Prevent and OpEncompass.

Referrals to external agencies are typically made the same day as we are made aware of any risk of harm to a student. The response times vary by each agency, however, Children's Social Care should make a threshold decision within one working day of receiving a referral. Where no response is received, or where the school believes the response does not adequately safeguard a child, concerns will be escalated appropriately.

2.2 DSL

The DSL is a member of the senior leadership team and takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our 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 DSLs will act as cover.

If the DSL and deputies are not available, the CEO will act as cover (for example, during out-of-hours/out-of-term activities).

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 (DBS), 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 our school
- Make sure that staff have appropriate Prevent training and induction
- Act as a lead practitioner for the local authority

The DSL will also:

- Keep the headteacher informed of any issues
- 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
- Ensure that child protection files are kept up to date
- Where children leave the school, ensure their child protection file is transferred to the new school

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

3 CONFIDENTIALITY

3.1 School confidentiality and data protection

It is important that confidentiality is upheld in regard to all safeguarding matters. The school's Data Protection Lead (DPL, Deputy headteacher) ensures that all staff are appropriately trained in data protection and safeguarding expectations. The use of CPOMS, an online, secure system for reporting and recording any and all safeguarding information ensures that all documentation on any and all students is kept secure and confidential.

In summary:

- Timely information-sharing is essential to effective safeguarding
- Arrangements should be in place setting out the processes and principles for sharing information within the school and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required

- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018, Data (Use and Access) Act 2025, and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- 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
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

4 RECOGNISING ABUSE AND TAKING ACTION

4.1 Staff, volunteers, trustees, and local Academy Committees must follow the procedures set out in school in the event of a safeguarding issue.

- Report the concern immediately to the DSL / a Deputy DSL
- Record all information, in detail, without opinion or bias via CPOMS, visitors who wish to raise a concern but do not have access to CPOMS should do so via:

safeguarding@shoeburyness.secat.co.uk

- Not share / discuss the concern with any other staff members unless directed by the DSL as part of actions to support a child.

4.2 Female Genital Mutilation (FGM)

FGM (also known as 'female genital cutting', 'circumcision' or 'initiation') is illegal in the UK. It comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Keeping Children Safe in Education 2026 details "Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18." KCSIE emphasises the fact that this duty on professionals is in relation to 'known' and not suspected cases.

Page 176 of KCSIE 2026 includes a link to a FGM resource pack with more information.

Any other member of staff who discovers through disclosure or visual evidence that an act of FGM appears to have been carried out on a **student under 18** must speak to the DSL and follow our local safeguarding procedures. The duty for teachers mentioned above does not

apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should **never** examine students.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or a deputy) and involve local authority children's social care as appropriate.

4.3 Online Safety, Filtering and Monitoring

Shoeburyness High School recognises that online safety is an integral part of safeguarding and child protection. The school adopts a whole-school approach to ensuring that students are protected from harmful and inappropriate online content both within school and, where concerns are identified, beyond the school environment.

The Designated Safeguarding Lead (DSL) has strategic responsibility for online safety and works closely with the school's IT services, senior leaders and pastoral teams to ensure that filtering and monitoring systems remain effective and proportionate. The DSL is aware of the filtering and monitoring systems in place and receives information relating to safeguarding concerns generated through these systems.

The school operates age-appropriate filtering and monitoring systems across all school-owned devices and networks to reduce the risk of students accessing harmful content.

Monitoring systems are used to identify potential safeguarding concerns including, but not limited to:

- Child-on-child abuse
- Harmful sexual behaviour
- Sharing of nude or semi-nude images
- Self-harm or suicidal ideation
- Bullying and cyberbullying
- Child criminal exploitation
- Child sexual exploitation
- Extremism and radicalisation
- Online grooming
- Inappropriate use of artificial intelligence (AI) technologies

Where online safety concerns are identified, these are reviewed and risk assessed by appropriate members of staff and referred to the safeguarding team where necessary. Concerns are recorded on CPOMS and managed in line with the school's safeguarding procedures.

The school recognises that technological developments continue to present emerging safeguarding risks. Staff receive regular updates regarding online harms, including AI-

generated content, deepfakes, online exploitation, misogynistic online influences, extremism, disinformation and harmful online communities. Any concerns regarding a student's online activity are treated as safeguarding concerns where there is a risk of harm. Students are taught how to stay safe online through the curriculum, assemblies, pastoral programmes and targeted interventions. This includes education regarding respectful online behaviour, privacy, consent, digital footprints, online relationships, misinformation, harmful content, gaming risks, social media, artificial intelligence and reporting concerns.

Students are encouraged to report online safety concerns to any member of staff, through the safeguarding team, via school email reporting systems or through their trusted adult in school. All reports are taken seriously and responded to in accordance with safeguarding procedures.

The school works in partnership with parents and carers to promote online safety and provides information, guidance and support where concerns are identified. The school recognises that effective online safeguarding requires a collaborative approach between students, families and professionals.

4.3.1 Sharing of nudes and semi-nudes (sexting)

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (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 student 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 student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL/DDSLs responsibility)
- Share information about the incident with other members of staff, the student(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 student(s) that they will receive support and help from the pastoral/safeguarding team.

4.4 Child on Child Abuse

Shoeburyness High School recognises that children can abuse other children and that child-on-child abuse can occur both inside and outside of school, including online. The school maintains a culture of vigilance and adopts a zero-tolerance approach to any form of child-on-child abuse, sexual violence, sexual harassment, harmful sexual behaviour, exploitation, bullying or discriminatory behaviour.

We recognise that child-on-child abuse may include, but is not limited to:

- Bullying, including cyberbullying and prejudice-based bullying
- Physical abuse, assault and violence
- Sexual violence and sexual harassment
- Harmful sexual behaviour
- Upskirting
- Sharing of nude or semi-nude images, including AI-generated images
- Abuse within intimate personal relationships
- Hazing or initiation-type behaviours
- Child criminal exploitation
- Child sexual exploitation
- Online abuse, harassment or coercion

All reports of child-on-child abuse are taken seriously and will be responded to promptly, proportionately and in accordance with safeguarding procedures. Staff will never dismiss concerns as "banter", "growing up", "just a joke" or an unavoidable part of adolescence. Any member of staff who receives a report, witnesses an incident or has concerns regarding child-on-child abuse will immediately record and report the concern via CPOMS and inform the Designated Safeguarding Lead (DSL) or a Deputy DSL. Staff will not investigate allegations themselves.

The welfare, wishes and safety of the alleged victim will remain central to all decision making. The school will ensure that appropriate support is available for victims, whilst also considering the welfare and support needs of any alleged perpetrator. Where appropriate, support may include:

- Risk assessments
- Safety planning
- Pastoral support
- Mentoring
- Inclusion interventions
- SEMH Hub support
- External agency involvement
- Multi-agency safeguarding referrals

Following any report of child-on-child abuse, the DSL will consider whether a safeguarding referral to Children's Social Care, Essex Police or other relevant agencies is required. The DSL will also determine whether a formal risk assessment is necessary and identify any immediate actions required to maintain the safety of those involved.

The school recognises that patterns of behaviour, repeated incidents or low-level concerns may indicate wider safeguarding risks. Safeguarding leaders regularly review behaviour,

attendance, safeguarding and pastoral information to identify emerging concerns, trends and vulnerabilities. Where wider themes are identified, the school will respond through safeguarding interventions, staff training, curriculum development and student education.

The school is committed to creating an environment where students feel safe to report concerns, are confident that they will be listened to and know that any reports will be taken seriously and acted upon appropriately. In all cases, the school will maintain a victim-centred approach and ensure that victims are supported, protected and heard throughout any safeguarding process.

4.5 Reporting Systems for our students

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 unless the student's wishes places them at risk of harm.

We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we have:

- Core Team members who are all deputy DSLs
- Senior staff on duty every lunchtime that students can come and talk to
- Key Contact posters in every room in the school, with photos of DSLs / DDSLs
- All staff trained in the use of CPOMS to report and record concerns
- Dedicated safeguarding (safeguarding@shoeburyness.secat.co.uk) and incident reporting (reportthis@shoeburyness.secat.co.uk) email addresses for students to use as appropriate.

5 STUDENTS WITH SPECIAL EDUCATIONAL NEEDS, DISABILITIES OR HEALTH ISSUES

5.1 Shoeburyness High School recognises that students with Special Educational Needs and Disabilities (SEND), certain health conditions, communication difficulties or Social, Emotional and Mental Health (SEMH) needs can face additional safeguarding challenges and may be at greater risk of abuse, neglect, exploitation and peer-on-peer harm than their peers.

We recognise that safeguarding concerns involving students with SEND can be more difficult to identify and that additional barriers may exist when recognising, responding to and reporting concerns. These barriers may include:

- Assumptions that indicators of abuse, harm or neglect are linked solely to a student's disability, communication difficulty or additional need.
- Difficulties in communication, understanding or expressing concerns.
- Increased vulnerability to bullying, discrimination, exploitation or social isolation.

- Reduced ability to recognise unsafe situations, abusive behaviours or harmful relationships.
- Greater dependency upon adults for support and care.
- Increased vulnerability online, including exploitation through social media, gaming platforms and digital communication.
- Difficulties understanding consent, personal boundaries and healthy relationships.
- Mental health needs which may mask or coexist with safeguarding concerns.

Staff are expected to maintain an attitude of professional curiosity and remain alert to changes in presentation, behaviour, attendance, emotional wellbeing or engagement which may indicate that a student is experiencing harm.

The school adopts a graduated and contextual safeguarding approach to supporting vulnerable learners. Safeguarding concerns involving students with SEND will be considered in partnership with those who know the child best, including parents and carers, school staff, external professionals and, where appropriate, the student themselves.

Additional support available within school includes:

- The Inclusion Team led by the Assistant Headteacher for Inclusion.
- Special Educational Needs Coordinators (SENCOs).
- Dedicated Home School Liaison Officers.
- Learning Mentors and pastoral support staff.
- The Safeguarding Team and Designated Safeguarding Leads.
- SEMH Hub provision and specialist interventions.
- Safe and supervised spaces where students can seek support.
- Regulation support and mentoring programmes.
- Adapted communication strategies and resources.
- Individual risk assessments, support plans and bespoke safeguarding arrangements where required.
- Multi-agency support and partnership working with external agencies.

The school's SEMH Hub provides enhanced support for students whose emotional regulation, mental health, social communication or behavioural needs create additional barriers to learning and wellbeing. Students accessing SEMH provision may require higher levels of safeguarding oversight due to their individual vulnerabilities and the complex needs they may present. Safeguarding arrangements for these students are regularly reviewed through multi-disciplinary discussions involving safeguarding, inclusion, pastoral and teaching staff.

Where safeguarding concerns arise in relation to a student with SEND, the Designated Safeguarding Lead (DSL) will work closely with the SENCO, Inclusion Team and other relevant professionals to ensure that:

- The student's voice is heard and understood.
- Appropriate adjustments are made to facilitate disclosure and communication.

- Risks are assessed in light of the student's individual needs and vulnerabilities.
- Support is coordinated effectively across relevant services.
- Safeguarding interventions remain proportionate, timely and child-centred.
- Any barriers to engagement, communication or understanding are appropriately addressed.

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The school recognises that behavioural responses, emotional dysregulation, attendance concerns, mental health difficulties or changes in presentation may, in some cases, be indicators of safeguarding need. Staff should therefore consider whether additional safeguarding assessment is required when concerns arise and should always seek guidance from the safeguarding team where appropriate.

Shoeburyness High School is committed to ensuring that all students, regardless of their additional needs, receive the same level of protection, support and opportunity to be safeguarded from harm.

6 LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN

6.1 We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, 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
- There is a named designated teacher for supporting LAC / Post LAC students
- There are dedicated Home School Liaison Officers who have a particular focus on the LAC/PLAC students who attend the school
- Key staff work alongside social services to ensure all students have appropriate support and that PEP / LAC reviews take place within appropriate time frames
- The designated teacher also works alongside the DSL / DDSs to ensure that any safeguarding concerns regarding these students are quickly and effectively responded to as well as ensuring that they are recorded and passed into the appropriate external services
- The DSL has details of children's social workers and relevant virtual school heads

For further details of how the school works to support safeguarding and manage allegations of abuse, please see the SECAT Child protection & Safeguarding Policy.