

# Safeguarding Briefing for Early Years

## Spring 2026

**Essex Education Safeguarding Team**  
**March 2026**

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[ESI: safeguarding](#)

[EY website: safeguarding](#)

# Safeguarding updates

The DfE is seeking views on proposed changes to KCSIE: [Keeping children safe in education: 2026 proposed revisions](#)

When responding to the consultation you will need to refer to the [draft guidance](#).

Annex A to be withdrawn – all staff to read PART ONE in full.

**Keeping  
Children Safe  
in Education –  
consultation**  
**(Closes 22 April 2026)**

# Updated Southend Essex and Thurrock procedures

New web-enabled SET Procedures  
from April

ESCB - Safeguarding Policies &  
Procedures



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



# Restrictive interventions including use of reasonable force in schools

**New legal duties to record and report** incidents involving reasonable force, seclusion and restraint (including non-force restraint), with records completed the same day.

**Mandatory information for parents**, with written notification provided wherever possible on the same day, even where interventions are part of an agreed plan.

**Clearer statutory guidance** on what must be recorded, why interventions were necessary, and what de-escalation was attempted first.

**New national guidance on seclusion**, which was not previously covered

**Stronger emphasis on prevention and de-escalation**, reducing reliance on restrictive interventions.

**Greater focus on SEND, safeguarding and leadership oversight**, including analysis of incident patterns and disproportionate impact.

## Medical conditions at school: statutory guidance - Department for Education - Citizen Space

Consultation on proposed updates to the statutory guidance:

### ***Supporting pupils with medical conditions at school***

- The consultation seeks views on how schools can better support pupils with a wide range of medical conditions, including allergy, and create safe, inclusive environments.

### **The new statutory requirements mean for the first time schools 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




# Families First Partnership programme guide was published on 20 March


- ❑ **Sets out expectations and areas of flexibility** for safeguarding partners on implementing Family Help, multi-agency child protection and Family Group Decision Making reforms.
  
- ❑ **A joint ministerial foreword** which has been signed by Department for Education, Department of Health and Social Care and Home Office.
  
- ❑ **The guide is non-statutory but is underpinned by existing statutory guidance:**
  - Working Together to Safeguard Children 2023
  - Children's Social Care: National Framework













# Let's talk...



Trauma Perceptive Practice (TPP) and Ready to Regulate training  
Click here to view all available TPP training

 More eLearning from this team

 <p>Let's Talk... Managing Risk eLearning   Available until: 01/08/2026</p>	 <p>Let's Talk... We Miss You eLearning   Available until: 01/08/2026</p>
 <p>Personalised Stress Management Planning eLearning   Available until: 01/08/2026</p>	 <p>Six Core Strengths Assessment Tool eLearning   Available until: 01/08/2026</p>
 <p>Six Core Strengths Curriculum eLearning   Available until: 01/08/2026</p>	 <p>Staff wellbeing eLearning   Available until: 01/08/2026</p>
 <p>STAR Analysis eLearning   Available until: 01/08/2026</p>	 <p>Use of exclusions and suspensions as a consequence eLearning   Available until: 01/08/2026</p>
 <p>Using the PACE Approach in Secondary Schools eLearning   Available until: 01/08/2026</p>	 <p>Writing About Behaviour eLearning   Available until: 01/08/2026</p>

# Social, Emotional and Mental Health (SEMH) | Education Essex online

# PREVENT update

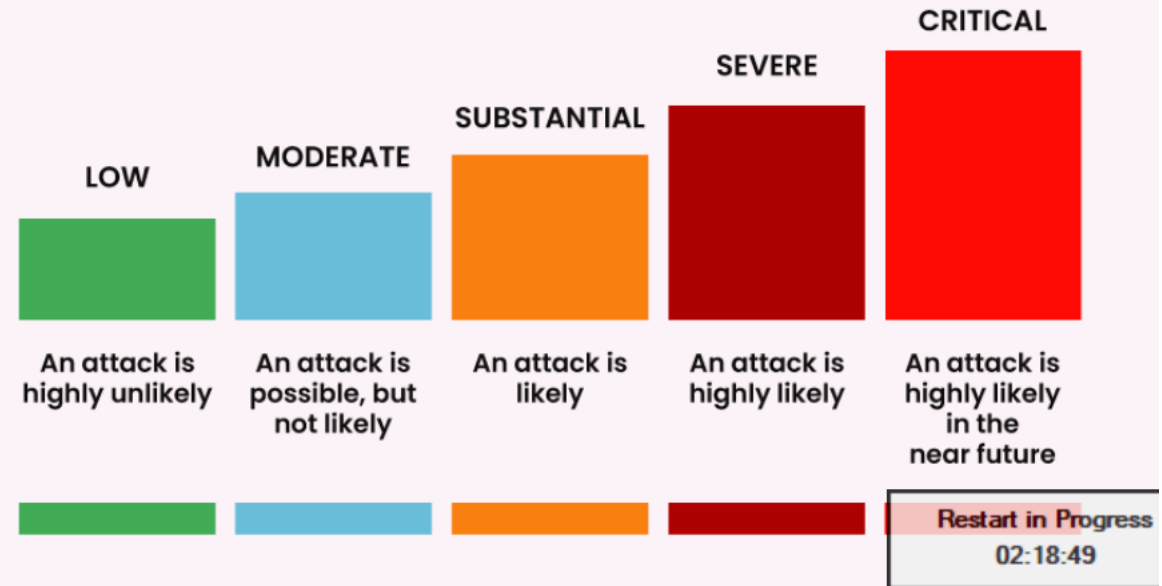
# Current UK threat level remains at **SUBSTANTIAL**

## 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

## Current information

- 26% decrease in referrals regionally during most recent reporting period (April 2025 to September 2025).
- Referrals remain 34% higher than the same period in 2024.
- Extreme Islamist Terrorism continues to pose the primary threat to the Eastern region.
- Increase in Extreme Right Wing (ERW) referrals.
- Poor mental health and / or neurodiversity more prevalent amongst the ERW cohort.
- Expressions of anxiety and suicidal ideation recurring themes more generally.
- Tensions remain around the ongoing Israel / Hamas conflict, with organised pro-Palestinian protests continuing to occur within the region (and nationally). Individuals continued to express support and sympathy for Hamas, without directly aligning to the group.

# Eastern Region update December 2025

# Data

## Regional

- Education is highest referring agency to Prevent (40%).
- No ideology identified is the highest referral category, followed by ERW, then Fascination with extreme violence or Mass Casualty Attacks.
- ERW is most prevalent theme in Channel Panel.
- 67% cases (at various stages in the process) for under 18-year-olds / 16% for 18–24-year-olds / 16% for 25 years +

## Essex

- Highest number of referrals from Education (20).
- Majority of referrals (across all agencies) – no ideology identified.



## **If in doubt, consult with:**

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

# Martyn's Law

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



# Martyn's Law

## The Terrorism (Protection of Premises) Act 2025 – strengthens security of public premises and events

- **Risk Assessments:** Carry out regular assessments to identify potential risks from terrorism and take action to mitigate these risks
- **Evacuation, Invacuation, and Lockdown Procedures:** Settings should have plans in place for safely evacuating or locking down the premises in case of an attack. These procedures should outline how to secure doors, move students to safe areas, and limit access to vulnerable parts of the building
- **Communication Plans:** Ensure there are systems in place to alert staff and students during an emergency
- No current requirement for settings to undergo specific training or complete a detailed Standard Terrorism Evaluation - staff need to be aware of procedures in place and receive any necessary instructions or training relevant to their roles
- **Action Counters Terrorism (ACT)** training for Education Learning and Guidance is provided free of charge to schools through [Protect UK](#)



# Young Carers

# Essex Young Carers Service Offer

## DEFINITION

- A young carer is a person under 18 who provides or intends to provide care for another person (of any age, except where that care is provided for payment, pursuant to a contract or as voluntary work). Children and Families Act 2014 Section 96.
- Young adult carers are young people aged 16–25
- Young carers care, unpaid, for a family member or friend with an illness or disability, mental health condition, addiction or provide translation services .

## SOME FACTS

- There are between 2 and 6 young carers in every classroom
- Young carers are twice as likely as their peers to suffer from mental health issues
- They are twice as likely to be NEET than their peers
- Young carers miss an average of 1 month of education a year
- There is a national under reporting and under recording of young carers.



# Essex Young carers Service offer

- Mentoring for young carers
- Information and guidance
- Bespoke training
- Respite activities
- Good practice guidance through Young Carers in Schools Award,
- Free training for schools and partners
- Attendance at school events
- School assemblies

Contact your Schools Development Coordinator  
[susan.allen@essex.gov.uk](mailto:susan.allen@essex.gov.uk)

Find out more about free resources supporting good practice <https://youngcarersinschools.com/what-is-the-award/>

Make a referral via <https://youth.essex.gov.uk/young-people/young-carers/> or via [young.carers@essex.gov.uk](mailto:young.carers@essex.gov.uk)



**Break**

# **Safeguarding Questionnaire Feedback**

The vast majority of settings have:

- ✓ Appropriate CP policy in place and key documents read and signed for
  - ✓ Senior member of staff acting as DSL
  - ✓ DDSL in place to act in absence of the DSL
  - ✓ Level 3 training accessed every 2 years
  - ✓ Staff trained annually using the ECC training materials
  - ✓ CP files held securely, which follow the child to the new setting
  - ✓ Used the Effective Support for Children and families
  - ✓ Safer recruitment checks in place
  - ✓ Staff code of conduct / processes for reporting concerns about the workforce / recording of low-level concerns / whistleblowing
  - ✓ Attendance policy is in place
- 
- ✓ Just over half held a TAF / phoned the Children and Families Hub / put in a request for support
  - ✓ A third have visited an Early Help drop in

## Highest scoring areas 248 responses



## Lowest scoring questions / points to consider

- *Difficulty in accessing level 2 within 5 days.*
- *Reviewing child protection records at least half termly*
- *Recording restrictive interventions*
- *Attendances policy shared with parents*
- *Daily monitoring of DSL email address and cover if DSL absent*



## Early Years Safeguarding Questionnaire Childminders - 38 responses

- 6 have no prevent awareness training
- 12 attend the briefings
- 4 receive the bulletin
- 13 do not have CP records
- 3 have attended a TAF
- 1 has attended an Early Help drop in
- 10 have phoned the CFH
- 3 have submitted a RFS
- 29 are aware of the Effective Support
- 24 keep records of RPI and 29 tell parents
- All are aware of LADO
- 26 have an attendance policy (8 shared with parents)




# Effective record keeping



## What are your views on this record of concern?

Lilly came in looking a mess again today. She had a bruise on her arm which I am pretty sure is from her mum grabbing her because she's always quite rough with her. Lilly said she did not sleep because her mums boyfriend was being loud again. I told Lilly she should tell someone if she feels unsafe. I did not have time to write this up earlier so am doing it now. Mum probably needs some parenting support.





At 08:50 during morning arrival, Lilly appeared quiet and avoided eye contact. Clothing was visibly creased and her jumper had a noticeable food stain on the front. While helping Lilly hang up her coat, I observed a small bruise approximately 2cm in diameter on the upper part of her left arm. Colouring appeared purple/blue. Lilly did not give an explanation when asked, “Can you tell me how you got this mark?” She looked down and shrugged. No explanation was provided by the parent at drop-off.

At 09:10 during free play, Lilly said, “I didn’t sleep because Mum’s boyfriend was being loud again.” Tone was quiet, and she appeared tired, rubbing her eyes. No further questions were asked. Lilly joined her key group with support.

**Action Taken:**

Concern shared with DSL immediately at 09:15.

Body map completed for bruise.



**Specific:** Include dates, times, exact statements, body locations, demeanour.

**Accurate:** Use the child's or parent's *exact words* using quotation marks.

**Timely:** Record the same day.

**Action-focused:** Clearly state what you did and who you informed.

**Professional:** No blame, judgement, or personal opinions.





Sophie told me her mum's boyfriend was being weird last night but I didn't really understand what she meant. She seemed fine otherwise so I don't think it's anything serious. She had a mark on her leg but kids get bruises all the time so I didn't bother asking her about it. I just told her to go and play with her friends. I haven't told the DSL yet because they were busy this morning. I'll try to remember later if I get time."





At 09:25 during morning free-play, Sophie said, “*Mum’s boyfriend was being weird last night.*” I asked Sophie, “*Can you tell me what you mean by ‘weird’?*” She shook her head and said, “*I don’t want to talk about it.*” Sophie appeared quieter than usual and stayed close to staff.

At 09:40, when Sophie sat down for snack, I noticed a small bruise on the front of her lower right leg. The bruise was approximately 1.5cm, blue-purple in colour. When asked, “Do you know how you got this mark?” Sophie said, “*I don’t know.*” No further questions were asked.

A body map was completed.

### **Action Taken:**

- Concern reported to DSL immediately at 09:45.
- Sophie remained supervised and joined her key group activities with support.





Kai came in dirty again today and his clothes were a bit smelly. Honestly, it's getting ridiculous now because Mum clearly isn't bothering. He said he didn't have breakfast but he always says that so I don't think it's true. He wolfed down two slices of toast though. I told him he needs to remember to get ready properly in the mornings and listen to his Mum. I'm really busy so I'll put this on the system later if I get a minute."





## What are your views on this record of concern?

At 08:45 during morning arrival, I observed that Kai's clothes were visibly unclean. His jumper had dried food marks on the front and sleeves, and his trousers had a noticeable strong odour of stale urine. Kai's hair appeared unwashed and matted at the back. This is similar to his presentation on *[insert previous dates if known or "on several previous occasions"]*.


When offered breakfast at 09:00, Kai said, *"I didn't have any breakfast at home."* He ate two slices of toast and requested more. His demeanour was quiet and he appeared tired, rubbing his eyes frequently.

No further questions were asked.

### **Action Taken:**

Reported concern to DSL immediately at 09:10.

Kai remained supported by staff and joined his key group as normal



# **Education Safeguarding Team**

**Training offer**

<b>Training – Spring / Summer Term 2026</b>	<b>Date</b>	<b>Time</b>	<b>Venue</b>
<b>Safeguarding briefing for new DSL's and HT's</b>	<b>16.04.26</b>	<b>1.00pm – 2.00pm</b>	<b>Online</b>
<b>Level 2 online (£25pp)</b>	<b>16.04.26</b>	<b>3.00pm – 5.00pm</b>	<b>Online</b>
<b>Understanding online Radicalisation</b>	<b>07.05.26</b>	<b>3.30pm - 5.00pm</b>	<b>Online</b>
<b>J9 Domestic abuse awareness training</b>	<b>08.05.26</b>	<b>1.00pm – 2.30pm</b>	<b>Online</b>
<b>Understanding 764 and the Comm network</b>	<b>12.05.26</b>	<b>3.30pm - 4.30pm</b>	<b>Online</b>
<b>Harmful Sexual Behaviour</b>	<b>18.05.26</b>	<b>1.00pm - 3.00pm</b>	<b>Online</b>
<b>Understanding Incel Ideology and the Manosphere</b>	<b>03.06.26</b>	<b>3.30pm - 4.30pm</b>	<b>Online</b>
<b>Prevent awareness and Update</b>	<b>06.07.26</b>	<b>1.00pm - 3.00pm</b>	<b>Online</b>

<b>Level 3 – Summer Term 2026 9.30am - 4.00pm</b>	<b>Date</b>
<b>Hamptons Sports and Leisure Chelmsford</b>	<b>30.04.26</b>
<b>Colchester Stadium</b>	<b>12.05.26</b>
<b>Hamptons Sports and Leisure Chelmsford</b>	<b>04.06.26</b>
<b>Barleylands Farm Park</b>	<b>15.06.26</b>
<b>Hamptons Sports and Leisure Chelmsford</b>	<b>09.07.26</b>
<b>CHILDMINDERS – TBC</b>	<b>27.06.26</b>

<b>Level 3 – Autumn Term 2026 9.30am - 4.00pm HOLD THE DATE</b>	<b>Date</b>
<b>Venue TBC</b>	<b>17.09.26</b>
<b>Venue TBC</b>	<b>29.09.26</b>
<b>Venue TBC</b>	<b>13.10.26</b>
<b>Venue TBC</b>	<b>19.10.26</b>

## Other key training dates

	Date	Time	Venue
<b>Recruitment and culture - KCSiE (£200.00)</b>	<b>06.07.26</b>	<b>9.30 am – 3.30pm</b>	<b>Colchester Stadium</b>
<b>Site security and preparedness</b>	<b>23.09.26</b>	<b>All day</b>	<b>Colchester stadium</b>

<b>Summer term briefings</b>	<b>Date</b>	<b>Time</b>	<b>Venue</b>
<b>North</b>	<b>30.06.26</b>	<b>9.30am – 12.00pm</b>	<b>Colchester Stadium</b>
<b>South</b>	<b>02.07.26</b>	<b>9.30am – 12.00pm</b>	<b>Barleylands Farm Park</b>
<b>Mid</b>	<b>08.07.26</b>	<b>9.30am – 12.00pm</b>	<b>Hamptons sports and Leisure</b>
<b>West</b>	<b>10.07.26</b>	<b>9.30am – 12.00pm</b>	<b>Harlow Study Centre</b>
<b>Online</b>	<b>14.07.26</b>	<b>6.00pm – 7.30pm</b>	

# Restrictive Physical Intervention training with PRICE (Train the Trainer approach)

- 8th - 10th June 2026
- £700 +vat per person
- Central Essex venue to be confirmed

Book at: [admin@pricetraining.co.uk](mailto:admin@pricetraining.co.uk).

Further information: [Restrictive physical intervention \(RPI\) training | Essex Schools](#)