

Whole School Safeguarding

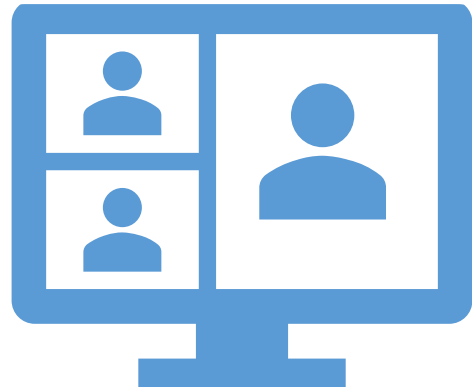
2025/2026



A few points before we begin...



Register



**Online
Etiquette**



**Time
Keeping**



Print Outs

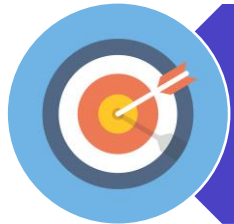
Learning together



Aims and Objectives



Understand the safeguarding agenda for schools and the framework for safeguarding & child protection



Understand the different categories of child abuse & specific safeguarding issues

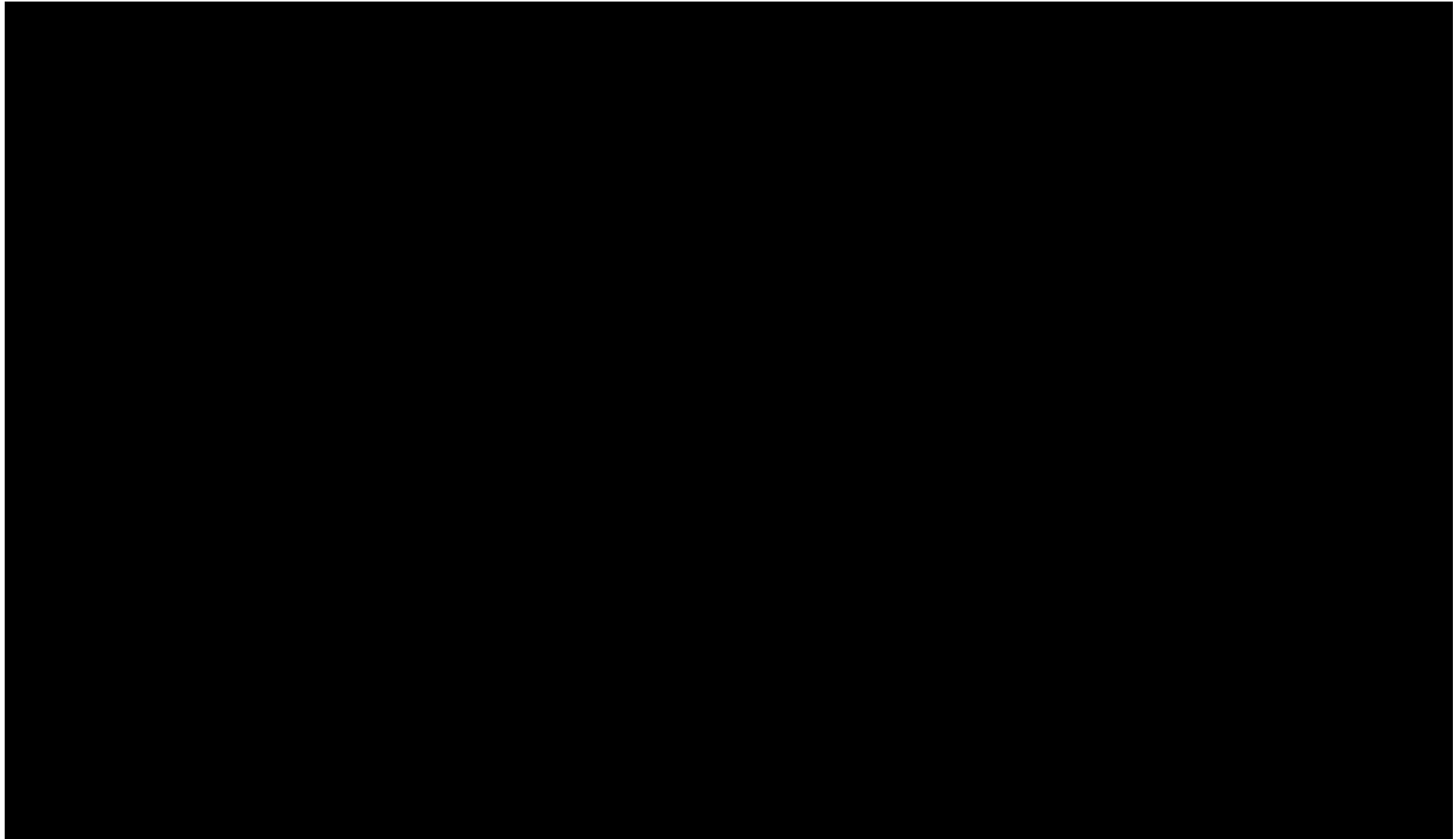


Understand your role in safeguarding, keeping children safe and responding to child protection concerns



An understanding of a duty of care & safer working practices

The rights of every child in the UK



The rights of every child in the UK



[Was Not Heard \(youtube.com\)](https://www.youtube.com/watch?v=...)

Our shared safeguarding responsibilities

Your role...



Safeguarding - A definition

Protecting children from maltreatment, whether the risk of harm comes from within the child's family and/or outside (from the wider community), including online

Preventing impairment of children's mental and physical health or development

Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

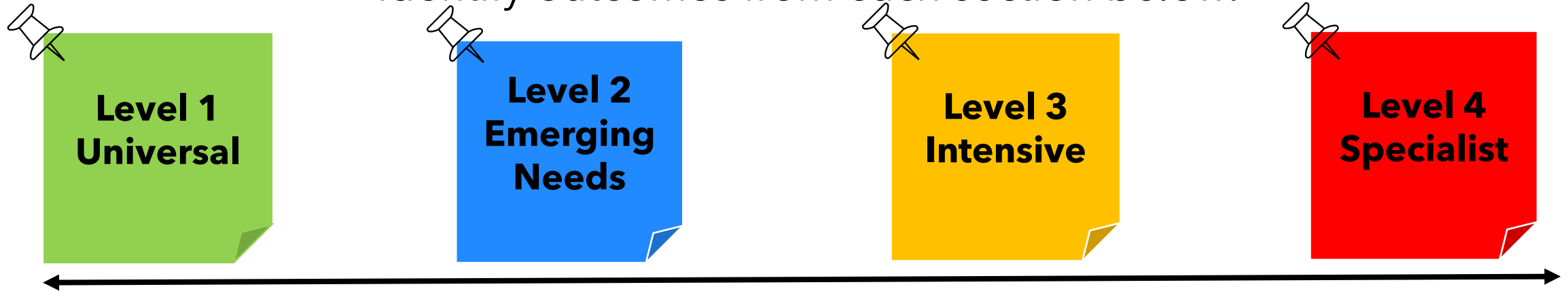
Taking action to enable all children to have the best outcomes



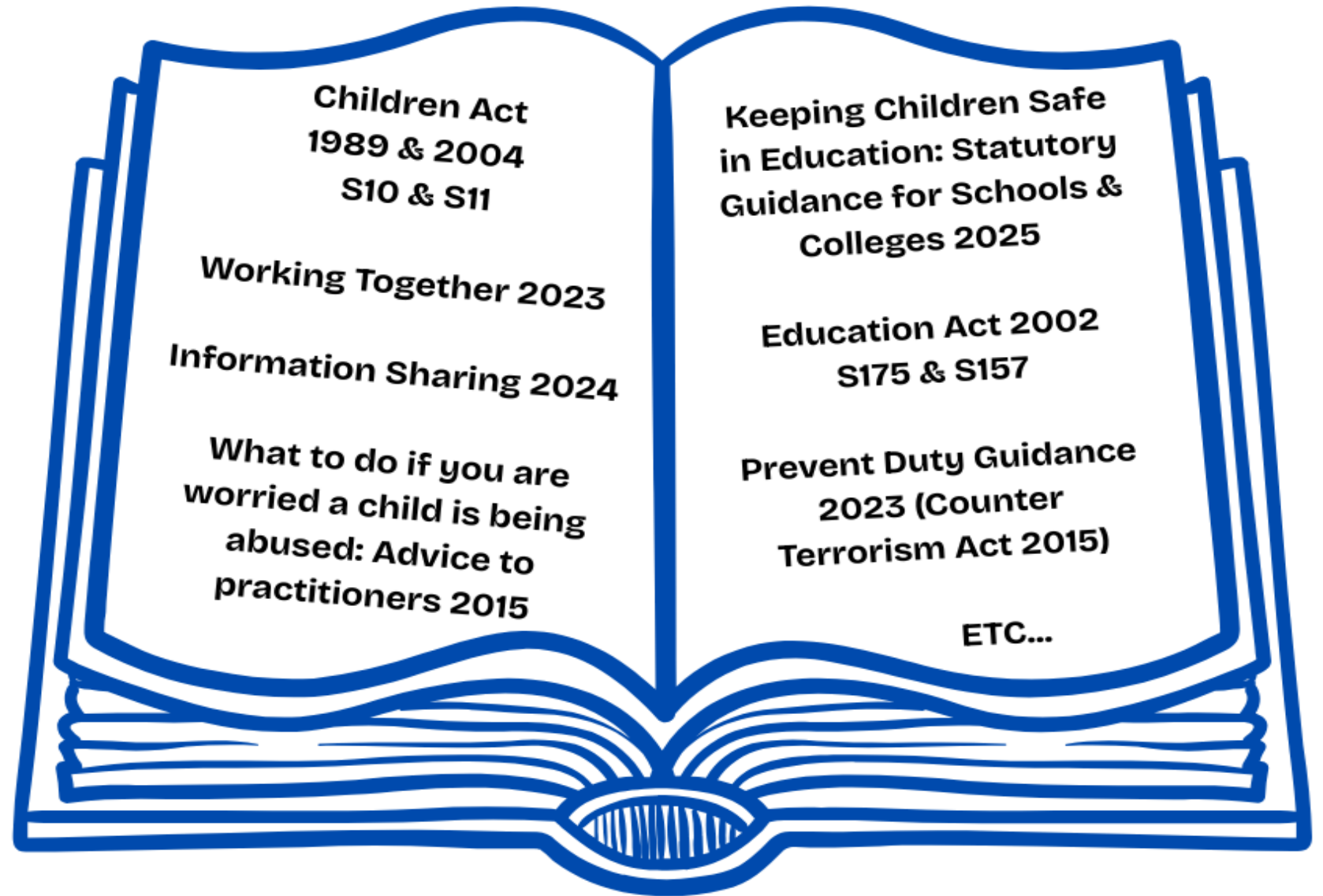
Working together Dec 2023
Keeping Children Safe in Education 2025

Multi Agency Threshold Document

We use this document to discuss the needs of each individual child, the suggested services they may need support from and to identify outcomes from each section below.



Keeping Children Safe: Duty to Protect



Roles and Responsibilities

All staff roles & responsibilities

- ✓ Keep children safe
- ✓ Share information
- ✓ Raise awareness
- ✓ Attend training
- ✓ Work with others
- ✓ Follow KCSIE guidance
- ✓ Understand the views of children



Designated Safeguarding Leads

- ✓ Escalate concerns
- ✓ Triage & work with other agencies
- ✓ Attend meetings - TAF/VCM/CP
- ✓ Access, analyse & act on concerns
 - ✓ Complete assessment tools
 - ✓ Manage allegations of abuse
- ✓ Undertake & revisit S175 safeguarding audit
 - ✓ PLUS MUCH MORE



Keeping Children Safe in Education 2025

What is my role within KCSIE?

As a school community we must read,
understand and practice
the KCSIE statutory guidance



Top Tip

Please check *Annex B*
for lots of useful
guidance, support,
toolkits, websites,
resources, specialist
organisations and
more...

Keeping Children Safe in Education 2025

Key updates...

Online safety updated guidance - mis/disinformation & conspiracy theories (part two) safeguarding agenda

Link to guidance around Generative AI: Safety expectations
(part of filtering & monitoring)

Working together improve attendance
(the table of expectations is useful)

Plan technology for your school
(filtering & Monitoring standards)

1. Keeping children safe online
2. Prevent cyber incidents
3. Upgrade & maintain technology in a cost-effective way

Update Alternative provision guidance (part two)
(inc regularly reviewing that it meets child's needs)

SHORE -worried about sexual behaviour (Lucy Faithfull Foundation HSB)

Statutory RSE guidance update

Recognising abuse in children

The four categories



What is child abuse?

A form of maltreatment of a child

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children



The four categories of abuse

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening or not

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development

Indicators of abuse



Indicators of child abuse aren't always obvious, and a child might not feel able to tell anyone what's happening to them. Sometimes, children don't even realise that what's happening to them is abuse.

We must be curious and try to interpret what we observe and hear. What might this behavior indicate?

These indicators do not necessarily mean a child is being abused, there could be other explanations, but we need to be curious and think safeguarding!

Activity 1 - The four categories of abuse

**Use the
handout
provided**

**Your
trainer will
provide
you with a
category of
abuse**



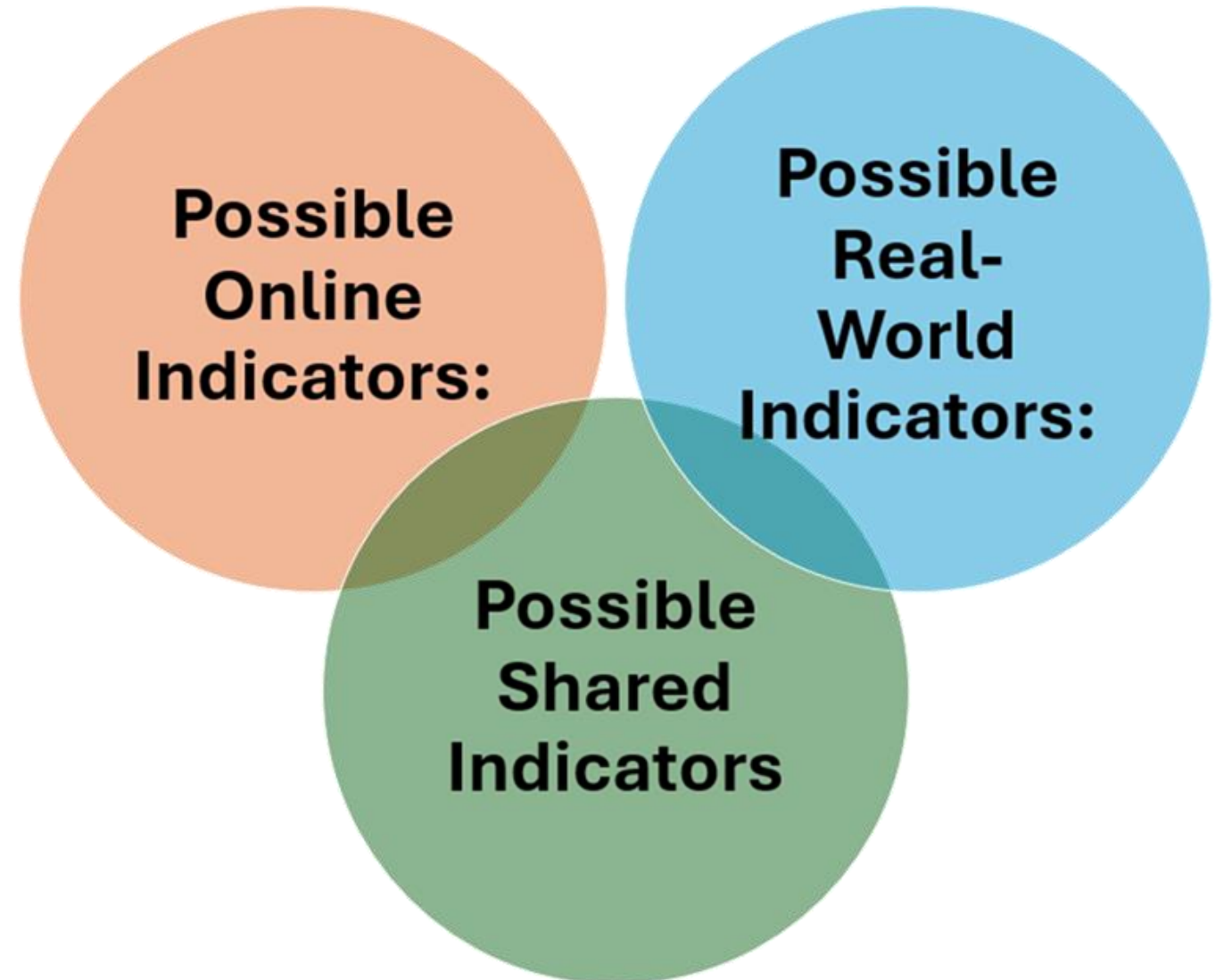
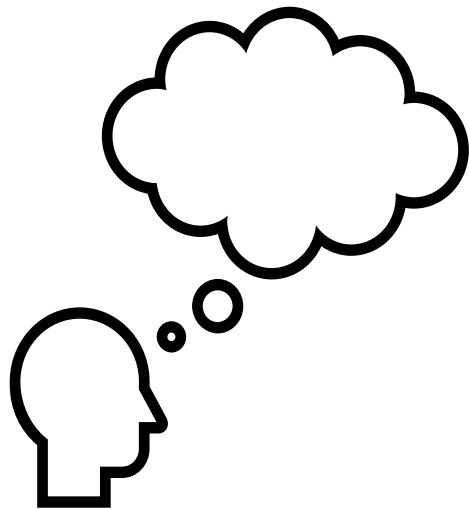
**Identify and compare
digital/online and
real-world indicators
across the four
categories of abuse**

**List all the
Online/Real
world
indicators
that you
know**

**Compare
and contrast
the two lists
(Underline
any that are
the same)**

Activity 1 - Feedback

**What are
your
thoughts?**



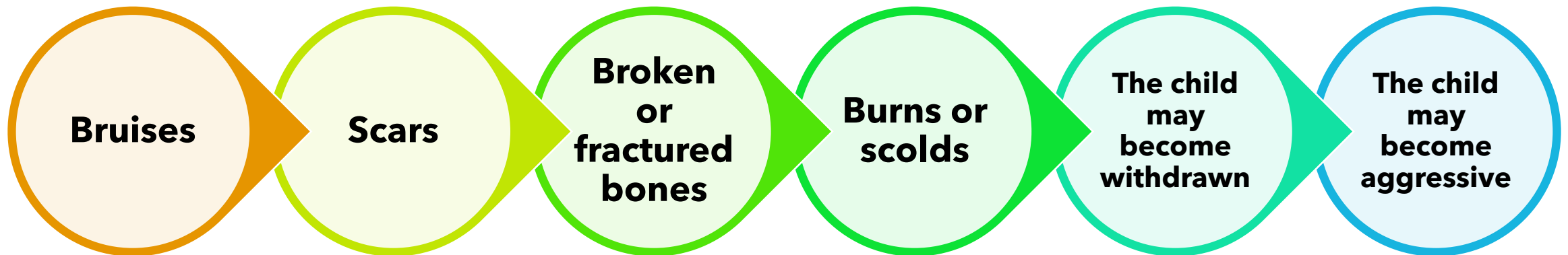
Shared indicators

Possible Online Indicators:	Possible Shared Indicators	Possible Real-World Indicators:
Digital control (e.g., forced online presence leading to harm)	Visual evidence in digital content (unexplained injuries in photos/videos, child discomfort)	Clear physical signs (bruises, cuts, burns, unusual locations)
Risk taking 'games' challenges etc.	Low self-esteem	Behavioural changes (fear, flinching, secrecy, not removing clothing)
Digital self-deprecation (worthless posts)	Withdrawal	Extreme perfectionism
Evidence of online criticism/threats (messages)	Anxiety	Physical signs (STIs, injuries, soiled underwear)
Digital over-compliance	Self-harming behaviours	Poor hygiene
Online for validation or to meet needs of other online rather than their own	Behavioural signs (unusual sexual knowledge/play, fear of a person/place, regressive behaviours)	Inappropriate clothing
Sexually suggestive content (forced image sharing, or obtaining)	Lack of supervision	Chronic hunger
Explicit online chats	Impacts on identity, self-worth, wellbeing of online interactions	Untreated medical needs
Secrecy around online contacts	Expressions of hunger/tiredness	Lack of supervision
Bypassing security and /or parental checks	Grooming or exploitation signs	Frequent absences
Lack of use of parental controls	Impact on wellbeing and mental health	
	Lack of Parental engagement	

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.



Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse can take place online and technology can be used to facilitate offline abuse.

Sexual Abuse

Indicators of sexual abuse may include:



Emotional Abuse

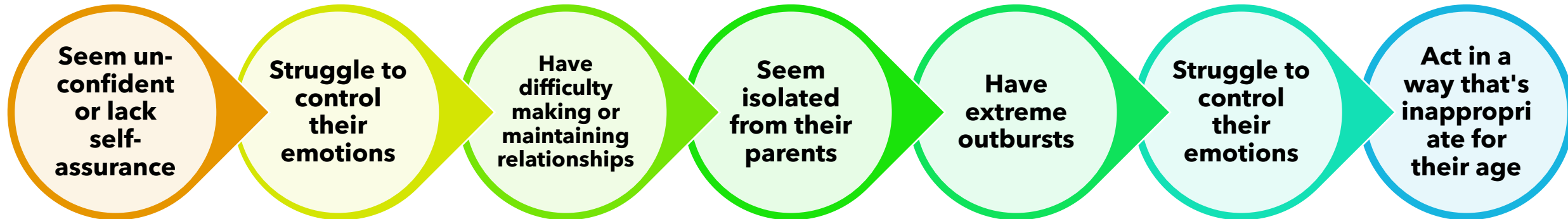
The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

Emotional Abuse

Indicators of emotional abuse may include:



Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect is the failure to...

**Provide adequate
food, clothing or
shelter**

**Protect from
physical and
emotional harm or
danger**

**Ensure adequate
supervision/
unsuitable care-
givers**

**Access to
appropriate
medical care or
treatment**

**Provide suitable
education**

**It may include
neglect of or
unresponsiveness
to a child's basic
emotional needs**

Neglect

Indicators of neglect may include:

Being hungry
or not being
given money
for food

Having
unwashed
clothes

Having the
wrong
clothing,
such as no
warm clothes
in winter

Being left
alone for a
long time

Living in an
unsuitable
home
environment
such as
having no
heating

Missed
medical
appointments

Body issues,
such as poor
muscle tone
or prominent
joints

Specific safeguarding concerns



Online Safety - What is impacting Derbyshire's children?

**Sexual Violence
& Harassment**

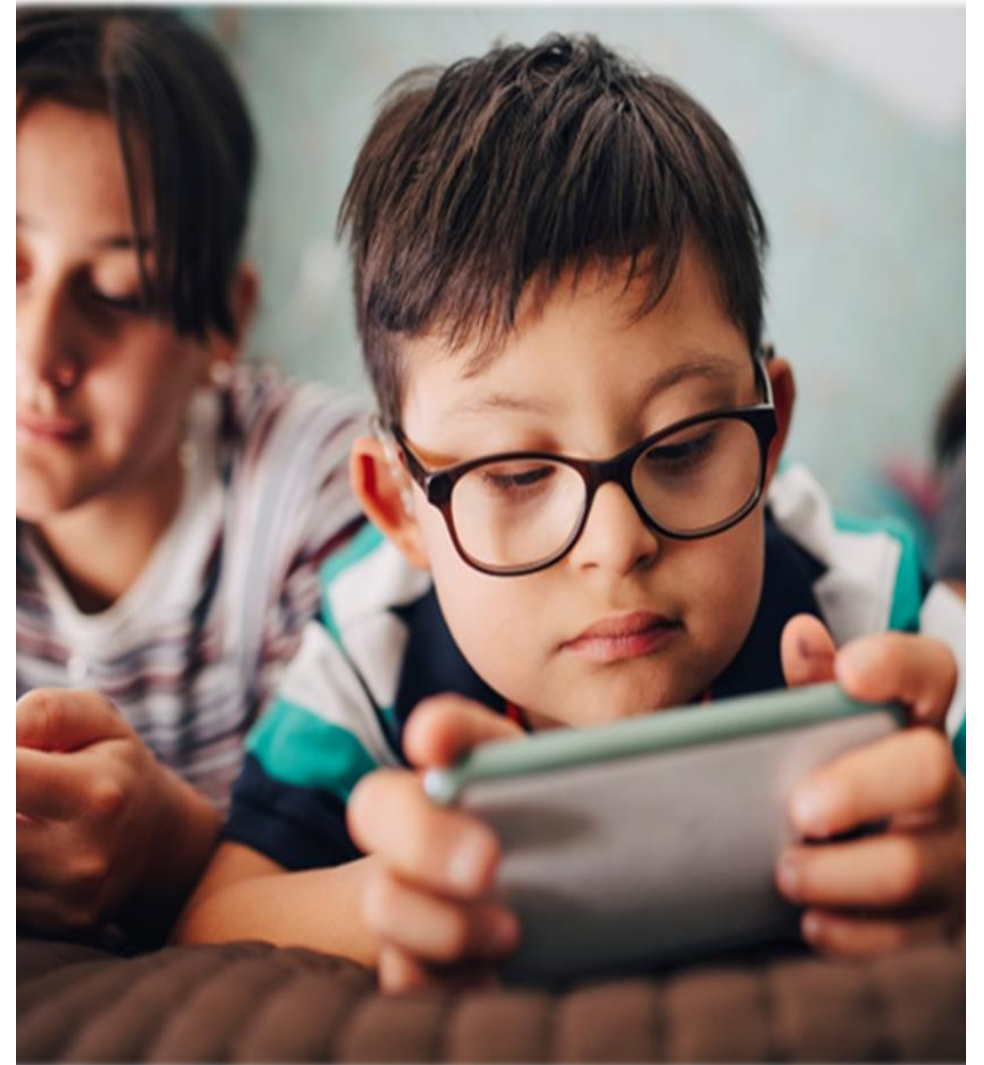
**Repeat
victimisation and
psychological harm**

**Child on child
abuse**

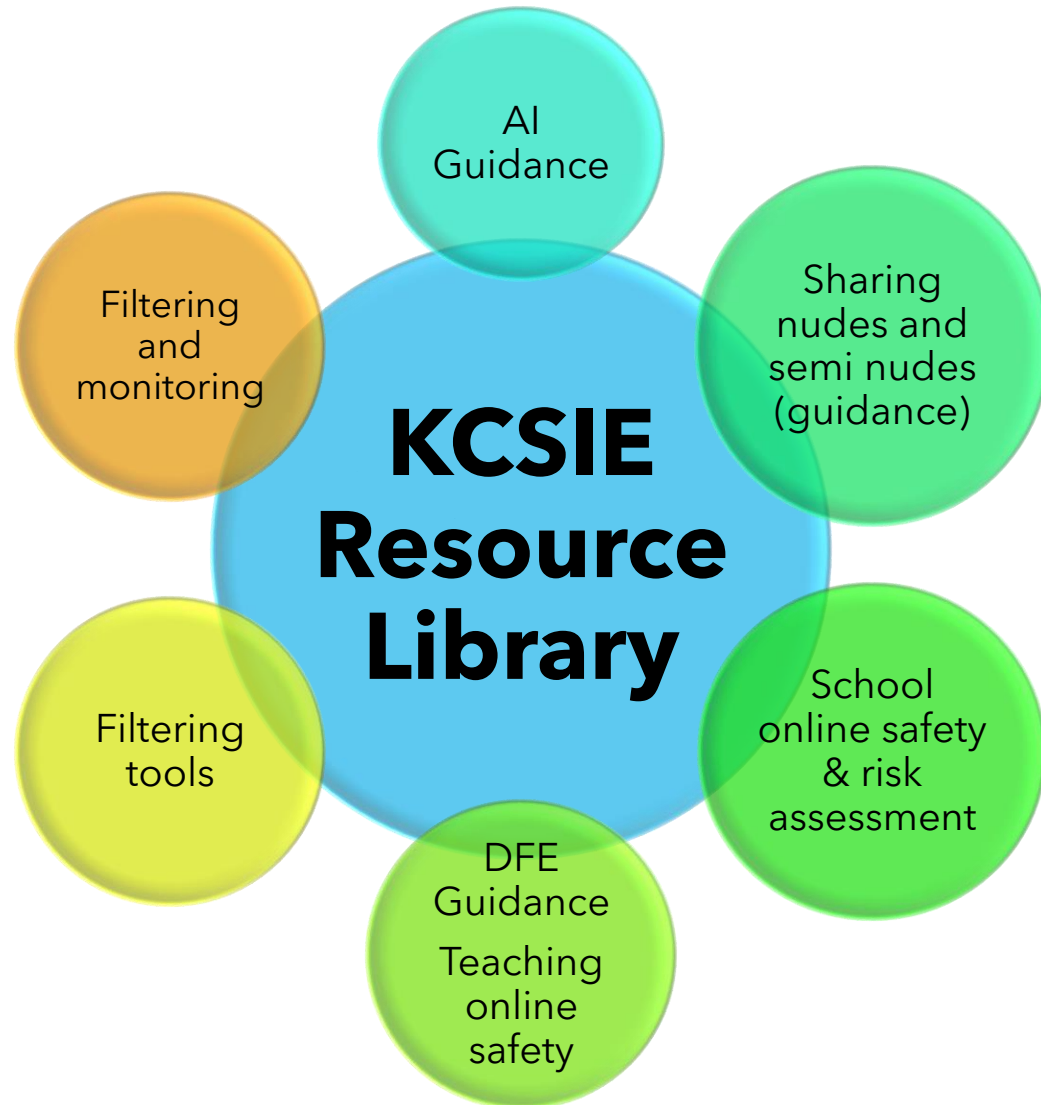
**Abusive,
harassing and
misogynistic
messages**

**Sharing of abusive
images and
pornography
(those who do not
wish to receive it)**

**Nonconsensual
sharing of
indecent images
(chat groups)**



Online safety - KCSIE Resource Library



- ✓ **Ensure all staff receive comprehensive and ongoing training with a strong focus on online safety**
- ✓ **Develop robust systems for delivering regular updates on safeguarding issues to keep all staff informed**

Responding to abuse

What is your role?



The role of staff in child sharing concerns with them / communicating concerns to them

RECOGNISE

Use your skills to recognise indicators of abuse
(This may include direct disclosure)

RESPOND

Respond calmly and reassure them that they have done the correct thing by talking to you

REPORT

Your role in safeguarding should not be isolating, now is the time to talk with your Designated Safeguarding Leads

RECORD

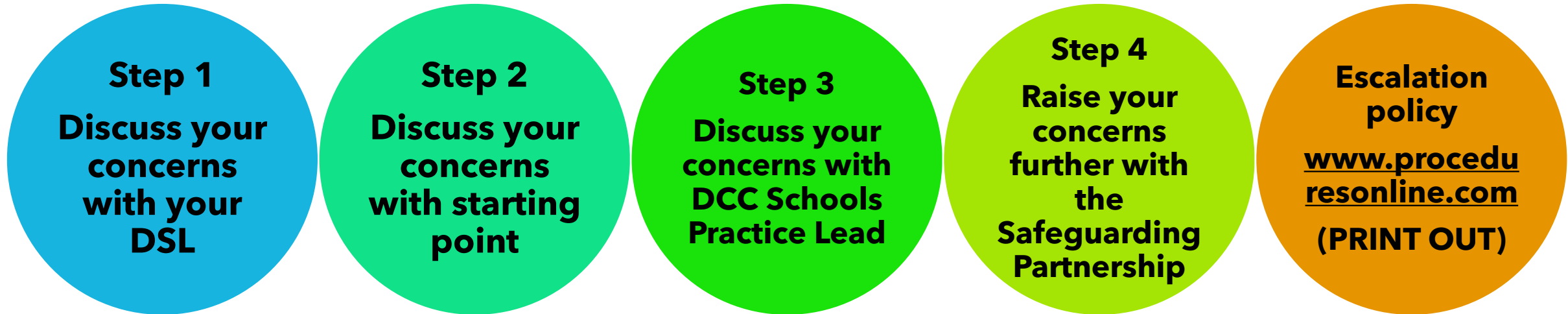
Accurately record the information you have, making sure to include the child's/young persons voice. (Do this in a timely manner)

REFER

Your schools Designated Safeguarding Lead will now make a decision with the support of the threshold document to identify the type of support needed for the child/young person

The escalation process

What process do you follow if you feel that you are not being listened to?



Reminder - You may not need to use every step if you feel that appropriate action has been taken.

Low level concerns & allegations

Low level concerns

Concerns that are inconsistent with the staff code of conduct, including inappropriate conduct outside of work

and / or

does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

*** Harm threshold not met - follow in-house low level concerns procedure**

Allegations against staff

Allegations against staff that have behaved in a way that has harmed a child or may have harmed a child;

Possibly committed a criminal offence against or related to a child; or

Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Or

Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

• * Harm threshold met - refer to LADO

Reporting Concerns

**IMMEDIATE
CHILD
PROTECTION
CONCERN**

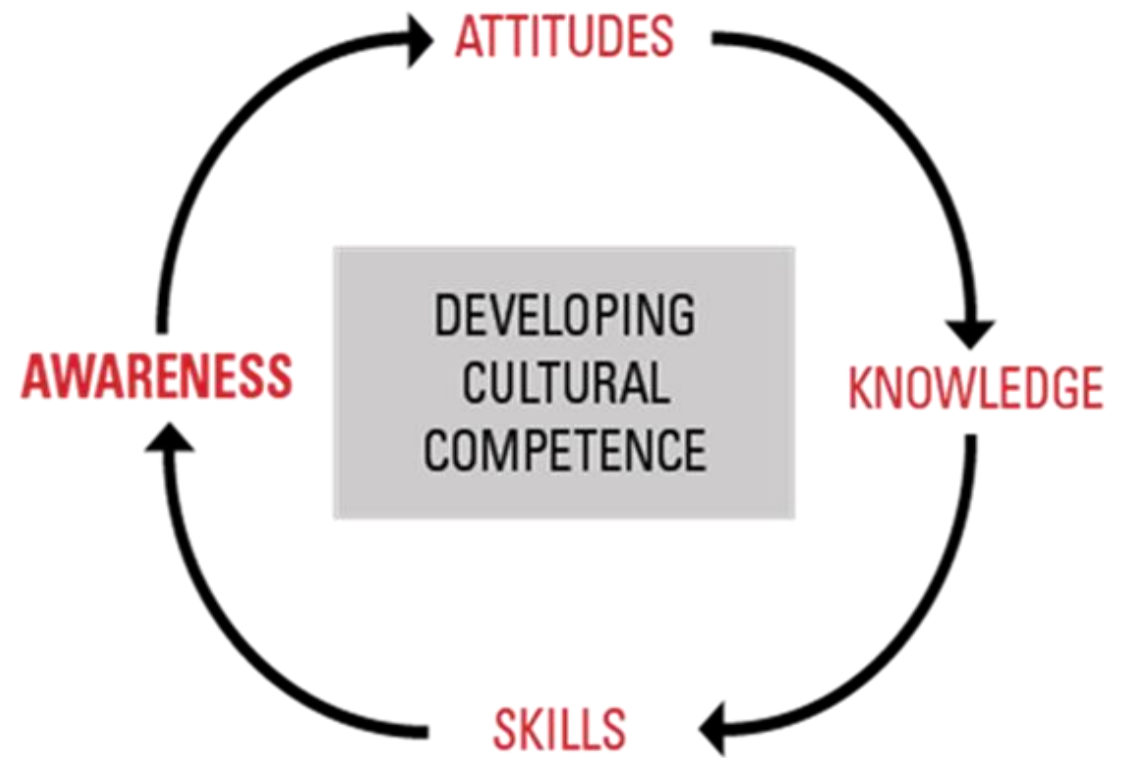
**Call Derbyshire
01629533190
(They will triage
your call)**

**Call the
police
999**

Cultural Competence

Cultural competence is the ability to interact effectively with people from diverse cultural backgrounds. It means understanding, respecting, and responding appropriately to cultural differences.

It's not just about knowing facts about other cultures, but also about developing the skills and attitudes needed to safeguard confidently within your practice.



Develop your cultural confidence

1

Understand your own culture

2

Acknowledge cultural differences

3

Build your knowledge and skill set

4

Engage in self assessment

5

View behaviour within a cultural content

Effective Recording

What is your role?



Activity 2 - A game of Taboo

**YOU
WILL
HAVE**

**1.
A numbered
envelope**

**2.
A person,
place,
object,
feeling**

**3.
A list of
words you
are NOT
allowed to
say**

**YOU
WILL
NEED**

**1.
To get into
small
groups**

**2.
You will need to
study your
subject and
discuss 3 ways
to describe it
(3 mins)**

**3.
Then
nominate
your
speaker**

**4.
Now describe
the object to
everyone in the
room.
(Everyone can
guess)**

Activity 2 - Describe the child

"IF is dirty and smells and is withdrawn"

How can we improve this recording?

Isabel Flint (Reception) has arrived in class with dirt marks on her face and clothing for the last 5 days. Isabel arrives at school hungry and with a strong odour of urine. Isabel has been seeking adult comfort and will not leave me (Jane Jones Reception Teaching Assistant) on the playground to play with other children.



Recording - Useful tips for success

Make sure it is clearly written and factual

Avoid ambiguity and general statements

Use full names not initials

Use factual SPAG

Ensure your recording is a first-hand account and in your own words

Ensure your recording will still stand in 75 years

***"A clear and comprehensive summary of the concern"*
KCSIE2024**

Timing is key!

"as soon as problems emerge".

This means staff should be proactive in identifying and addressing potential issues for children as early as possible.



No fear information sharing



Right TIME



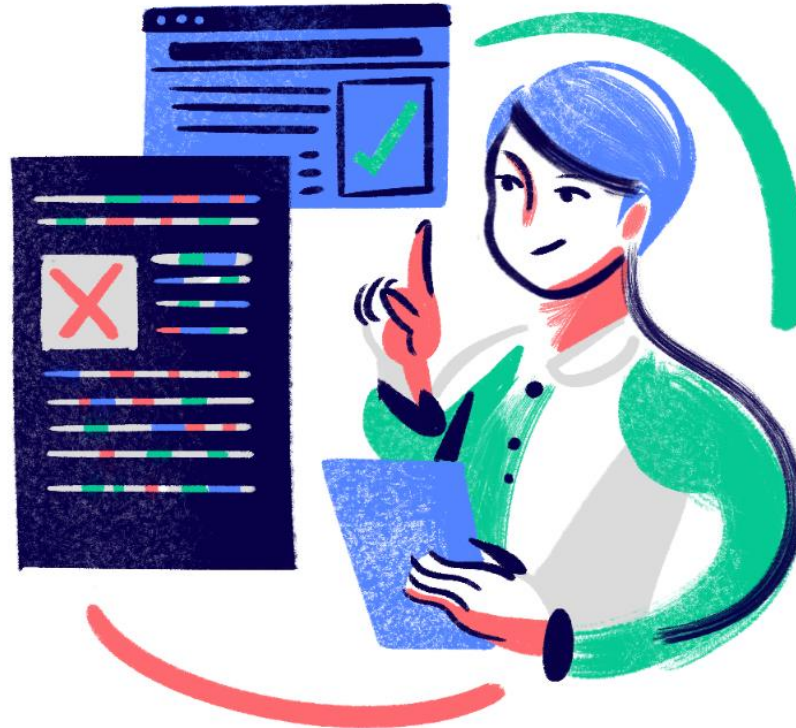
Right PERSON



Right RECORDING



Right to FOLLOW UP

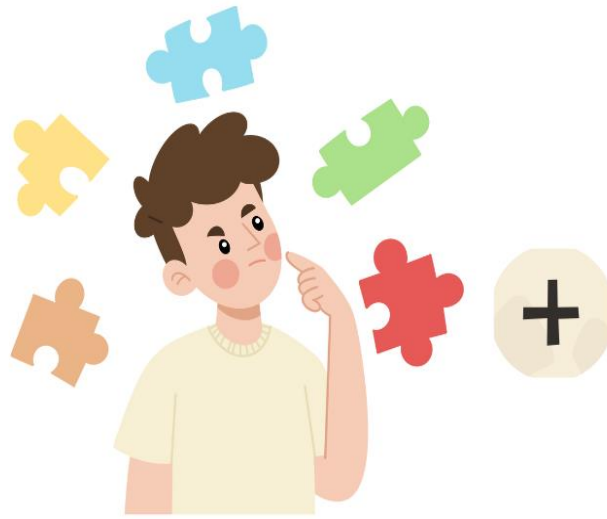


The golden thread of safeguarding

Bringing this all together



Bringing this all together



**Recognising types of
abuse/characteristics
along with indicators of
concern**



**Adding this to the
lived experience of
the child**



**Equals - Your DSL being
able to **TAKE ACTION**
along with measuring
impact**

The golden thread of safeguarding



Policies, procedures, legislation, guidance (including safer recruitment)

People are key - You bring the policy to life within your school

Continual commitment to making curiosity and vigilance part of your school's culture

Safeguarding is everyone business. Continue to practice a child centred and coordinated approach to safeguarding

Whodunnit?



[Whodunnit \(youtube.com\)](https://www.youtube.com)

CONTROLLED

Perceptions



20XX

CONTROLLED

Evaluation



CONTROLLED

References and Resources

Working Together to Safeguard Children (2023)

Keeping Children Safe in Education- (2025)

Derby and Derbyshire Safeguarding Children Partnership www.ddscp.org.uk/

LADO- Local Authority Designated Officer-[Allegations](#)

If you have concerns about any child or young person contact:

Call Derbyshire /Starting Point on 01629 533190

Initial Response Team, Derby City: 01332 641172

Police on 101 or 999 in an emergency

**Any
questions?**



THANK YOU!

**Your feedback is important to us,
please scan the QR code to have your
voice heard.**

