Whole School Safeguarding Training 2026

Objectives

01

Understand safeguarding responsibilities and key guidance

02

Recognise signs of abuse and wider risks

03

Respond appropriately to disclosures and concerns

04

Follow school procedures and report to the DSL

05

Promote the voice of the child in all decisions

A wonderful world !!

A world where:

- **Every child's voice** is treated as meaningful data
- **Every adult** understands their safeguarding responsibility instinctively
- **Every decision** is guided by curiosity, not assumption
- **Every system** works together so no child ever falls through a gap
- **Every DSL** leads with clarity, confidence, and moral purpose
- **This is the world** safeguarding aims to create — not a checklist, not a statutory burden, but a culture where children thrive because adults are relentlessly protective.

Imagine a world where every child walks into school feeling completely safe not just protected, but genuinely *seen*, *heard*, and *valued*.

The reality
is it's still happening!

Daniel Pełka (Age 4): Starved and murdered in 2012 by his mother, Magdalena Łuczak, and her partner in Coventry. He was attending primary school, where staff noticed him foraging for food.

Arthur Labinjo-Hughes (Age 6): Murdered during the 2020 lockdown by his stepmother, Emma Tustin, and father, Thomas Hughes, in Solihull.

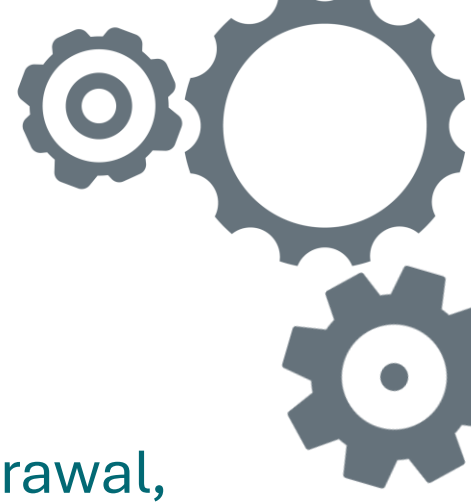
Star Hobson (16 month old): In May 2022. It highlighted systemic flaws in the child protection system, detailing how repeated warnings from wider family members were dismissed by police and social worker. Star was murdered by her mother's girlfriend.

It Has Happened Here! - Local Child Safeguarding Practice Reviews

Introduction Learning from a Child Safeguarding Practice Review (Alfie) This review was completed following the tragic death of Alfie. Dirk Howell, the partner of Alfie's mother Carla Scott, has been convicted of murder and child cruelty and received a lengthy custodial sentence;

JN2425.094 AS Learning Brief

What can you do to try and prevent harm happening to your children in your school



Immediate Day-to-Day Actions

- **Report instantly:** Log any change in behaviour, uncharacteristic withdrawal, or physical marks immediately on internal systems like CPOMS or MyConcern.
- **Practice professional curiosity:** Never take unusual **parent** or child explanations at face value without subtle, gentle deeper questioning.
- **Supervise transitions strictly:** Maintain heightened visual awareness during unstructured times like break periods, lunchtimes, and school gate drop-offs.
- **Check visitor badges:** Challenge any adult on the school premises who is not wearing a verified staff or visitor lanyard.
- **Listen without judging:** If a child starts disclosing information, listen calmly without forcing answers or promising total secrecy.

Family – School Partnerships

The Role of Staff in Building Relationships with Parents

Staff play a key role in creating positive, trusting partnerships with parents and carers. Strong relationships help support children's learning, wellbeing, and development, encourage parental engagement, and enable concerns to be identified and addressed early. Consistent communication between home and school helps ensure children receive the best possible support.

Unconscious bias in schools

Unconscious bias is the automatic assumptions or stereotypes we may hold about pupils, parents, or colleagues without realising it. These biases can influence expectations, interactions, decision-making, and opportunities for children.

School staff should:

- Reflect on their own attitudes and assumptions.
- Treat all pupils and families fairly and consistently.
- Avoid making judgments based on background, culture, gender, disability, appearance, or circumstances.
- Use evidence-based decision-making.
- Promote an inclusive environment where every child feels valued and supported.

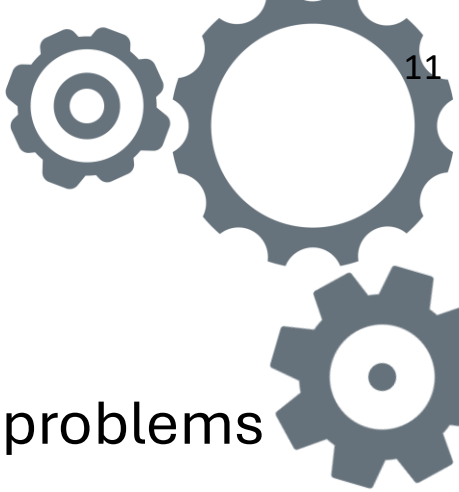
Legislation

What is Child Protection ?

Child protection

is part of the safeguarding process, it focuses on protecting individual children identified as suffering or likely to suffer harm. All agencies, including the Local Authority Social Care Department, health, education and police will have their own child protection practice and procedures.

So , What is Safeguarding?



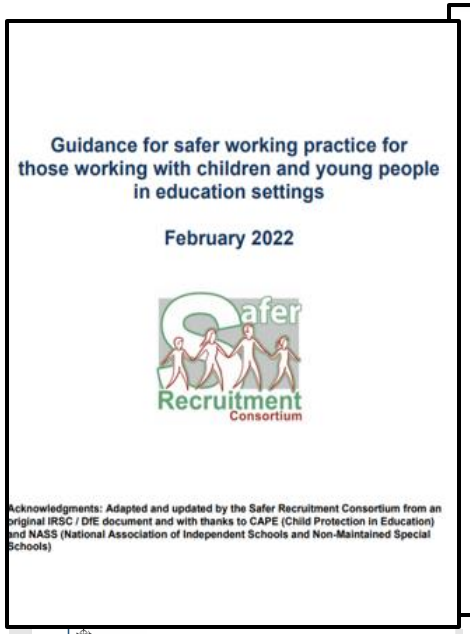
Safeguarding and promoting the welfare of children is defined as:

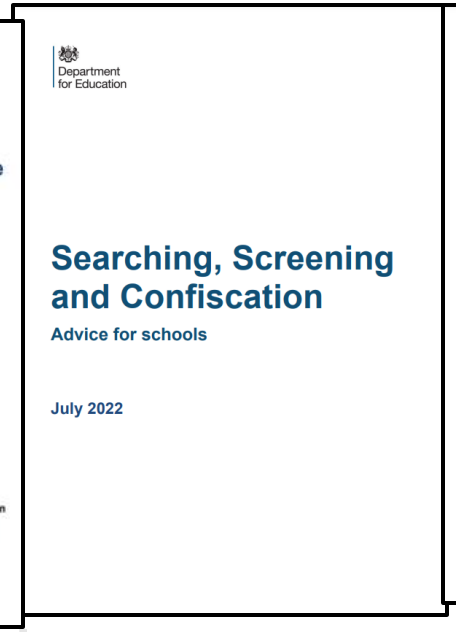
- **Providing help** and support to meet the needs of children as soon as problems emerge;
- **protecting** children from maltreatment, whether that is within or outside the home, including online;
- **preventing** the impairment of children's mental and physical health or development;
- ensuring that 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.

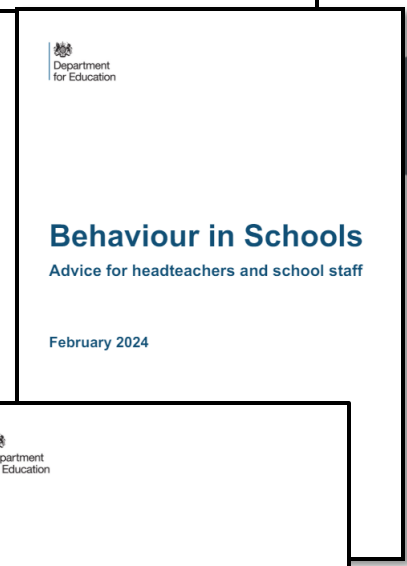
Anti-bullying & Behaviour management
Child Protection
Attendance, exclusions & children missing in education/absences
Transition arrangements
A 'listening' school
Curriculum
Governance
Mental Health & Wellbeing
Safeguarding & promoting welfare
Whistle-blowing
Online-safety
Health and Safety
SEND and inclusion
Safer recruitment & selection
The school environment: Buildings and Security
Staff code of conduct & safer working practice

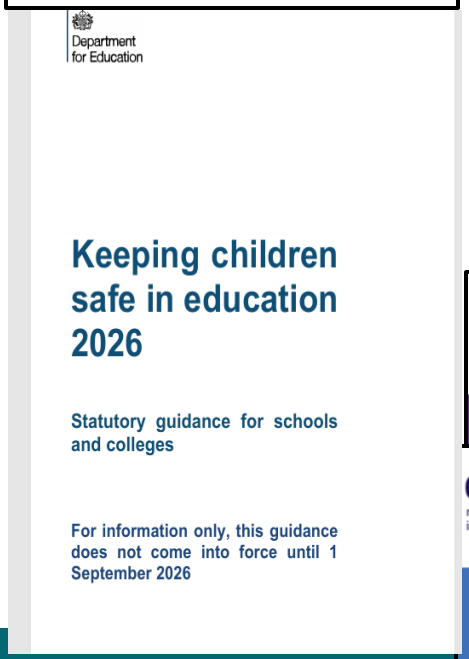
Mandatory Reading

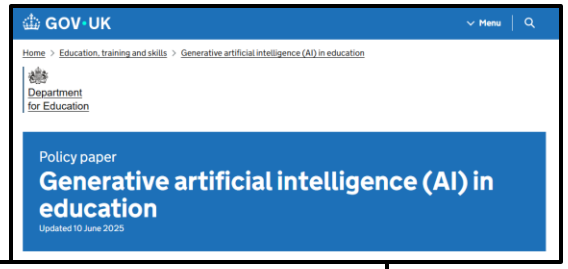
1. Read and understand KCSIE Part 1
2. Read your schools safeguarding and child protection policy
3. Read the updated Staff Behaviour Policy / Code-of Conduct (includes Whistleblowing and Low-Level Concerns)
4. Pupil behaviour policy
5. Attendance Policy

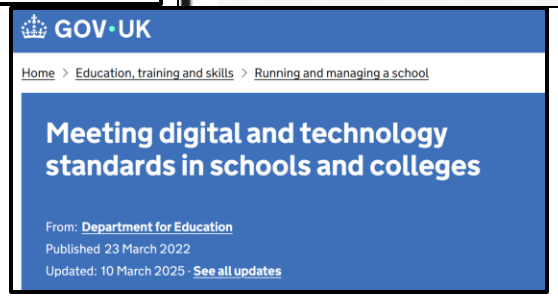


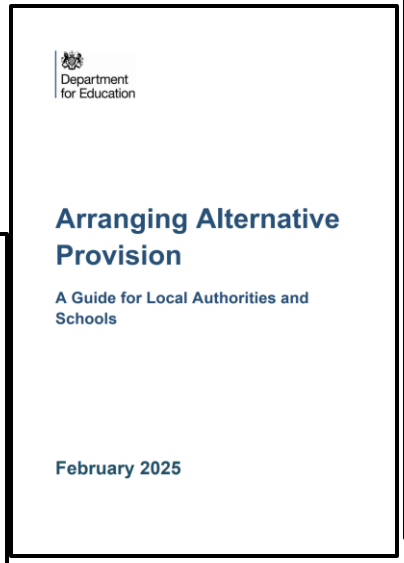


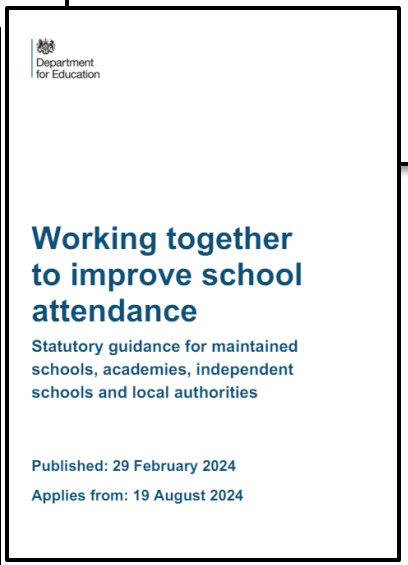


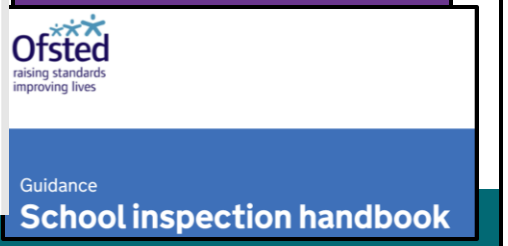


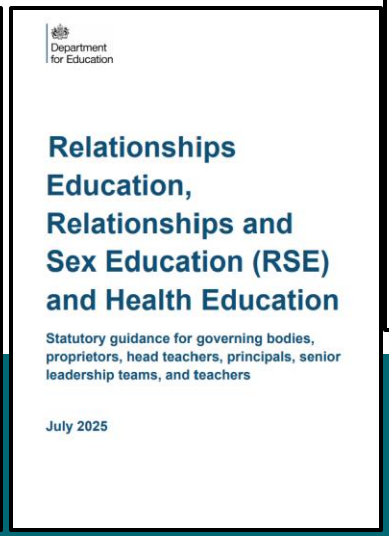






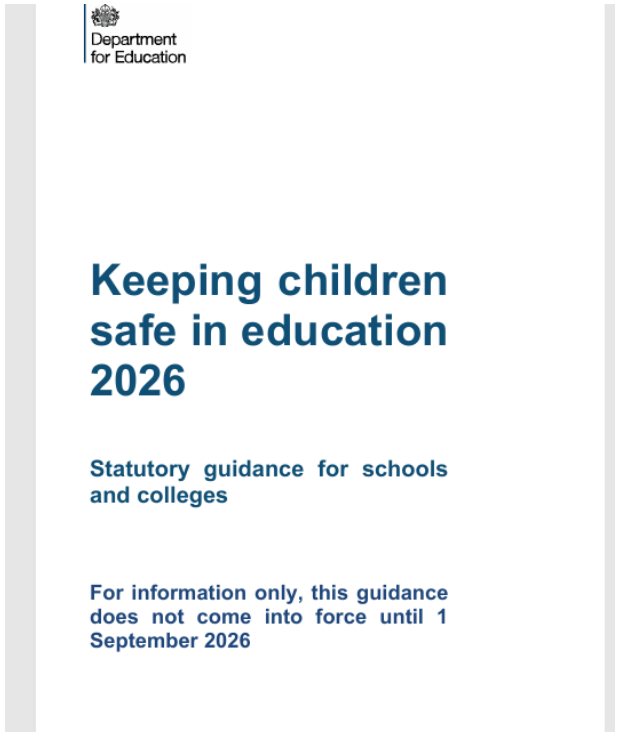






worcestershire county council

KCSIE-26 – Key Changes


Department for Education

Keeping children safe in education 2026

Statutory guidance for schools and colleges

For information only, this guidance does not come into force until 1 September 2026

worcestershire county council

KCSIE 2026

WHAT ARE THE MAIN CHANGES

01 All staff must read part one
The condesed version (annex A) is being removed. All staff will now be expected to read Part One in full

02 AI & Online Safety
Updated guidance reflects AI, deepfakes, cyber securtity and wider online harms, with additional references to mobile phone guidance.

03 Annual Filtering and Monitoring Reviews
Schools should review and documnt the effectiveness and monitoring arrangements at least annually.

04 Earlier Identification and Early Help
Greater emphasis on identifying vulnerability, Early Helpa nd recognising concerns before they escalate.

05 Mental Health
Greater emphasis on early identification, support pathways and the relationship between mental health and safeguarding.

06 Greater Focus on Vulnterability
New References include young carers and children with medical conditions, recognising vulnterability alongside safeguarding risk.

07 Information Sharing
KCSiE reinforces that data protection should never be a barrier to keeping people safe.

worcestershire county council

worcestershire county council

KCSIE 2026

WHAT ARE THE MAIN CHANGES

08 Child-on-Child Abuse
Part 5 has been expanded and restructured, with greater clarity around child-on-child abuse, harmful sexual behaviour and serious violence.

09 Alternative Provision
Greater empahsis on safeguarding due diligence and quality assurance where Alternative Provision is commissioned.

10 Volunteering Vetting
Updates relating to regulated activity and volunteer vetting requirements. Schools should review safer recruitment processes.

11 Gender - Questioning Children
The guidance now includes expectations around decision making, parental involvement and safeguarding considerations.

September Priorities

- Review policies and processes
- Review filtering and moniotring
- Update Staff training
- Check DSL arrangements
- Brief governors and trustees
- Review volunteer processes

worcestershire county council

KCSIE 2026 Changes

Increased knowledge expectations for all staff

- Part One contains additional information that all staff are expected to understand regarding:
- Exploitation
- Online safety
- Serious violence
- Harmful sexual behaviour
- Family Help arrangements.

KCSIE 2026 Changes

Key Changes for DSLs and Safeguarding Leads

Family Help replaces Early Help terminology

- Schools are expected to adopt the new **Family Help** language and local arrangements, reflecting wider children's social care reforms. Staff should understand local referral pathways and thresholds.

KCSIE 2026 Changes

Greater focus on online harms and AI

- The guidance strengthens references to:
- AI-generated abuse and exploitation
- Deepfakes and manipulated images
- Online harmful sexual behaviour
- Technology-facilitated abuse
- Terminology relating to nude and semi-nude image sharing has been updated to include **AI-generated intimate images**.
- organised

KCSIE 2026 Changes

Mental health as a safeguarding issue

- The guidance now makes clearer that mental health concerns can themselves become safeguarding concerns, particularly where there is:
- Self-harm
- Suicide risk
- Severe behavioural change
- Neglect of self-care
- Staff are given clearer direction about seeking urgent medical support where a child may be at immediate risk.

KCSIE 2026 Changes

Serious violence strengthened

- New expectations include reporting concerns where a child:
- Carries a weapon
- Uses a weapon
- Expresses an intention to use a weapon
- DSLs are expected to assess risk and consider de-escalation and early intervention measures.

KCSIE 2026 Changes

Harmful Sexual Behaviour (HSB) and Misogyny

- There is increased emphasis on:
- Child-on-child abuse
- Harmful sexual behaviour
- Online misogyny
- The links between misogyny, sexual harassment and sexual violence
- Schools are expected to strengthen preventative work in this area.

KCSIE 2026 Changes

Children who are gender-questioning

- A new section provides safeguarding and operational expectations, including:
- A "very careful approach" to social transition
- Parental involvement in the vast majority of cases
- Particular caution in primary schools
- Clarification around single-sex facilities and changing rooms.

KCSIE 2026 Changes

Trainee teachers

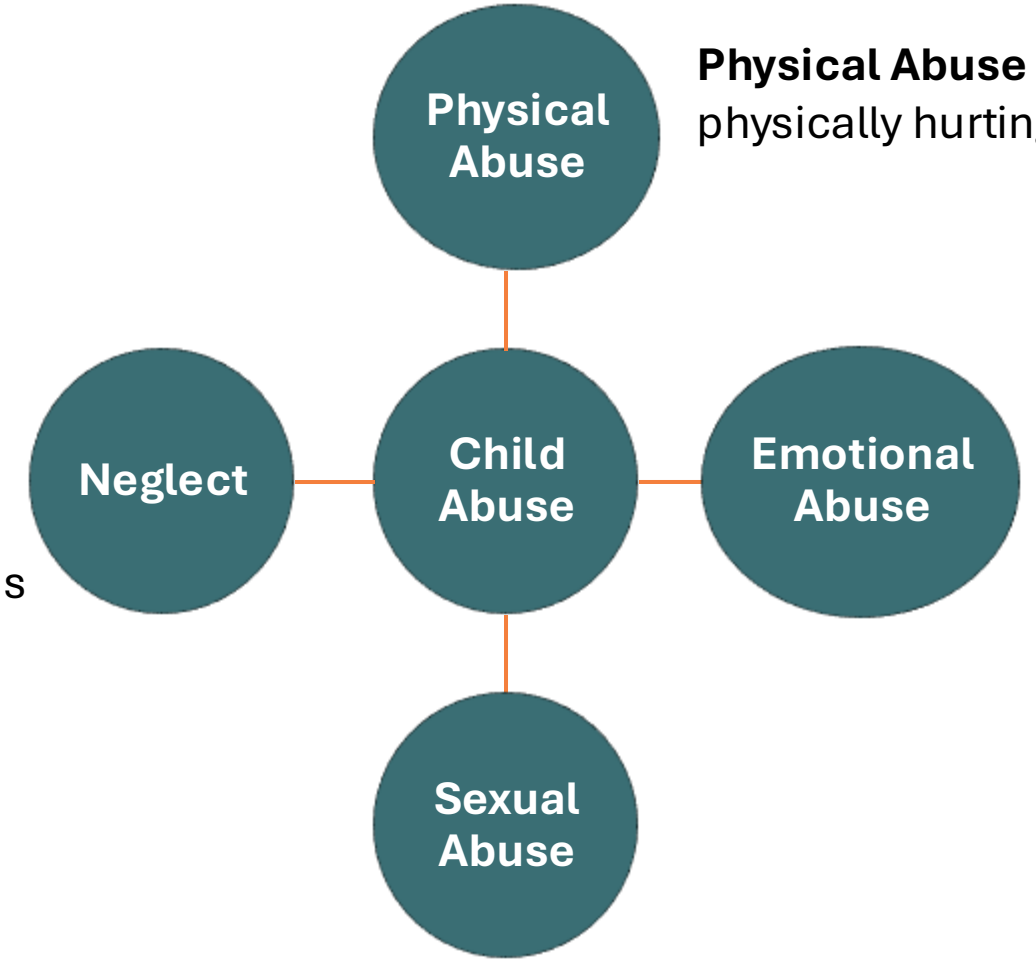
- Safeguarding allegations procedures have been expanded so that references to staff more clearly include **trainee teachers**, with similar expectations to those applied to supply staff and contractors.

Physical environment and school premises

- New content includes:
- Single-sex toilets and changing facilities
- Expectations for overnight accommodation on trips
- Safeguarding considerations linked to school premises.

What are the different forms of abuse?

https://www.google.co.uk/goto?url=CAESYwHrOzAVTV79-XkQfAglMlWzPgM6gxY3R00xBilN0hA1YLqVQdJiS2-pIGYtVr_kP-kiJm-zAf2sl9gpDFH0lwQIuXYY5g_6oAT4hMqT_o2vgJycRNoqVOdXzJoRiMSJd6KnOA



Physical Abuse - is deliberately physically hurting a child.

Neglect – a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in serious impairment of a child's health or development.

Emotional Abuse (including Domestic Abuse) - Persistent emotional maltreatment of child such as to cause effects on the child's emotional development. Sometimes called psychological abuse. It may involve serious **bullying-** including online bullying through social networks, online games or mobile phones- by a child's peers.

Sexual Abuse – any sexual activity with a child.
Many children and young people who are victims do not recognise themselves as such.

Indicators of Neglect

- Unexplained injuries
- Injuries on certain parts of the body
- Injuries in various stages of healing
- Injuries that reflect an article used
- Flinching when approached
- Reluctant to change
- Crying/ instability
- Afraid of home
- Behavioural extremes
- Apathy/depression
- Wanting arms and legs covered even in very hot weather

Non-Accidental Injuries and Bruising

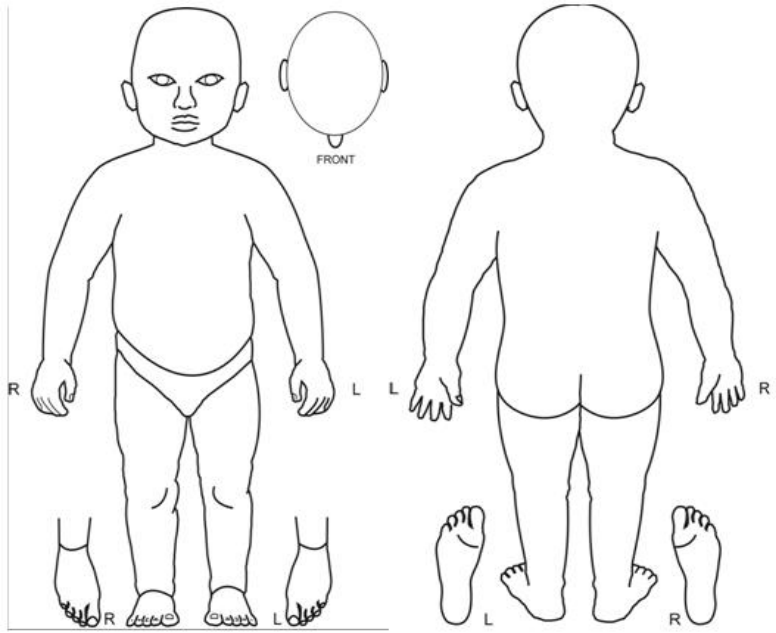
Possible indicators…

- Injuries to both sides of the body
- Injuries to soft tissue
- Injuries with particular patterns
- An injury that doesn’t fit the explanation given
- Delays in presentation
- Untreated injuries
- Bruising on non-mobile babies or children (**Worcs. Safeguarding Children Partnership’s Bruising Protocol**)

Any bruising found on a non-mobile child or baby should be recorded using a Body Map and referred in ALL cases

Non-Accidental Bruising – Using Body Maps

- Forearms (when raised to protect self)
- Inner arms
- Chest and abdomen
- Back and spine
- Any groin or genital injury
- Inner thighs
- Soles of feet
- Buttocks
- Hands
- Head injuries
- ‘Triangle of Safety’ – ears, side of face, neck and top of shoulders
- Black eyes – especially if bilateral
- Ears – especially pinch marks
- Soft tissue of cheeks
- Intra – oral injuries



Indicators of Emotional Abuse

- Failure to thrive
- Attention seeking
- Over ready to relate to others
- Low self esteem
- Apathy
- Depression/self harm
- Drink/drug/solvent abuse
- Persistently being over-protective
- Constantly shouting at, threatening or demeaning a child
- Withholding love and affection
- Regularly humiliating a child

Indicators of Sexual Abuse

- Age-inappropriate sexual behaviour/knowledge/ promiscuity
- Wary of adults/ running away from home
- Eating disorders/depression/ self harm
- Unexplained gifts/ money
- Stomach pains when walking or sitting
- Bedwetting
- Recurrent genital discharge
- Sexually transmitted diseases

Signs of online abuse

- Phone aversion or phone addiction
- Secrecy
- Acting out of character
- Change in routines
- Change in friendship groups
- Change in sleep and eating pattern
- Self-harm
- Emotional

Case Scenario - The Harris Family

- **Safeguarding Thresholds Activity**
- **Objective**
- To help staff identify levels of need, recognise indicators of risk, and understand when concerns should be managed through:
- Universal Services (Level 1)
- Additional Support (Level 2)
- Targeted Support (Level 3)
- Children's Social Care/Statutory Intervention (Level 4)

What is contextual safeguarding ?

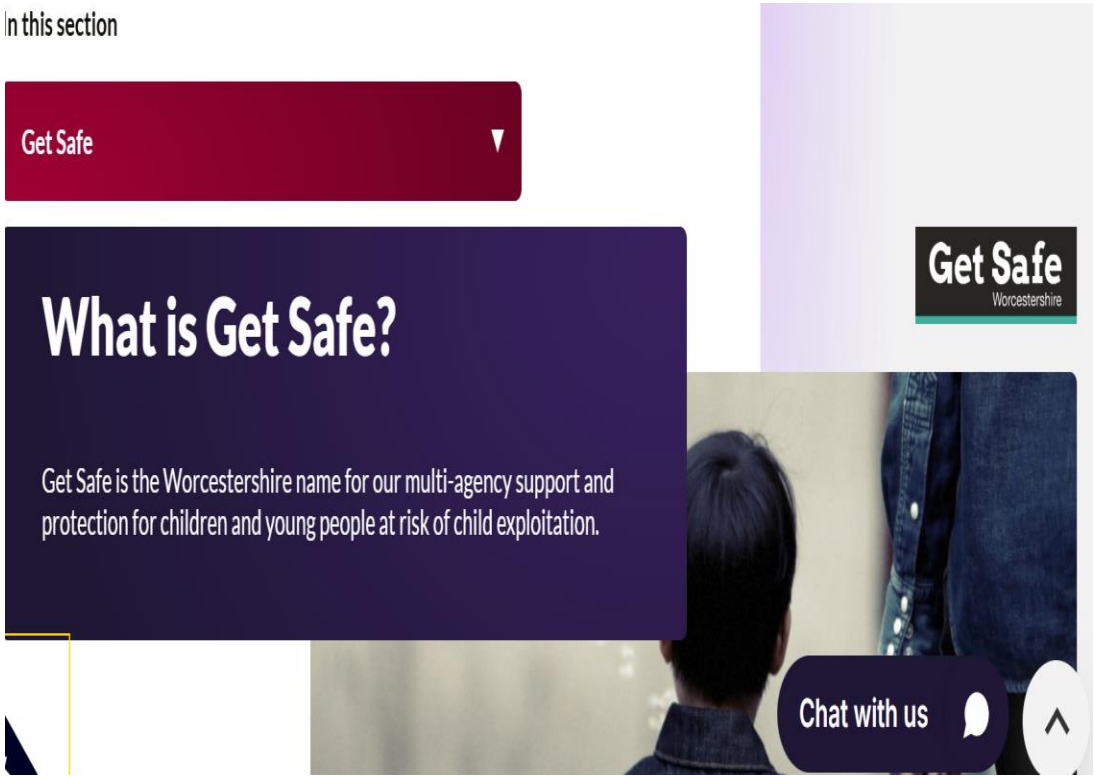
"Now that we understand **what abuse looks like**, we need to explore **where and why it happens —**

because safeguarding isn't just about spotting individual incidents, it's about recognising the wider environments, networks, and contexts that place children at risk. That's where contextualised safeguarding comes in.

Contextual safeguarding

Signs of Exploitation

Get Safe



https://www.worcestershire.gov.uk/council-services/childrens-social-care/get-safe

Example of GET SAFE Risk Assessment

GET SAFE

Child Exploitation Risk Assessment

The information given throughout this form must be typed.

To support you in completing this GET SAFE risk assessment please use the GET SAFE Practitioners guide:

Language is extremely important when we talk about children who are victims of harm and abuse through exploitation and therefore the following guidance will assist you in how you describe events and risks in this assessment form: Appropriate Language – Childrens Society Guidance for Professionals

If you have **intelligence** about a location and / or suspected perpetrator(s) then this can be shared with the police by completing the attached and sending this directly to the e-mail address supplied in the document:

Please note this is an external document owned by the police

Document1.doc

Managing Disclosures

Voice of the Child

What “voice of the child” means (KCSIE)

- The **voice of the child** refers to:
- **Actively listening to children and young people**
- **Taking their views, wishes, and feelings seriously**
- **Ensuring their experiences inform decision-making about their safety and wellbeing**
- It is not just about hearing children—it is about **understanding and acting on what they say**.

Key principles in KCSIE

- KCSIE emphasises that:
- Children may **not always disclose abuse directly**, so professionals must notice behaviour, presentation, and context.
- Staff should create opportunities for children to **express themselves in different ways** (not just verbally).
- The child’s voice should **shape safeguarding responses**, not be overridden by adult assumptions.
- Each child is **unique**—their feelings, identity, culture, and communication style must be respected.

Responding to a Child's Disclosure of Abuse

“Every child has the right to feel safe, heard, and supported.”

worcestershire county council

Reporting and Recording

Reporting and Recording

Report a Concern

Name(s) of Pupil(s)

Please enter at least 3 characters to search

Please add the Pupil(s) who are the subject of this concern and add any other Pupil(s) you want associated to it.

Concern Summary

e.g. Injury – Megan arrived at School this morning with a badly bruised right eye.

Send Concern to

Please Select a Notification Group

Concern Date/Time

DD/MM/YYYY HH:MM

Origin of Concern

Please Select an Origin of Concern

Details of Concern

There is no need to repeat the Concern Summary.

Location of Incident

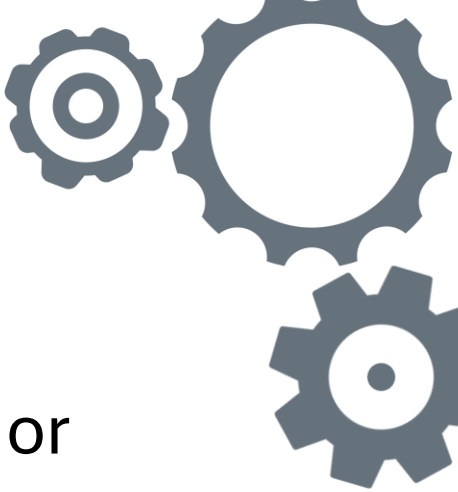
Not Applicable

Reporting and Recording

Key principle - 5Rs

School staff should remember: **recognise, respond, record, and report** concerns promptly, accurately, and in line with school safeguarding procedures.

Report concerns immediately



- Report to the school's designated safeguarding lead (DSL) or deputy DSL.
- Do not assume someone else has reported the concern.
- Report concerns even if you are unsure; it is not your role to investigate.
- Follow the school's safeguarding and child protection procedures.
- If a child is in immediate danger, follow emergency procedures and contact the appropriate authorities.

Recording concerns

- Make a written record as soon as possible after the concern arises.
- Record facts, not opinions. Clearly distinguish between what you observed, what was said, and any professional judgments.
- Use the child's own words where possible when recording disclosures.
- Include:
  - Date and time
  - Names of those involved
  - What was seen, heard, or disclosed
  - Actions taken
  - Who the information was reported to
- Ensure records are clear, accurate, signed, and dated.
- Keep records confidential and store them securely in accordance with school policy and data protection requirements.

What the DSL will do:

Having passed your concern to your DSL, they will:

Take your concern seriously;

Clarify facts and make sure you have recorded what has been said/observed as accurately as possible;

Decide whether to consult with or refer to Children's Social Care;

Give you advice on what to do next, including whether or not to talk to the child or parents.

<u>REMEMBER</u>: If the DSL is not available or you are not satisfied with the advice given, you can make a referral to Children's Social Services.

Making a Referral

Where there are concerns about a child, professionals should consider the appropriate level of intervention required. Some concerns may be dealt with through universal or targeted services (e.g. Early Help Assessment). Others through Children ‘s Services if the child is a Child in Need or suffering or is likely to suffer significant harm.

Supporting Families

What is Early Help?

- Early 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.
- All staff should be ready to identify children who may benefit from early help.
- Children within particular groups may be more likely to need early help
- In the first instance discuss where you think a child might need some early help with your DSL.
- There is a Worcestershire early help pathway and support (The Family Hub).

Supporting Families Offer

WORCESTERSHIRE
VIRTUAL FAMILY HUB

Local Family Hubs

Family Hubs are a welcoming place which provide help and support including parenting groups, midwifery appointments, stay and play sessions and much more.

Back to school

Tips for returning to school after the holidays.

Bullying, harassment, stalking and hate crime

Support and guidance resources.

Youth clubs

Youth clubs for young people providing recreational and leisure time activities that support their personal, social and emotional development.

Best Start Worcestershire

Best Start Worcestershire brings together the support and resources for expectant parents and families with babies and young children.

Childcare

Information about childcare and search for childcare in Worcestershire.

ildrens-social-care/virtual-family-hub/.../best-start-family-hubs

Inclusion in Educational Settings

Information on promoting and supporting Inclusion and Inclusive practice in educational settings.

Keeping your child safe online

Find advice and guidance to help keep your child safe when online.

Learning services Worcestershire

Courses and study programmes to help you boost your skills, learn in your community, and unlock your potential.

Mental health and emotional wellbeing

Useful resources to help you support families struggling with mental health.

Child safety

Keeping your child safe in the home and whilst playing outside.

Domestic abuse: Children and young people

Information and advice on domestic abuse for children, young people and families.

Get Safe Worcestershire

Get Safe

Information and resources to help you look out for signs of child exploitation.

HARMONY AT HOME

Harmony at Home

Reducing Parental Conflict in partnership with organisations from our multi-agency reference group.

Health

Support and guidance resources.

Holiday Activities and Food (HAF) programme

Information about the holiday activities and food programme, for parents and providers.

Housing, finances and debt

Support and guidance resources.

Identity and sexuality

Support and guidance resources about identity, sexuality and LGBTQ+.

Neurodivergence Zone

Information on children, young people and neurodivergence for families and professionals.

Parent carer support and assessments

Advice, guidance and support for parent carers.

Relationship support

Support and guidance resources.

SEND Local Offer

Information about the help and support available in schools and colleges for children with SEND.

HR/Low Level Concerns/Allegations

Low Level Concerns/Allegations against adults/HR

- What is a low-level concern?
- What is an allegation against an adult working with children
- What is a code of conduct / HR concern
- How do I self refer?

What is a low-level concern?

A low-level concern is a concern about professional conduct that **breaches the Staff Behaviour Policy / code of conduct, including outside of work** but does not meet the threshold of harm.

Examples – having favourites, being overfriendly with children, taking photos of children on their mobile phone (contrary to school policy), engaging with child one to one in a secluded area/behind a closed door, inappropriate / sexualised language, **humiliating pupils.**

All **low-level concerns** must be **reported to the appropriate person** in your setting, as set out in your low-level concerns procedure.

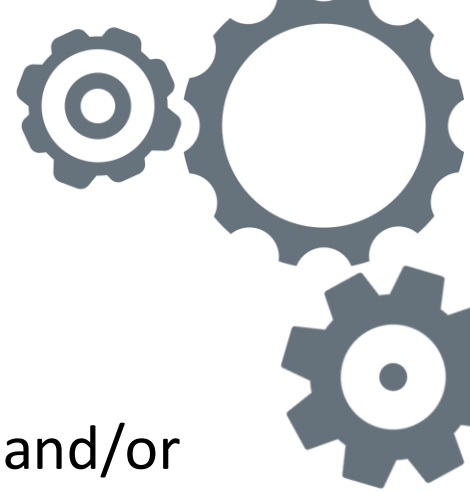
These will all be **recorded** and **appropriate action taken**.

If you think that there is a continuing risk, **escalate** your concerns in line with your escalation policy.

What is an allegation against an adult working with children

- An allegation is defined as any complaint or concern that might indicate that a person who works with children has: Behaved in a way that has harmed a child or may have harmed a child. Behaved towards a child or children in a way that indicates that they may pose a risk of harm to children.

Threshold of harm for a LADO referral



The individual has:

- behaved in a way that has **harmed a child**, or may have harmed a child; and/or
- possibly **committed a criminal offence** against or related to a child; and/or
- behaved towards a child or children in a way that **indicates** he or she **may pose a risk of harm** to children; and/or
- behaved or may have behaved in a way that **indicates** they **may not be suitable to work with children**.

Remember the duty to refer:

- All professionals have a duty to refer cases where abuse is known to have occurred or is suspected.
- Children have a right to be safe
- Adults have a responsibility to protect children
- No professional has the right or responsibility to withhold information or to respect a child's/young person's wish for confidentiality when they are at risk of, or are suffering, significant harm.

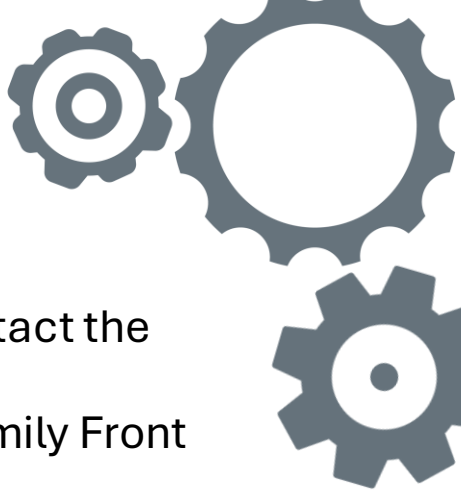
What is a code of conduct / HR concern

- A Staff Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff are expected to observe. School staff are in a unique position of influence and must adhere to behaviour that models the highest possible standards for all the pupils within the school.

How do I self refer?

- Schools and colleges should ensure they create an environment where staff are encouraged and feel 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 they have behaved in such a way that they consider falls below the expected professional standards.

Worcestershire Education Safeguarding



If You Are Worried About a Child

- If you have reason to believe that a child or young person is at immediate risk from harm contact the Police on 999.
- Members of the public concerned that a child is in need of protection should contact the Family Front Door on 01905 822666 from Monday to Friday 8.30am to 4.30 pm.
- For assistance out of office hours (5:00pm to 8:00 am weekdays and all day at weekends and bank holidays) please contact 01905 768020.
- Professionals concerned that a child is in need of protection should make a referral.
- **Useful Contacts:**
  - Family Front Door 01905 822666
  - Ofsted 0300 123 1231
  - Childline 0800 1111
  - Women's Aid (24hr help line) 0800 980 3331
  - WCC Education Safeguarding 01905 844436
  - LADO 01905 846221

Remember: 'Doing nothing is not an option'

Safeguarding is everyone's responsibility

Thank you for your attention