

SUPPORT FOR SCHOOL CONTACT

OCTOBER 2025

Here are some examples of concerns that should be reported to the school and some suggestions for the school response.

Friendship or Peer-Relationship Concerns (Non-Urgent)

1. *Falling Out or Arguments*

- Children have disagreements or fallouts with friends.
- A child feels left out of a friendship group but shows no signs of distress or isolation.
- Typical peer conflict that is age-appropriate and resolved with support.

2. *Mild or Early Signs of Exclusion*

- A pupil reports that others are ignoring them or not including them in games.
- Friendship groups are changing and the child is finding it hard to adjust, but coping.

3. *Teasing or Name-Calling (Low Level)*

- Light teasing or banter that may be upsetting but not persistent or targeted.
- No evidence of bullying, discrimination, or emotional harm.

4. *Social Media or Messaging Issues*

- Disagreements in group chats, such as minor fallouts or misunderstandings online.
- A child feeling hurt by something posted online, but no threats, harassment, or sexting involved.

5. *Friendship Group Dynamics*

- Concerns that a child is trying to fit in with a new group or is copying others' behaviour.
- A child becoming less close to former friends and forming new relationships.

6. *Minor Behaviour Changes Linked to Friendships*

- Slight drop in mood or concentration after friendship changes.
- Parents expressing concern about who their child is spending time with, without evidence of risk or harm.

Friendship or Peer Relationship Concerns – Not Requiring Immediate Safeguarding Response

Example of Concern	Description / Indicators	Appropriate School Response
Normal friendship changes	A pupil drifts away from a former best friend. A child forms new friendship groups and another feels left out. Children switch who they sit or play with.	- Staff check in with both pupils. - Encourage inclusive activities. - Support through PSHE or circle time.
Minor fallouts or arguments	Two pupils argue over a game or seating arrangement. Disagreement about group work or sharing resources. Temporary fallouts that resolve with adult support.	- Facilitate restorative conversations. - Model respectful communication. - Monitor for repeat conflict.
Low-level teasing or banter	Joking that is not intended to hurt and stops when challenged. Name-calling that is not persistent or targeted. Comments about preferences, appearances, etc., that are resolved quickly.	- Remind pupils about respectful behaviour. - Address through class rules. - Note on behaviour log if repeated.
Exclusion without bullying	A pupil not invited to a specific activity or game but not being deliberately targeted.	- Promote kindness and inclusion. - Talk privately with affected pupil. - Encourage mixed-group work.

	Normal group boundaries forming within friendship clusters.	
Online or social messaging disagreements	Group chat misunderstandings or accidental exclusion. Friendship issues that occur online but without threats, harassment, or sexting. Mild upset from online tone or emojis.	- Discuss responsible online behaviour. - Support pupils in resolving conflict. - Involve parents if needed.
Jealousy or competitiveness	One pupil feels jealous of another's new friendships. Rivalry over achievements, sports, or popularity. Tension that doesn't involve harm or intimidation.	- Encourage empathy and teamwork. - Reinforce positive friendship values. - Monitor wellbeing.
Temporary emotional upset	A child feels sad or left out for a short time after a fallout. Tearful in class but recovers quickly after talking.	- Offer pastoral check-in. - Provide reassurance. - Observe for ongoing distress.
Falling out or arguments between friends	Normal peer conflict; occasional disagreements or misunderstandings. No ongoing distress or bullying.	- Log on pastoral/wellbeing system. - Encourage restorative conversation or mediation. - Monitor for repeat issues.
Feeling left out or excluded	Child reports not being included in games or friendship groups but remains generally happy and engaged.	- Offer pastoral check-in. - Encourage inclusive play or activities. - Monitor through class staff or tutor.
Minor social media or messaging issues	Friendship disagreements online (e.g. group chat fallouts) without evidence of harassment or harm.	- Discuss responsible online behaviour. - Encourage resolution offline. - Involve parents if needed.
Changing friendship groups	Child adjusting to new peer groups or showing mild uncertainty about friendships.	- Support through PSHE or friendship sessions. - Encourage positive social opportunities. - Observe for signs of distress.
Friendship influencing behaviour	Parent or staff notice child imitating peers or showing small behaviour changes, but no safeguarding risk.	- Discuss behaviour expectations. - Reinforce positive role models. - Monitor over time.
Mild emotional response to friendship issues	Child appears a little upset, quieter than usual, or distracted after a disagreement.	- Check in with the pupil. - Provide reassurance. - Escalate if emotional impact deepens.

As a school we understand some incidents require a prompt response from the school.

Concerns Requiring Immediate Action

1. Disclosure or Evidence of Abuse

- A child discloses that they are being physically, sexually, or emotionally abused, or neglected.
- We observe injuries or bruises inconsistent with the child's explanation.
- We witness or suspect a parent/carer or another adult harming a child.

2. Sexual Exploitation or Abuse

- Indications a child is being groomed online or in person.

- A child engaging in inappropriate sexualised behaviour for their age.
- Concerns a child is being coerced into sexual activity or child-on-child sexual abuse.

3. *Neglect or Lack of Care*

- A child frequently comes to school hungry, dirty, tired, or inappropriately dressed.
- Regular non-attendance without clear reason, suggesting lack of supervision or care.
- Unsafe home conditions reported or observed.

4. *Emotional or Psychological Harm*

- A child expresses fear of going home or fear of a particular person.
- Repeated self-deprecating statements, signs of extreme anxiety, or withdrawal.

5. *Self-Harm or Suicidal Thoughts*

- A child talks about wanting to die, self-harming, or you observe self-inflicted injuries.
- Online posts or messages suggesting suicidal ideation or distress.

6. *Domestic Abuse*

- A child describes or shows awareness of violence or abuse between adults at home.
- A parent or carer discloses domestic violence affecting the child's welfare.

7. *Risk of Radicalisation (Prevent Duty)*

- A pupil expresses extremist views, supports violence, or is being influenced by extremist materials.

8. *Child Missing Education*

- A pupil stops attending suddenly without explanation — potential indicator of abuse, exploitation, or trafficking.

9. *Online Safety Concerns*

- Sexting or sharing of indecent images involving pupils.
- A child being contacted or groomed online by unknown adults.

10. *Immediate Risk from an Adult in School*

- Allegation or concern that a member of staff or volunteer has:
 - Harmed or may harm a child,
 - Committed a criminal offence against a child, or
 - Behaved in a way that indicates unsuitability to work with children.