

Whole School Safeguarding

2026/2027



A few points before we begin...

**Online
etiquette**



**Time
keeping**

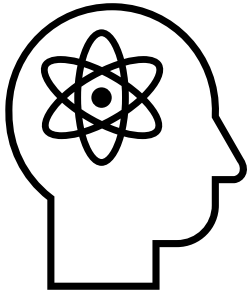


Register

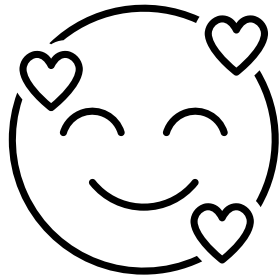


**No children
in the room**

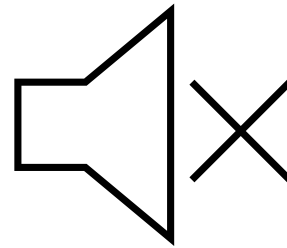
Learning together...



Share your ideas
and knowledge –
get involved!



Respect each
other

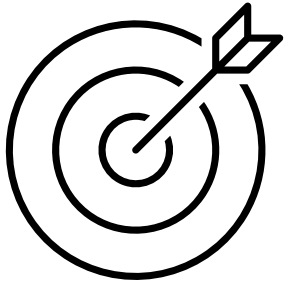


Confidentiality

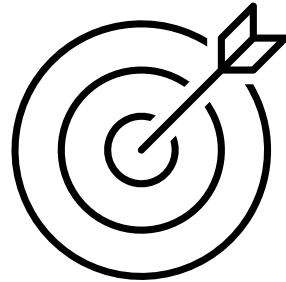


Safeguarding

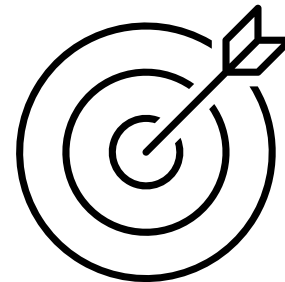
Aims & Objectives



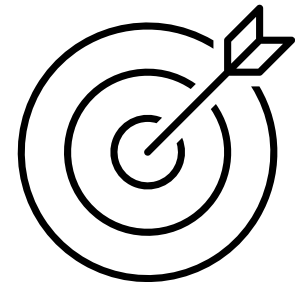
Understand the safeguarding agenda for schools and the framework for safeguarding & child protection



Understand the different categories of child abuse & specific safeguarding issues



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



Gain an understanding of a duty of care & safer working practices

Video 1 – Every Child Matters



What is your
schools
Safeguarding
Culture?



What is Safeguarding Culture?

An effective school safeguarding culture is a proactive, whole-school environment where the welfare of children is paramount. Rather than relying solely on reactive rule enforcement, it embeds safety into daily operations so that students are empowered, staff are vigilant, and risks are prevented before harm occurs. Furthermore, children themselves are part of the culture

Ensuring a holistic,
young people centred,
approach

Co-production with young
people; listening and
understanding their
needs

A skilled, supported
and confident
workforce

Partnership and influence;
seeking funding, regulatory,
government and academic
support, as well as effective
procedural collaboration

Leadership; senior staff
and trustees adopting a
whole organisation
approach

Activity 1 – How do you build safeguarding into your school's culture?

- 1 You have been provided with a worksheet
- 2 In your groups, work together to highlight within the 4 areas what your school already has in place to promote your safeguarding culture. (How do you safeguard?)
- 3 You have 10 minutes to complete the task
- 4 Be prepared to come back to the larger group and share your thoughts with the facilitator (5 minutes)

Keeping children safe – Duty to protect

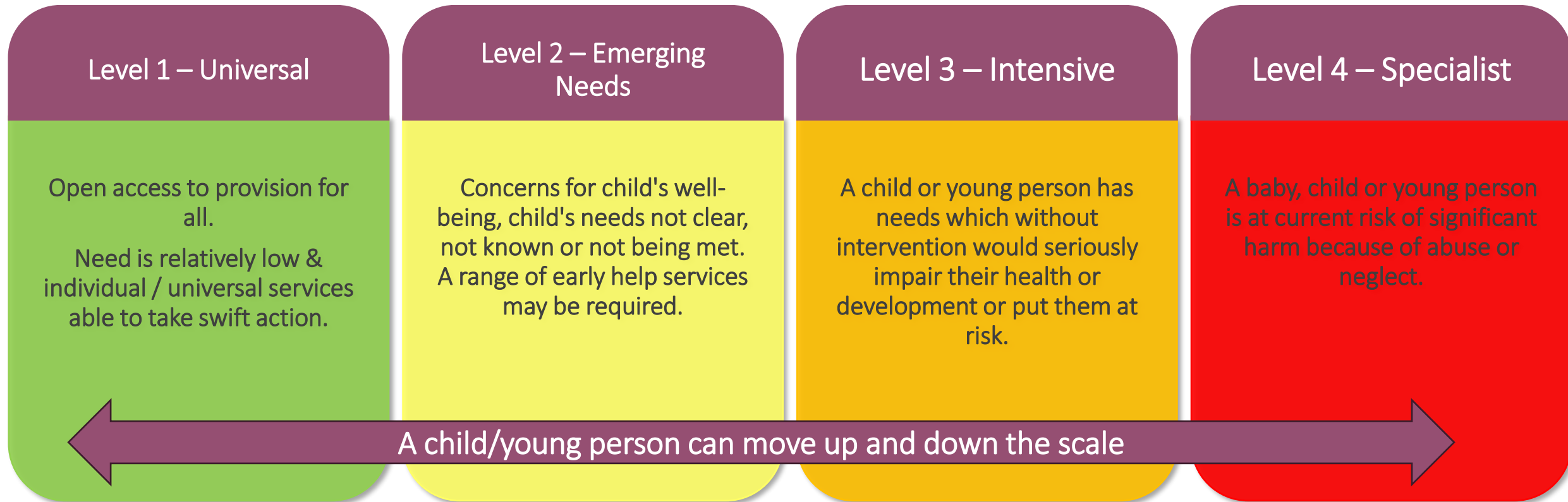


Duty to
protect

- Working Together 2026
- Children Act 1989 & 2024 S10 & S11
- Information sharing 2024
- Keeping Children Safe in Education: Statutory guidance for schools & colleges 2026
- Education Act 2002 S175 & S157
- Prevent Duty Guidance 2023 (counter terrorism act 2025)



Multi Agency Threshold Document



KCSIE update – what do you need to know?

Family Help replaces traditional Early Help

Significant strengthening of AI and online safety

Stronger focus on child-on-child abuse, sexual violence and harmful sexual behaviour

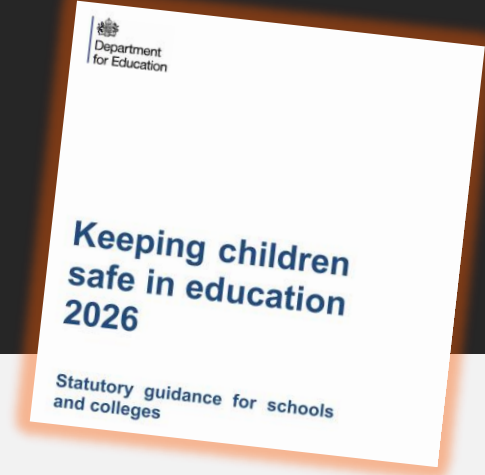
Serious violence becoming a more prominent safeguarding issue

Information sharing strengthened

Gender-questioning children

Harm outside of children's families

Key Updates to Keeping children safe in education 2026 - Part one – for all staff



1. Family Help replaces traditional Early Help

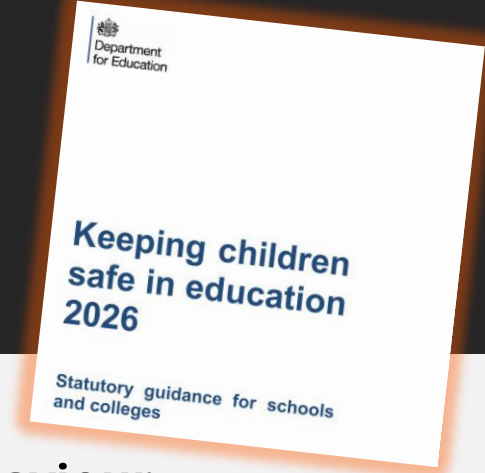
With the reformed Working Together to Safeguard Children framework. There is a stronger emphasis on 'coordinated family support' before statutory intervention, and schools and staff must understand local 'Family Help arrangements'.

2. Significant strengthening of AI and online safety

In 2025 KCSiE included AI references; 2026 embeds them throughout the guidance. New content highlights:

- AI-generated nudes, semi-nudes, deepfakes and "deep nudes" All sharing of nudes/semi-nudes requires a safeguarding response.
- Risks from generative AI applications (criminal access to children's imagery)
- New references within RSHE and preventative education.
- Annual review expectations for filtering and monitoring systems.
- Expanded cyber security expectations.

Key Updates to Keeping children safe in education 2026



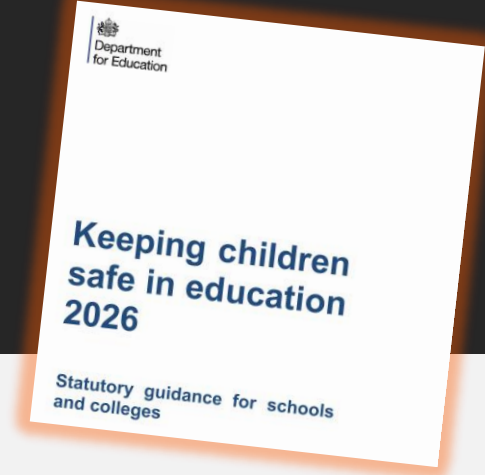
3. Stronger focus on child-on-child abuse, sexual violence and harmful sexual behaviour

- Seeing child-on-child abuse as preventable and focuses on recognising risk factors before abuse occurs. Greater support requirements for both victims and alleged perpetrators.
- Alongside child-on-child abuse, children may also cause harm to other family members, often called 'child to parent' or 'care giver' abuse. This to be seen as a safeguarding issue and indicator.
- Aligns with an extensive rewrite of KCSiE part 5. Do not assume that an absence of reports means an absence of incidents, creating a reporting cultures for children and staff, don't dismiss concerns as "banter" or part of growing up, appreciate the impact of online sexual harassment and AI-related abuse.

4. Serious violence becoming a more prominent safeguarding issue

- 2026 introduces a stronger preventative framework for serious violence. New expectations include: reporting weapon-carrying concerns to the DSL; safety and support planning; evidence-based interventions and mentoring approaches.

Key Updates to Keeping children safe in education 2026



5. Information sharing strengthened

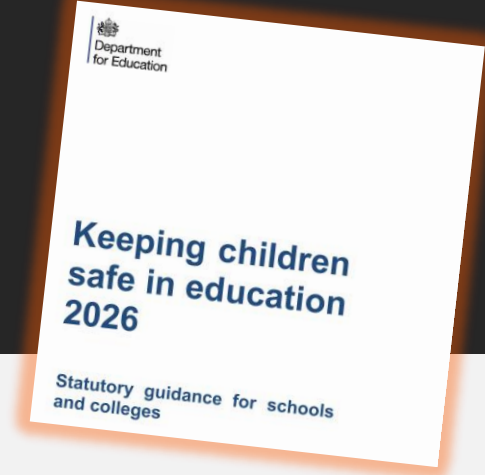
Working Together reforms and Data (Use and Access) Act 2025 identified that information sharing is not just 'important' but goes further by referring to 'Statutory Information Sharing Duty'.

6. Gender-questioning children

The most debated change is the extensive new section on children questioning their gender. The guidance incorporates principles from the **Cass Review (Dr Hilary Cass OBE)**:

- Social transition should not be initiated by staff
- Parents should normally be involved
- Access to opposite-sex toilets, changing rooms and overnight accommodation should not be permitted
- Decisions should be based on safeguarding, welfare and the child's best interests
- Consider if additional training for staff may be required.

Key Updates to Keeping children safe in education 2026



7. Harm outside of children's families

Additional forms of harm and exploitation have been included, harassment; teenage relationship and stalking; criminal financial exploitation; and modern slavery. Be aware, in part 2, misogyny and misandry are now identified as specific sexual harassment/violence issues)

Part two – some additional reflections for all staff on changes in the safeguarding management section

1. There is a new session for Boarding schools, residential special schools, residential colleges and children's homes - linking to their own national minimum standards.
2. The department has published new voluntary national standards for non-school alternative provision; school remain the safeguarding lead for any child placed in alternative provision. Schools must take an active role in verifying the effectiveness of providers safeguarding.
3. Two new sections created (no specific changes but to create emphasis). 'Young Carers and their needs' and for 'Safeguarding children with medical needs'.

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



Categories of Child Abuse



Sexual

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.



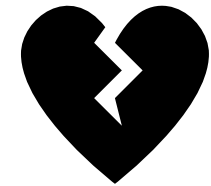
Physical

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



Emotional

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.

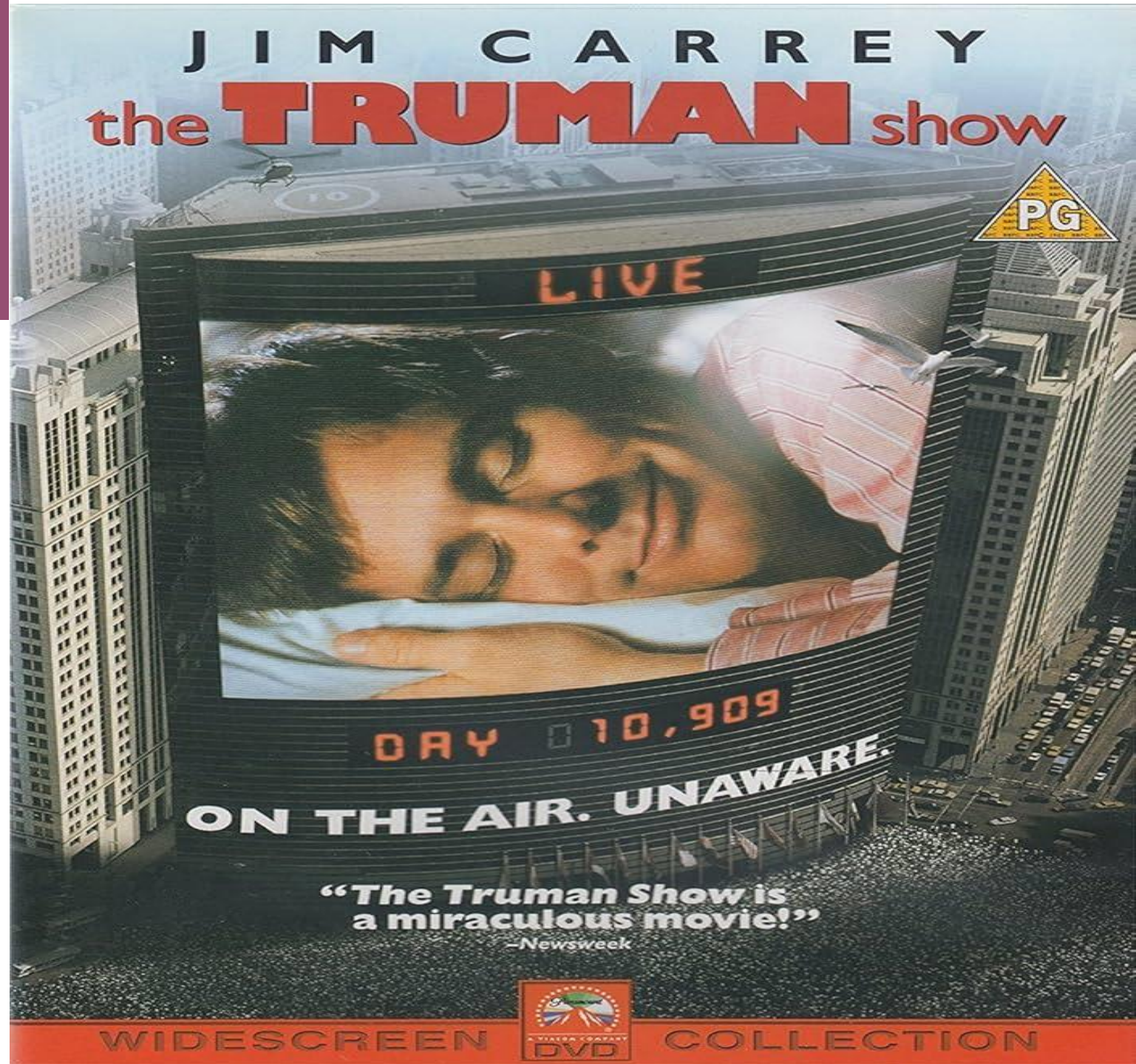
Activity 2 – Categories of abuse

- ① Now we will be focusing on the four categories of child abuse.
- ② These categories of abuse have not changed and include - Physical Abuse, Sexual Abuse, Emotional Abuse and Neglect.
- ③ Warm up activity – describe without telling
- ④ Activity – the four categories of abuse

Describe without telling!

Warm up...

What am I describing?



Describe without telling!

Warm up

What am I describing?



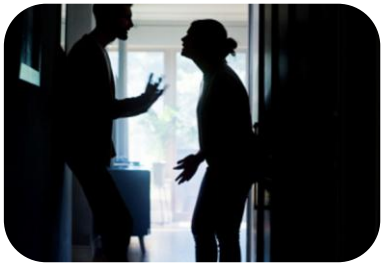
Describe without telling!

Your turn!

1. You will be provided with an envelope/some paper.
2. You will have some time in your group to discuss the category of abuse and decide on the words you will use to describe it. (You can not use the name of the category)
3. Nominate a speaker who will share these words with the rest of the room, guesses will then be made to which category you are describing.



Specific safeguarding concerns



Domestic Abuse



Online Safety



Children at Risk of Exploitation



Prevent



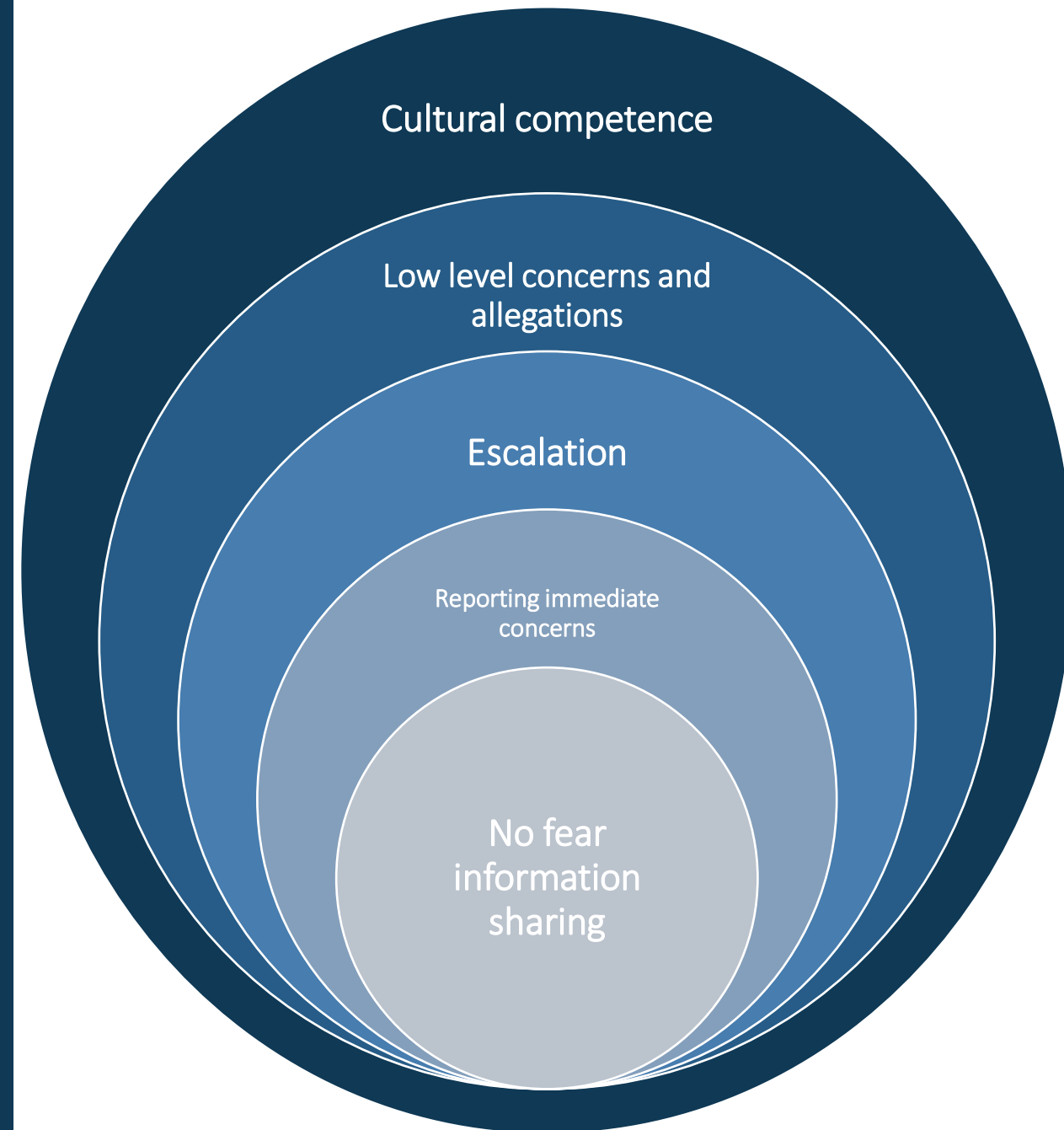
Cultural Considerations



Harmful Sexual Behaviour

Responding to abuse

What is your role?



Activity 3 – Safeguarding in the online/digital world



But first... Just say
what you see!

Say what you see!

Warm up...



CONTROLLED



Say what you see!



Warm up...



Say what you
see satchel

Say what you see!

Warm up...



Say what you
see satchel

**Turn on your
Safeguarding
mindset...**

PROFESSIONAL

OFF



ON

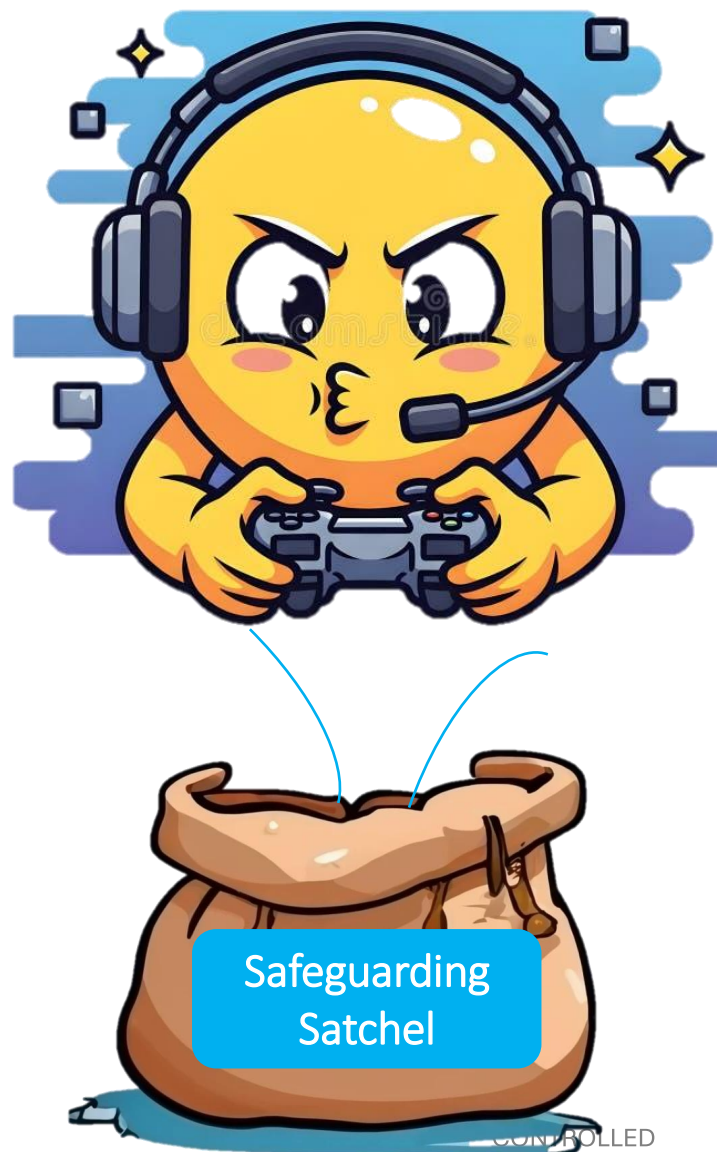
Activity 3 – Safeguarding in the online/digital world

You will see some
images on screen

- ① We would now like you to start thinking about safeguarding in the online/digital world
- ② In your groups, discuss/say what you see
- ③ How does this impact from a safeguarding perspective? Question prompts might help discussions
- ④ As groups, be prepared to feedback what you have discussed to the room

Say what you see!

Have a look
Have a chat
Feed back



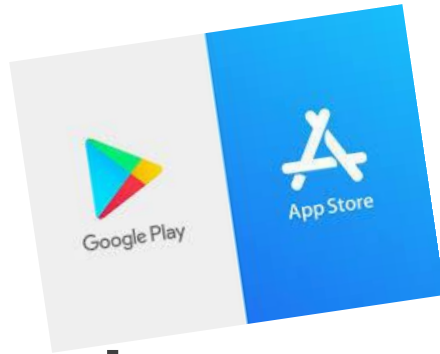
What digital concern might the image be representing?

What are our concerns/impact?

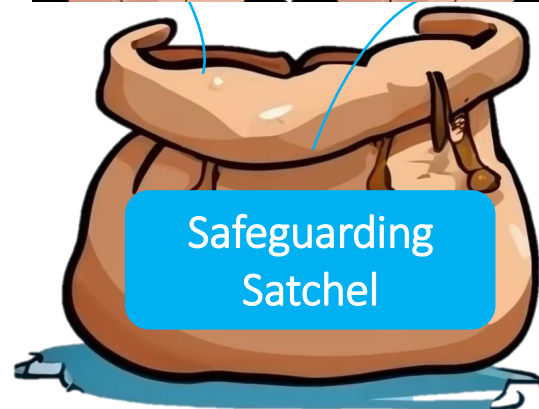
What might this look like for the child? Can you give examples/ behaviours/ indicators?

What could you do in your role to support the child (also consider family/other professionals)

Say what you see!



Have a look
Have a chat
Feed back



CONTROLLED

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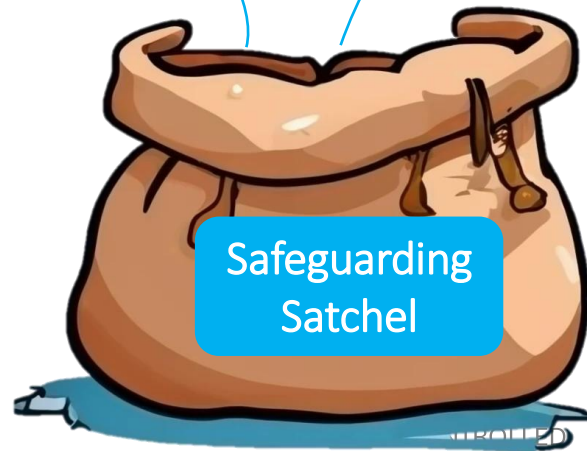
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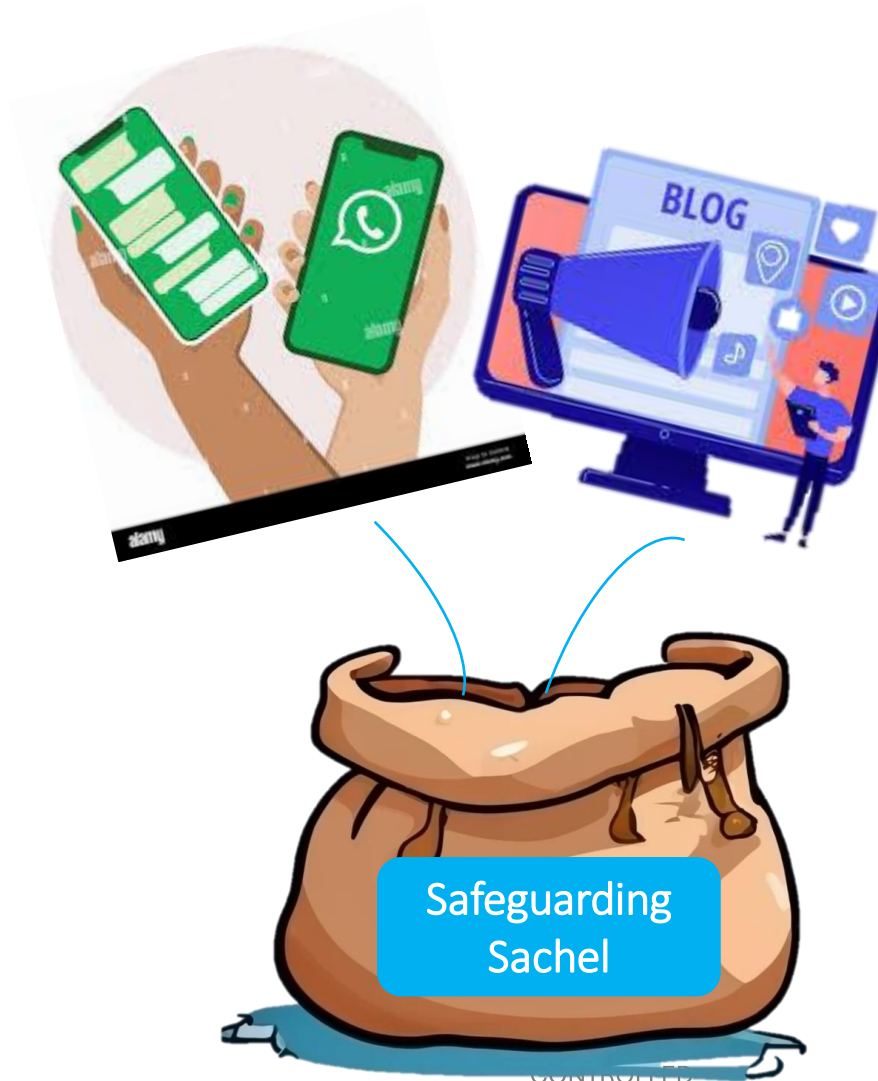
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Say what you see!

www.ourschool.co.uk

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Have a chat
Feed back



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Supportive Resources

New Resource: Understanding and Challenging Behaviours Associated with the Manosphere

Online safety teaching resources | Internet Matters

Online Safety, Safeguarding, Security and Training | SWGfL

Fake News Activities & Resources for Schools

Homepage - UK Safer Internet Centre

Online safety resources and guides | NSPCC Learning

Get support to tackle misinformation | Internet Matters

Misogyny – Educate Against Hate

Online media literacy resources - GOV.UK

Online safety (e-safety) and schools | NSPCC Learning

Online Safety for Schools | SWGfL

CEOP Safety Centre

Chat apps | NSPCC

Resources | Childnet

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**

Communication with Bleeps!



Communication..Cleaner version



Evaluation QR Code

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



Thank you!

Any
questions?



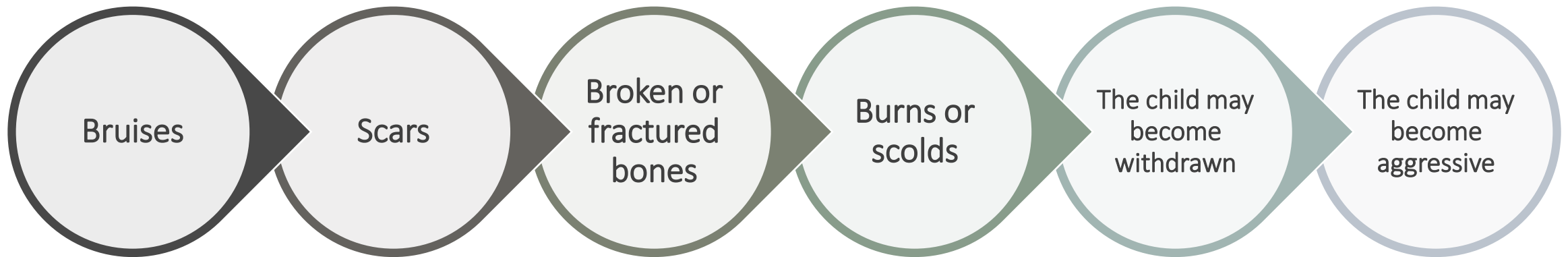
Resources

- <https://www.derbyshire.gov.uk/social-health/children-and-families/families-first/families-first.aspx>
- [Keeping children safe in education 2026 \(comes into force from 1 September 2026\)](#)
- [Working together to safeguard children 2026](#)
- [NSPCC | The UK children's charity](#) **and** [Share Aware resources for schools and teachers | NSPCC Learning](#)
- [Resources for Schools | SWGfL](#)
- [Children Act 1989](#)
- [Information sharing advice for safeguarding practitioners - GOV.UK](#)

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

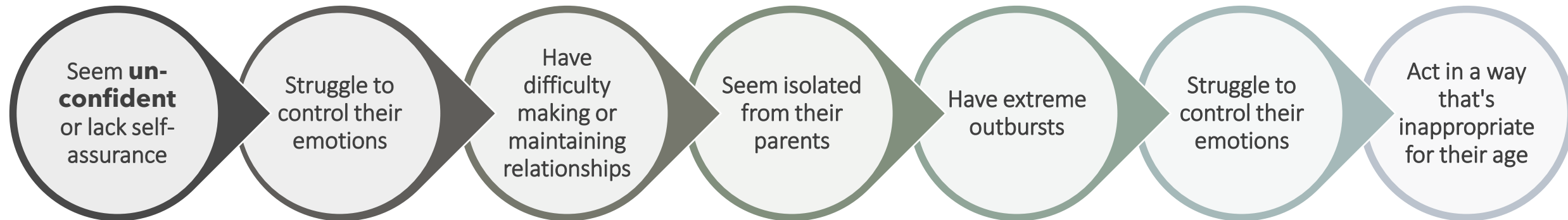
The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

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**