

Safeguarding Briefing

EARLY YEARS

Summer 2026

Essex Education Safeguarding Team
June 2026



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[ESl: safeguarding](#)

[EY website: safeguarding](#)

Safeguarding updates

Working Together to Safeguard Children 2026

A guide to multi-agency working
to help, protect and promote the welfare
of children

March 2026

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Chapter 1: A shared responsibility

- reinforced expectations on leaders to create inclusive, anti-discriminatory cultures and that practitioners are expected to challenge racism and discrimination
- strengthened guidance on certain types of harm such as:
 - abusive behaviour in intimate relationships
 - coercive control
 - more hidden harms such as child sexual abuse (CSA) and teenage relationship abuse



Chapter 2: multi-agency safeguarding arrangements (MASA)

- Clarification that MASA responsibilities include children who are looked after. We have provided clearer detail on accountability structures and how safeguarding partners are inspected
- clearer expectations on analysing information to identify disproportionality and racism and strengthened requirements for data sharing
- makes explicit that annual reports must evidence their impact on children and families



Chapter 3: providing help, support and protection

- Family help combines targeted early help and S17 support to create a more seamless offer for families, with consistent practitioner relationships and a family help plan led by a multi-disciplinary team
- Strengthened expectations for anti-racist and anti-discriminatory practice
- Additional content covers domestic abuse, child sexual abuse, infants abuse and honour or faith or belief-based abuse, with strengthened child sexual abuse procedures and the use of family group decision-making
- New references address online harms and group-based exploitation. This section reinforces that children may face multiple harms simultaneously.
- Strengthened S47 expectations for robust multi-agency assessments, direct work with the child and strategy discussions for child sexual abuse



Universal services and community based early help

Ongoing local support network, provided on a consent basis
including new information on Best Start Family Hubs



Family help

Combines targeted early help and section 17 (often consent based)
Consistent lead practitioner throughout, with a single assessment
and single family help plan



Child Protection and section 47

Social worker led multi agency child protection team with a CP plan
building on existing Family help plan

Chapter 4: organisational responsibilities

- clarifies the vulnerability of looked after children in certain settings and reinforces the link between care planning and child protection planning
- Emphasis on the LA's duty to ensure support and protection through the care plan and highlighted risks such as sexual exploitation. A new paragraph addresses risks in residential settings



Chapter 5: learning from serious child safeguarding incidents

- section re-structured and strengthened to ensure safeguarding partners better understand how and when to make timely, accurate and comprehensive notifications and engage in the learning process.
- It sets out that notifications must be made, even if the names of child victims are not yet known. It states that all children should be included in the notification and the wider context should also be considered.
- It also clarifies how to notify the death of a care leaver up to and including the age of 24 and provides guidance on notifying adults aged 18 or over where harm, abuse or neglect occurred in childhood but not reported or known at that time.
- The revised text confirms that only the Child Safeguarding Practice Review Panel decides on National Reviews and outlines the sequence from serious incident notification (SIN) to rapid review to local child safeguarding practice review.
- It also sets expectations for learning from incidents that do not meet notification criteria and notes that rapid reviews may be shared with government in exceptional cases.
- The rapid review timeline has been updated to require submission within 15 working days of the SIN.



Core aspects of FFPP in Essex

1) Establishment of an 'Integrated Front Door' (IFD):

- A single point of access into the statutory system and into a range of other existing front doors. e.g. for domestic abuse, CAMHS, SEND etc.
- The IFD will sit in front of the existing Children and Families Hub and should divert cases which do not meet threshold from the Hub.

▪ Establishment of a 'Family Help Offer':

- This will include existing support provided by our Family Solutions and Assessment and Interventions Teams, plus a new offer of support for Children with Disabilities and Additional Needs.
- These teams will be bolstered by the alignment of capacity either from within ECC or from the wider system into the 'family help' offer – for example we will consider whether we could embed Youth Workers into Family Solutions and how Family Hubs and Family Solutions can better link.
- A single assessment will be developed to apply across Family Solutions and A&I.



Core aspects of FFPP in Essex

3) Establishment of **Multi-Agency Child Protection Teams (MACPTs)**

- This will be through the inclusion of representatives from Health, Police and Education into Assessment and Intervention Teams to improve coordination, information sharing and decision making in respect of child protection.

4) Establishment of two new 'roles' – **Family Help Lead Practitioners and Lead Child Protection Practitioners**

- These will be new job titles not actually new roles – existing Family Solutions workers will be Family Help Lead Practitioners and social workers with relevant experience in child protection will be our Lead Child Protection Practitioners – the exact definition and requirements of these roles is being scoped.

5) Embedding of **Family Led Decision Making / Family Led Working Practices** through the system

- This will include providing a mandatory offer of participation in a Family Group Conference to all families at pre-proceedings stage.
- And embedding this way of working earlier in the system and more consistently.



Update

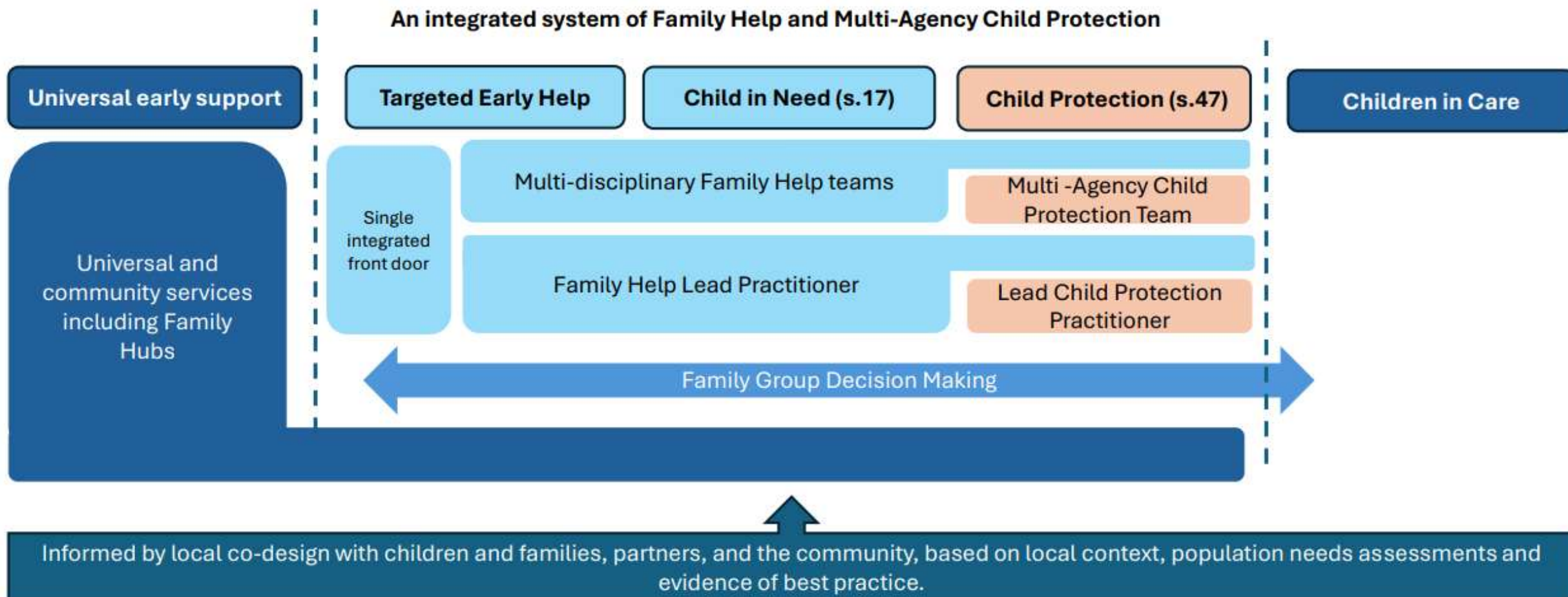
- Working within context of Local Government Reorganisation timelines and engaging with Southend and Thurrock on opportunities for alignment across a number of key projects
- The Phase 2 Plan was submitted to DfE in accordance with expectations on 19.12.25 – this was subject to wide consultation and was signed off by ESCB Designated Safeguarding Partners
- Alignment with other programmes of change and strategies including links to Best Start in Life and Neighbourhood Health and Education Inclusion Strategy are being considered as part of the scope and shape of project delivery
- Meeting with DfE last term to discuss progress of the work to date and support discussion on challenges and risks to Essex in the delivery of FFPP
- A Programme Oversight Board has been established to provide the strategic oversight, direction and system-level assurance needed to ensure the programme is delivering and aligned across the system.



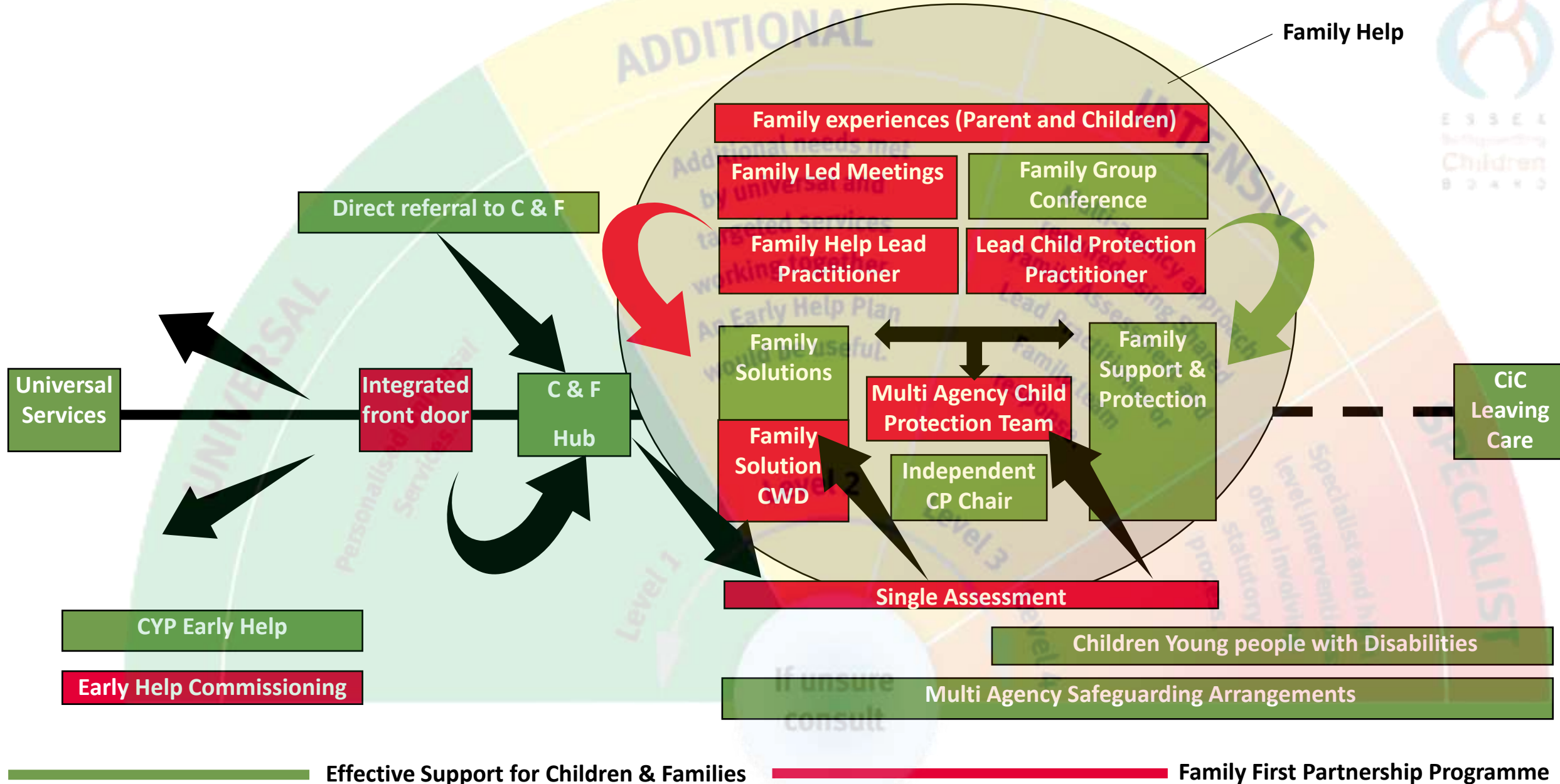
The Families First Partnership Programme will take a whole-system approach to rebalancing children's social care toward earlier intervention – Family Help is a key element of this ambition

Locally designed systems that meet the needs of the population with effective, integrated and joined up services with partners

An integrated system of Family Help and Multi-Agency Child Protection



The system of help for children, young people and families in Essex



Essex Schools Infolink - Restrictive intervention and use of reasonable force resource pack

This includes a model

- ✓ Policy
- ✓ Recording form
- ✓ Letter to parents

Restrictive interventions including the
use of reasonable force in schools
(DfE April 2026)



Supporting children and young people with medical conditions and allergy

The new statutory requirements mean for the first time schools and settings must:

- ☐ stock “spare” adrenaline auto-injectors for use in emergency situations
- ☐ provide allergy awareness training for all staff — covering recognition of symptoms, emergency response and the use of adrenaline devices — alongside improved incident recording and lessons learnt processes
- ☐ have a comprehensive policy for supporting children with medical conditions, including Individual Healthcare Plans to record specific arrangements for individuals like an allergy management plan
- ☐ [**Allergy awareness - Food A Fact Of Life**](#)



DRAFT - School Image guidance

Developed by the **UK Online Harms Early Warning Working Group**, this guidance shares best practice and considerations for education settings and organisations working with children and young people on the use of photos and videos of children and young people across their online platforms, to address the risk of AI image manipulation.



Explore your attendance patterns: As part of the '[View your attendance data](#)', this new data tool - a visual heatmap across the year - helps to spot patterns in your own data at a glance

An attendance research report: setting out the national picture on some common predictable absence patterns

A guide on communicating with parents about attendance: offering ready-made evidence-based resources, such as animations, an NHS poster on illness decisions and useful templates



An updated attendance toolkit for schools

- **Data and targeted support:** how to gather, share and use attendance data to put in place action to improve attendance.
- **Culture:** how to embed a support-first culture to encourage high attendance and make school a place children want to attend.
- **People:** how to make attendance ‘everyone’s business’ and ensure individuals and teams work together to reduce absence.
- **Processes and systems:** how to develop and implement strong and rigorous processes to identify and respond quickly and effectively to absence.
- **Relationships:** how to build strong and positive relationships with pupils and families to understand, then prevent or remove barriers to attendance.
- **Communication:** how to develop and share strong and inclusive attendance communications that convey messages with impact.
- **Transition:** how to support pupils through periods of transition
- **Meaningful, manageable changes:** how to improve attendance around specific days where patterned, contextual absence spikes have been noted.



[Crime and Policing Act 2026](#) removes the 'supervision exemption' from the definition of regulated activity, following a recommendation from the Independent Inquiry into Child Sexual Abuse.

From 01.09.26 any person **volunteering** in a school or college who teaches, trains, instructs, cares for or supervises children frequently or on more than 3 days in a 30-day period, or overnight, will be in regulated activity **regardless of whether or not they are supervised**

Settings must review volunteer roles before September and ensure that any volunteer in regulated activity has an enhanced DBS check with children's barred list information.

Updates will be included in the forthcoming publication of Keeping children safe in education 2026.

[Regulated activity: removal of the supervision exemption \(comes into force 1 September 2026\) - GOV.UK](#)



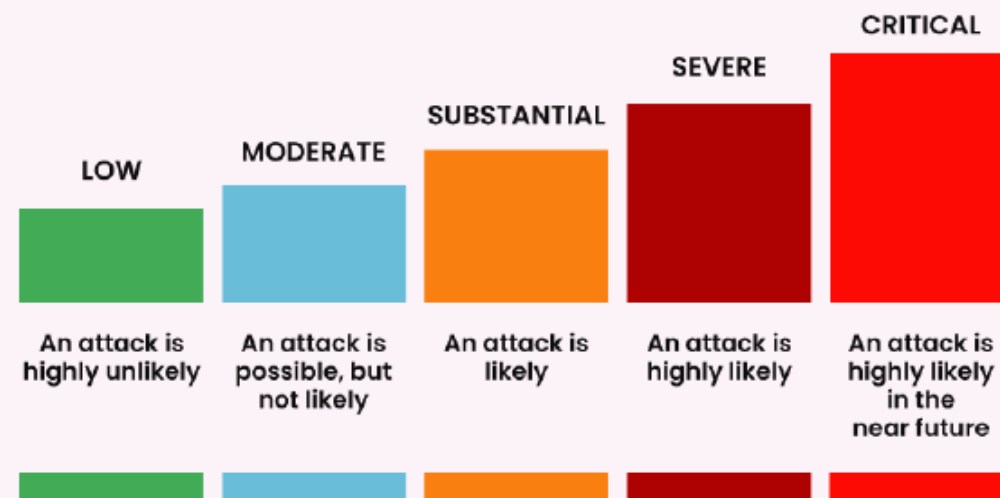
PREVENT update

Terrorism Threat Levels

The threat level is set by the Joint Terrorism Analysis Centre and the Security Service (MI5) and indicates the likelihood of a terrorist attack in the UK.

5 levels of threat:

- ↓
- Low** - an attack is highly unlikely
 - Moderate** - an attack is possible but not likely
 - Substantial** - an attack is likely
 - Severe** - an attack is highly likely
 - Critical** - an attack is highly likely in the near future



Current Threat Levels

National threat level

The threat to the UK (England, Wales, Scotland and Northern Ireland) from terrorism is **severe**, raised from substantial on 30th April 2026.

Northern Ireland-related threat level

The threat to Northern Ireland from Northern Ireland-related terrorism is **severe** (and has been since March 2023).

If in doubt, consult with:

- ✓ Children and Families Hub
- ✓ Jo Barclay or Matt Lewis at educationsafeguarding@essex.gov.uk
- ✓ Prevent Police Team: Telephone: 01245 452 196 Email: prevent@essex.police.uk

***DO NOT SUBMIT A REFERRAL
BEFORE SEEKING ADVICE***

To support education settings in meeting the Prevent Duty, the Home Office has published the:

[Key principles of Prevent \(February 2026\)](#)

They set out information to help you if you are considering making a Prevent referral.

- ❖ Site Security and Preparedness training: 23 September 2026
- ❖ [Site Security Guidance \(DfE 2024\)](#)
- ❖ [Protective security and preparedness for education settings \(Home office 2024\)](#)



Transferring Safeguarding and child protection files

Data protection in schools - Record keeping and management - Guidance -
GOV.UK

Child Protection Records Transfer

- ✓ Record transfer falls under the role of the DSL
- ✓ The responsibility lies jointly with both the original and new setting
- ✓ This should happen within 5 days (mid-year or from the start of the new term)
- ✓ Only Child protection information should be shared in a CP file.



Child Protection Records Transfer

- ✓ Ensure files are up-to-date, complete, in chronological order and tidy (e.g. remove duplicates)
- ✓ Ensure names of other children are redacted or use initials
- ✓ Paper copies only - make a copy of the file before sending - the original should go to the new setting.
- ✓ DSLs from the two settings should organise transfer electronically, by post or by hand
- ✓ DSL from current setting to consider what is appropriate for sharing prior to the child starting at the new setting. Consider inviting staff from new setting to any relevant meetings



Child Protection Records Transfer

- ✓ Confirm the child has started at the new setting. Files should not be sent in advance.
- ✓ File should go directly to the DSL at the new setting
- ✓ File must be sent securely whether electronically or by post.
- ✓ If by post call the original setting should notify the new setting that the file has been sent. It should be by recorded delivery FAO of the DSL and should be marked 'Strictly Confidential'. A '*record of transfer form*' should be included with the file.



Child Protection Records Transfer

- ✓ New setting should send confirmation of receipt to the original setting (either electronically or paper). *'File Transfer, Record and Receipt'* can be found on the [Essex Early Years and Childcare website](#)
- ✓ *Once confirmation of receipt has been obtained the original setting can securely destroy their copy*



Transfer of child protection files

DO

- ✓ Redact all names of staff and children (beware of children linked on electronic files)
- ✓ Ensure the file only includes safeguarding and child protection concerns, are up to date and complete – please filter out all information that is not relevant.
- ✓ Consider what would be appropriate to share in July to aid smooth transition
- ✓ Consider RAG rating your children and families to allow the receiving DSL to prioritise their actions
- ✓ Pass files on as soon as is practicable (within 5 days) and log the date the file was sent / received either on the electronic file or via a paper receipt

DON'T

- ✓ Include information that is not relevant
- ✓ Include email addresses and phone numbers or any other personal information that is not relevant to the child / family
- ✓ Include first aid or behaviour logs (unless of a safeguarding nature)
- ✓ Do not share entire files in July

The designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained (KCSIE 2025)

Education Safeguarding Team Resources

Resources 2026 – 2027

Power point presentations

- ❖ Level 2 induction for new staff and those needing a refresher
- ❖ Level 2 annual update
- ❖ Prevent
- ❖ Harmful Sexual Behaviour in Early Years settings
- ❖ Domestic Violence
- ❖ So called Honour Based Abuse

Guidance documents

Over the summer

- Child protection policies
- Harmful Sexual Behaviour
- Restrictive intervention
- Child protection file guidance
- Various other documents

Education Safeguarding Team training offer 2026 - 2027

- ❖ Level 3 Safeguarding training for Designated Safeguarding Leads
- ❖ Half-termly online Level 2 Safeguarding training for all staff (annual refresher or new staff), governors etc - £25pp
- ❖ Level 2 in house for settings
- ❖ Bespoke Level 2 depending on need

Continued regular offer

All FREE

- Harmful Sexual Behaviour for Early Years settings
- Prevent awareness and update
- J9 Domestic Abuse Awareness
- Briefings - online and in person
- CM professional development

Level 3 – Autumn Term 2026 9.30am - 4.00pm	Date
Harlow Study Centre	15.09.26
Colchester Stadium	29.09.26
Barley lands Farm Park	13.10.26
Hamptons Sports and Leisure Chelmsford	19.10.26
Colchester Stadium	03.11.26
Harlow Study Centre	09.11.26
Barley lands Farm Park	03.12.26

Summer term 2026		
Autumn term 2026		
Level 2 Early Years Train the Trainer	02.09.26 3.30pm – 5.00pm	Online
Level 2 training	07.09.26 3.00pm to 5.00pm	Online
Site preparedness and site security	23.09.26 All day	Colchester Stadium
J9 Domestic Abuse and Awareness training	06.10.26 3.00pm – 4.30pm	Online
Harmful Sexual Behaviour for Early Years	12.10.26 4.00pm – 5.00pm	Online
Childminders professional development	20.10.26 6.00pm – 7.00pm	Online
Prevent awareness and update	14.12.26 3.00pm to 5.00pm	Online

Autumn term briefings 2026	Date	Time	Venue
Northeast	18.11.26	9.30am – 12.00pm	Colchester Stadium
South	19.11.26	9.30am – 12.00pm	Barleylands
Mid	23.11.26	9.30am – 12.00pm	Hamptons
West	26.11.26	9.30am – 12.00pm	Harlow Study Centre
Online	26.11.26	6.00pm - 7.30pm	Online

Essex Safeguarding Children Board



Essex Safeguarding Children Board

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[Concerned about a child or young person? Call 0345 603 7627](#)



Karen Hammett, ESCB Board Manager
Liz Kirby, ESCB Practice Development Manager



Essex Safeguarding Children Board

Working Together 2026



Lead Safeguarding Partners

- Chief Executive of the Local Authority
- Chief Officer of the Integrated Care Board
- Chief Constable of Essex Police

**Working Together to
Safeguard Children
2026**

A guide to multi-agency working
to help, protect and promote the welfare
of children

Each Lead Safeguarding Partner has nominated a Delegated Safeguarding Partner who can take decisions on behalf of the LSP and hold their sectors to account

The Statutory Partners have a joint and equal duty to make arrangements to:

- Work together as a team to safeguard and promote the welfare of all children in a local area
- Include and develop the role of wider local organisations and agencies

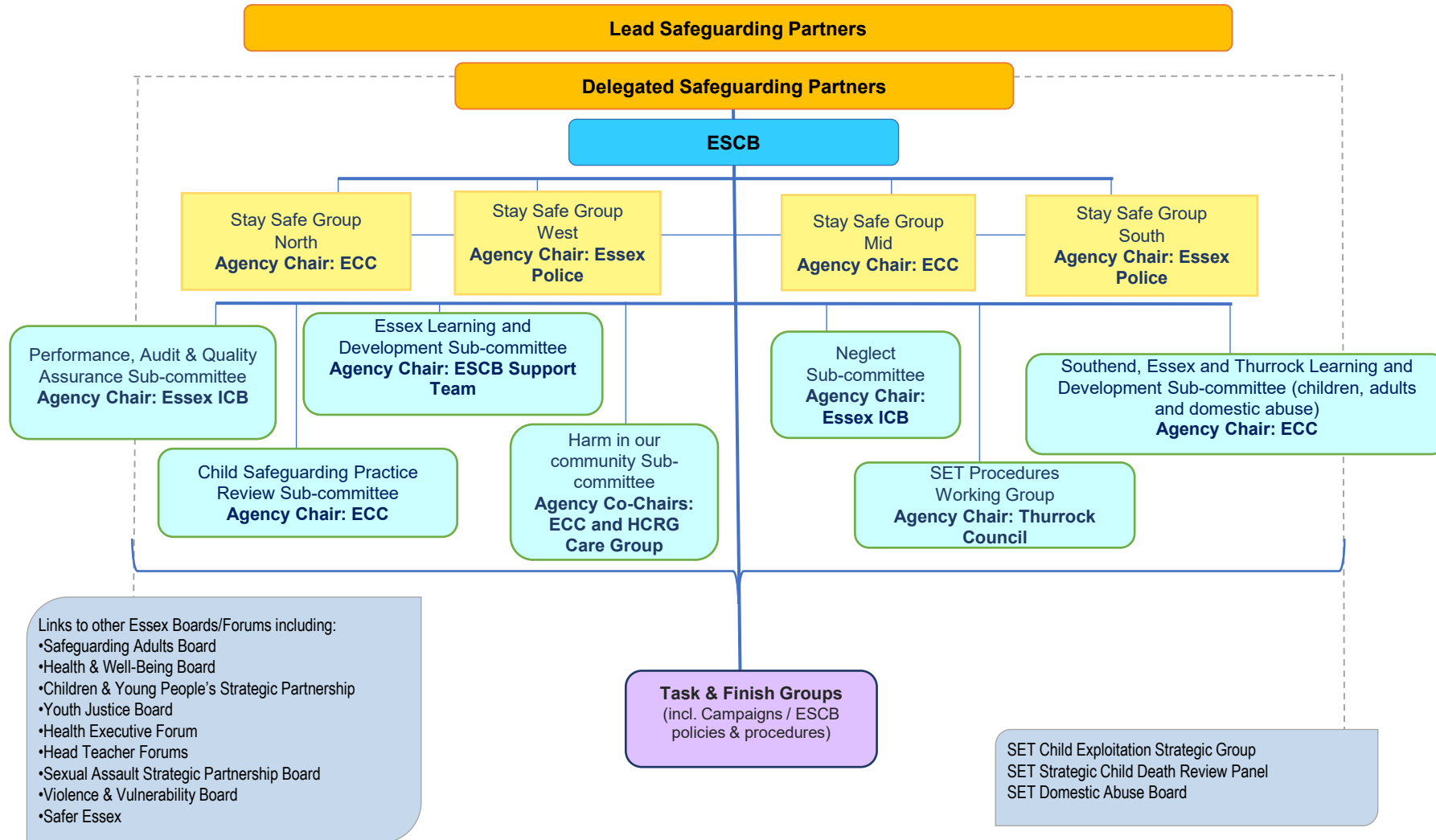


Essex Safeguarding Children Board

Working Together 2026 states that all local education and childcare providers working with children up to the age of 18, including alternative provision, pupil referral units and further education are expected to be included as relevant agencies.

Education representation across the safeguarding partnership is strong and since December 2024 Education have been a formal member of the Delegated Safeguarding Partner meetings.

All education settings have been named as relevant agencies in the ESCB Multi-Agency Safeguarding Arrangements



Effective Support for Children & Families in Essex

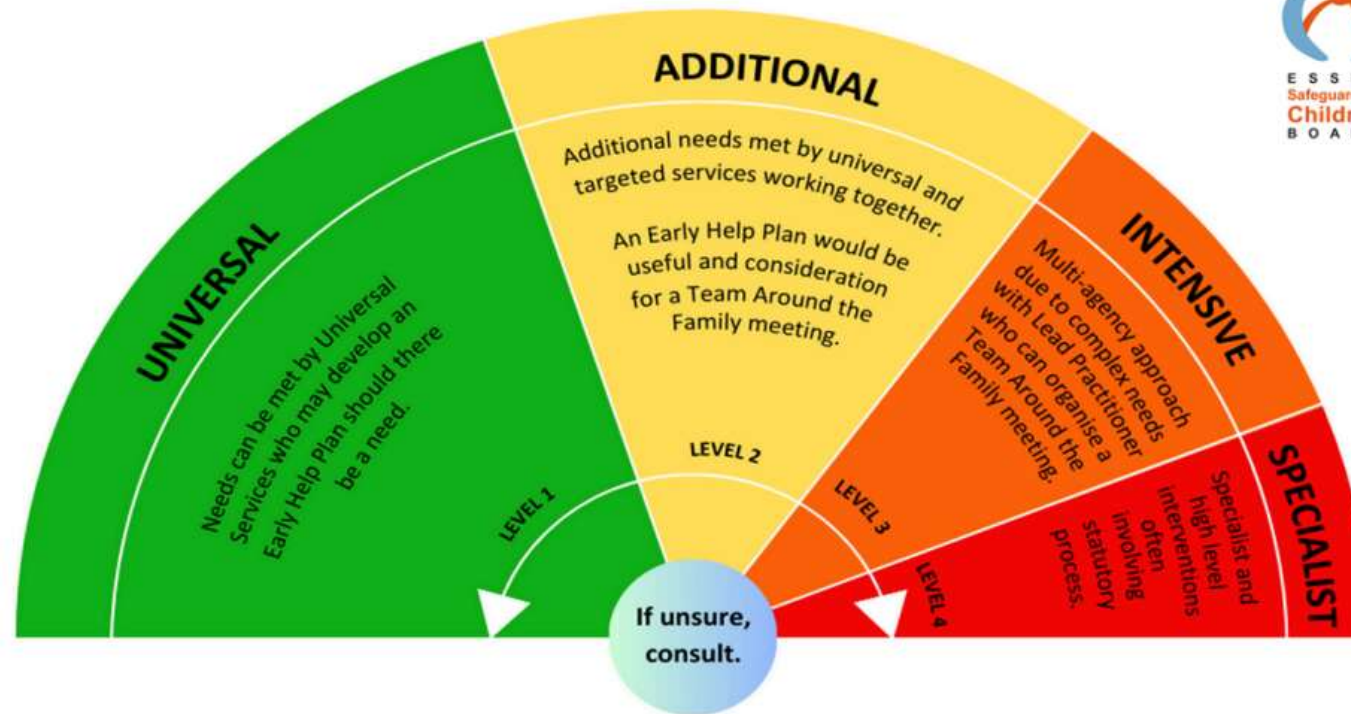


Save the link so that you always have the most up to date version

[Effective support for Children and Families in Essex](#)

The Effective Support Windscreen

The Effective Support Windscreen



All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children and their families at the lowest level possible in accordance with their needs.

Indicators of Need

	UNIVERSAL NEEDS Level 1	ADDITIONAL NEEDS Level 2	INTENSIVE NEEDS Level 3	SPECIALIST NEEDS Level 4
PHYSICAL HEALTH – PARENTS/CARERS Chapter 19 SET Procedures Perplexing presentation, Fabricated or Induced illness SET procedures.				
Medical needs	Parents/carers take interest in the child's appearance and the importance of hygiene to the child's wellbeing including dental care. Head lice, skin conditions (including nappy rash) and other medical needs are treated promptly and appropriately, using correct medication if required. Parents/carers ensures Child has access to and makes use of health and advice services, including management of any long-term conditions.	Parents/carers are inconsistent at meeting the child's basic care and oral health needs. At times child was not brought to appointments. Head lice and skin conditions (including nappy rash) and other medical needs are inconsistently treated, and correct medication is not always used, but parents/carers treat it if given encouragement and advice.	Parents/carers may intentionally or unintentionally be causing harm to their child through their behaviour and actions, such as trying to convince professionals that a child's state of physical and/or mental health or neurodevelopment is impaired. Parents/carers do not respond to concerns expressed by professionals.	Evidence of serious neglect including failure to meet a child's medical needs, resulting in significant risk and harm to the child. The child is consistently not brought for appointments. A child is harmed due to parents/carers behaviour and action, carried out intentionally or unintentionally to convince professionals that the child's state of physical and/or mental health and neurodevelopment is impaired. There are concerns that the child's birth is not registered, and/or parents are not considering the potential health needs of the baby.

SET Procedures

[ESCB policies and procedures](#)

Now on the Tri-x platform

The screenshot shows the homepage of the SET Safeguarding Children Partnership Procedures Manual. At the top, there is a navigation bar with links: Home, Contents, Resources, Local Resources, and Using this Manual. A 'Skip to content' link is also present. To the right of the navigation bar is a search box with the text 'Search' and a magnifying glass icon, and a small lock icon. Below the navigation bar is a dark blue header with the title 'Southend, Essex & Thurrock (SET) Safeguarding Children Partnership Procedures Manual' in white text. Below the header is a light grey section with the word 'Contents'. Further down is a light blue box with the heading 'QUICK LINKS:' and a list of four links: 1. [Core Procedures](#), 2. [Safeguarding Practice Guidance](#), 3. [Safeguarding Partnership Arrangements \(Roles and Responsibilities\)](#), and 4. [Appendices and Protocols](#).

1. Core Procedures

Child Safeguarding Practice Reviews (CSPRs)

Child Safeguarding Practice Reviews are conducted when a child dies or is seriously harmed, and abuse or neglect is known or suspected. The goal is not to assign blame, but to understand what happened and identify lessons that can improve safeguarding practices.

These reviews examine how different agencies worked together. They aim to highlight strengths in multi-agency safeguarding practice and areas for development.

The findings can influence local and national policy, learning and development and practice to better protect children in the future.

The National Child Safeguarding Practice Review Panel oversees national reviews and receives all local reviews, they disseminate learning that has broader

[Child Safeguarding Practice Review Panel | Your hub for practical safeguarding learning](#)

ESCB Multi Agency Case Audits

The MACAs this year have been about Child Sexual Abuse (CSA).

Research indicates that just one in three children who had been sexually abused by an adult told anyone. Children have said that nobody had asked them the question.

National Child Safeguarding Review Practice Panel report

['I wanted them all to notice'](#)

[NSPCC summary of the report](#)

[Centre for expertise CSA](#) has a signs and indicators toolkit

[CSA response pathway](#) flowchart with resources linked to help with having conversations with children about abuse.

Stay Safe conferences in March 2027 will be on Child Sexual Abuse

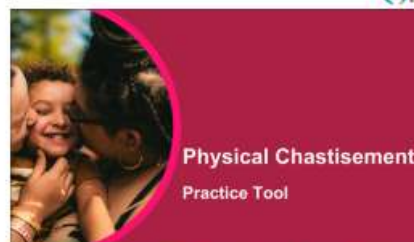


Race, Ethnicity, Culture and Religion

Practice Tool



Safety Planning Practice Tool



Physical Chastisement Practice Tool



Multi – agency Practice Tools



Engaging with Father Figures Practice Tool



Safer Sleep for Babies



ESCB - Practice Tools

Safer Sleep for Babies Practice Tool

Sudden Unexpected Death in Infancy (SUDI)

Recently there have been a number of SUDIs in Southend Essex and Thurrock, these recent cases will be included in the thematic review that is being undertaken but initial risk factor identified include

Parental smoking, Poor mental health, Co-sleeping and parental substance misuse (most frequent Cannabis and Cocaine)

A practice tool was developed so that all practitioners coming into contact with families can deliver those same safer sleeping messages and prompt curious conversations.

SUDI slides and video [ESCB - Child Safety](#).

[Lullaby Trust](#)

ESCB Learning and Development opportunities –click here [ESCB training](#)

MAPPA awareness

Monday 13th July 2026, 2pm-3.30pm

Getting to know your partners session - Essex Multi Schools Council

Wednesday 15th July 2026, 12.30pm-1.30pm

Child JJ CSPR briefing

Thursday 16th July, 9:30am-12:30pm

Getting to know your partners session - Essex Family Forum

Wednesday 16th September 2026, 12.30pm-1.30pm

Free e-learning – [Exploitation](#), [professional curiosity](#) and [non-accidental injury](#)

Resources

[Southend Essex and Thurrock Safeguarding and Child Protection Procedures](#)

[Resolving Professional Disagreements](#)-Chapter 3.0.4 of the SET Procedures

[Effective Support for Children and Families in Essex](#)

[Child Safeguarding Practice Reviews](#)

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ESCB Learning and Development

- [Child Safeguarding Practice Review Child JJ Author Briefing](#)
- [Introduction to SARC \(Sexual Assault Referral Centre\)](#)
- [Early Help & Team Around the Family Workshop](#)
- [Harmful Sexual Behaviour](#)
- [Children's lived experience of exploitation](#)
- [Multi-Agency Public Protection Arrangements](#)
- [Getting to know your partners sessions](#)
- [Preparing for Difficult Conversations](#)

**Thank you for your time.
Any questions?**

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