

Keeping Children Safe in Education – September 2026

Follow up quiz for school staff

	Question	Answer
1	Who has responsibility for safeguarding in your school?	Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
2	Who should you talk to if you have a concern about a child?	If staff have any concerns about a child's welfare, they should act on them immediately. <i>See page 27 of KCSiE 2026 for a flow chart setting out the process for staff.</i> There should be a conversation with the designated safeguarding lead to agree a course of action. If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. (However, this would be unusual, as it is a requirement that the school/academy ensures there is a DSL available at all times that the school is open for staff to discuss concerns.) <i>NB Useful guidance on pages 130 - 134 of KCSiE 2026 about responding to a report of sexual violence and sexual harassment.</i>
3	The Designated Safeguarding Leads at this school are...	
4	Who should you go to if you have a concern about the behaviour of another member of staff (including supply staff, trainee teachers, volunteers and contractors) in relation to child protection?	You should refer any concerns about other staff members to the headteacher/principal, or Chair of Governors if your concern is about the headteacher. Staff should be encouraged and confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others and/or on reflection they believe that they have behaved in such a way that they consider falls below the expected professional standards.
5	What should you do if a child tells you s/he is being abused or neglected?	All staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at

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		the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
6	Should you record your concern about a child in writing? Is there a form that you should use and, if so, where is it kept?	All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include: • a clear and comprehensive summary of the concern; • details of how the concern was followed up and resolved; • a note of any action taken, decisions reached and the outcome If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.
7	What are the key policies and systems that support safeguarding in your school?	• The child protection policy, which should amongst other things also include the policy and procedures to deal with peer on peer abuse • The staff code of conduct • The school's behaviour policy, which should include measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying • Keeping Children Safe in Education 2026 • The role of the Designated Safeguarding Lead (DSL) (Annex C) • The safeguarding response to children who go missing from education <i>Copies of policies and a copy of Part 1 and Annex B (KCSiE 2026) should be provided to all staff who work directly with children (especially at induction)</i>
8	What is the name of the local authority safeguarding guidance?	SET Procedures (Southend, Essex and Thurrock) <i>Latest version June 2026</i>
9	Who are the three statutory safeguarding partners in a local authority?	The three safeguarding partners (set out in Working Together to Safeguard Children) are the local authority, the police and health. In Essex there are three organisations who are jointly responsible by law for the partnership arrangements for keeping children safe:

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		• Essex County Council • Essex Police • Essex Integrated Care Board (National Health Service) Education is named as a “relevant agency” and must follow the arrangements set out by the three safeguarding partners.
10	How often should staff receive training on child protection and safeguarding?	All staff members should receive appropriate safeguarding and child protection training which is regularly updated . In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually , to provide them with relevant skills and knowledge to safeguard children effectively.
11	How often does the Designated Safeguarding Lead undertake training?	The DSL training should be updated at least every two years. Any deputies should be trained to the same level and frequency.
12	Do governors and trustees have to undertake safeguarding training?	All governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction, to equip them with the knowledge to provide strategic challenge to assure themselves that the safeguarding policies and procedures in their school are effective and support the delivery of a robust whole school approach to safeguarding. This training should be regularly updated.
13	Which parts of Keeping Children Safe in Education 2026 must staff read?	• All staff must read at least Part one • DSLs, staff with specific responsibilities (e.g. safer recruitment) and governors should read the full version of KCSiE.
14	What is the definition of safeguarding, as set out in KCSiE?	The full definition of safeguarding is: • Providing help and support to meet the needs of children as soon as problems emerge; • protecting children from maltreatment, whether that is within or outside the home, including online; • preventing the impairment of children’s mental and physical health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes.
15	Do you have a safeguarding responsibility for things that happen outside school?	All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or

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		exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines. KCSiE update in 2026 states that: It is important that when staff have any concerns regarding child-on-child abuse (whether these concerns are thought to have taken place on or off-site) they should speak to their designated safeguarding lead (or a deputy). As part of this, schools should also try to be alert to when children might be at highest risk around the school day (for example immediately after school).
16	What is the process for community-based Family Help assessments?	All staff should be aware of the process for community-based Family Help Assessments, including the criteria for: • Targeted early help level – under sections 10 and 11 of the Children Act 2004 • Statutory services delivered under section 17 of the Children Act 1989, children in need • Referral to social care under Section 47 of the Children Act 1989, reasonable cause to suspect a child is suffering or likely to suffer significant harm • Section 31 of the Children Act 1989, care and supervision orders • Section 20 of the Children Act 1989, duty to accommodate a child (Looked after children) https://www.escb.co.uk/working-with-children/concerns-about-the-welfare-of-a-child/early-help-and-effective-support/
17	What is the Family Help process? And Early Help?	All staff should be aware of the early help process, and understand their role in it. Family Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Early help is distinct from Family help, which involves more formal arrangements coordinated by local authorities, where a plan is in place and a lead practitioner appointed Any child may benefit for support before statutory intervention, but all school and college staff should be particularly alert to the potential need for early help for a child who: • is disabled or has certain health conditions and has specific additional needs; • has special educational needs (whether or not they have a statutory Education, Health and Care plan);

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		• has a mental health need; • is a young carer; • <i>is pregnant and/or is a parent themselves;</i> • <i>has exhibited early signs of abusive, violent and/or harmful behaviours;</i> • is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines; • is frequently missing/goes missing from care or from home; • <i>has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit;</i> • is at risk of modern slavery, trafficking, sexual or criminal exploitation; • is at risk of being radicalised <i>into terrorism</i>; • has a parent or carer in custody, or is affected by parental offending; • is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse; • is misusing drugs or alcohol themselves; • is at risk of <i>honour or faith-based abuse</i> such as Female Genital Mutilation or Forced Marriage; • is a privately fostered child. <i>KCSiE 2026 changes in italics</i>
18	Do you know the following acronyms? HSB CSE CCE HBA CME LGBT PSED	Harmful Sexual Behaviour Child Sexual Exploitation Child Criminal Exploitation Honour Based Abuse Children Missing Education Lesbian, Gay, Bi or Trans Public Sector Equality Duty
19	What are the four main types of abuse?	• Physical • Emotional • Sexual • Neglect All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlay with one another, therefore staff should always be

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		vigilant and always raise any concerns with their designated safeguarding lead (or deputy).
20	What are the potential warning signs of a child who is struggling with their mental health?	All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Potential warning signs could include: • Significant changes in behaviour • Ongoing difficulty sleeping • Withdrawing from social situations • Not wanting to do things they usually like, and • Physical signs of self-harm or neglecting themselves Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
21	Name some of the other specific safeguarding issues described in KCSiE 2026	• Child abduction and community safety incidents • Children and the court system • Children missing education • Children missing from home or care • Children with family members in prison • Child Sexual Exploitation (CSE) • Child Criminal Exploitation (CCE) • County Lines • Modern Slavery and the National Referral Mechanism • Cybercrime • Domestic abuse • Homelessness • Honour-based abuse (including Female Genital Mutilation and Forced Marriage) • Mental health • Missing children and adults • Private fostering • Preventing radicalisation • Relationship abuse • Serious violence • Sexual violence and sexual harassment between children and schools and colleges • Trafficking • Upskirting

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22	Are children at risk from technology?	All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
23	What is filtering and monitoring?	Filtering and monitoring systems are used to keep pupils safe when using your school's IT system. • Filtering systems: block access to harmful sites and content. • Monitoring systems: identify when a user accesses or searches for certain types of harmful content on school and college devices (it doesn't stop someone accessing it). Your school is then alerted to any concerning content so you can intervene and respond. No filtering and monitoring system is 100% effective, so you need to use it alongside your existing safeguarding systems and procedures.
24	What does the 2023 DfE guidance on filtering and monitoring standards include?	The standards set out that schools and colleges should: • identify and assign roles and responsibilities to manage filtering and monitoring systems. • review filtering and monitoring provision at least annually. • block harmful and inappropriate content without unreasonably impacting teaching and learning. • have effective monitoring strategies in place that meet their safeguarding needs
25	Who in your school has responsibility for filtering and monitoring?	• Governing Bodies • Designated Safeguarding Lead • Senior Leadership Team • Teachers • Support staff • IT Service Provider
26	What is child-on-child abuse?	All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to: • bullying (including cyberbullying, prejudice-based and discriminatory bullying); • abuse in intimate personal relationships between children (sometimes known as teenage relationship abuse;

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		• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may cause an online element which facilitates, threatens and/or encourages physical abuse); • sexual violence such as rape, assault by penetration and sexual assault; • sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment; • causing someone to engage in sexual activity without consent; • consensual and non-consensual making or sharing of nude and semi-nudes; • upskirting; • initiation/hazing type violence and rituals. All staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse.
27	What if there are no reports of child-on-child abuse in your school?	All staff should understand that even if there are not reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such is it important that when staff have any concerns regarding child-on-child abuse – <i>whether these concerns are thought to have taken place on or off site</i> – they should speak to the DSL. <i>As part of this, schools should also try to be alert to when children might be at highest risk around the school day (for example immediately after school.)</i> It is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, misogyny, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
28	There is a section on “serious violence” in KCSiE 2026. What are the indicators which may signal that children are at risk from, or are involved with serious violent crime or other types of criminal exploitation?	Serious violence is a continuing safeguarding concern. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a

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		significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. <i>Staff should report any concerns about a child carrying or using a weapon (or expressing an intent to do so) to the DSL.</i> All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.
29	Do you understand your role in supporting children with safeguarding issues, including those with a social worker?	DSLs have a new responsibility to help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. It is important that staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort. Teaching staff should be supported to identify the challenges that children in this group might face and the additional support and adjustments that they could make to best support these children.
30	Since July 2015 all schools have been subject to a duty to have “due regard” to the need to prevent people from being drawn into terrorism. What is this duty called? Do you know the four general themes the guidance covers?	The Prevent Duty. • Risk assessment • Working in partnership • Staff training • IT policies
31	Do you know the name of the schools' lead for Prevent in Essex?	Jo Barclay, Schools and Early Years Safeguarding Manager jo.barclay@essex.gov.uk 07775 030021
32	If you suspect that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, what should you do?	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 a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual

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		evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. Mandatory reporting of female genital mutilation: procedural information - GOV.UK (www.gov.uk)
33	What should you do if you are aware that a child has gone missing from education?	Staff should be aware of their school or college's unauthorised absence and children missing or absent from education procedures and ensure that they follow them. You will find this information in the school's Child Protection Policy. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.
34	What should you do if you think that a concern you have raised has not been followed up?	All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's senior leadership team. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 am to 8:00 pm, Monday to Friday and email: help@nspcc.org.uk https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/