Safeguarding Part 1

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Seminar norms

Throughout the seminar, please:

- Be present
- Be proactive
- Critique with kindness



Rewrite the future

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Seminar objectives P12

By the end of this seminar, you will:

- understand your statutory duties and responsibilities
- know the four types of child abuse and neglect and be able to identify indicators of these
- know what to do in response to a direct disclosure or indicators of abuse

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Related ITTECF statements

Learn that…	Learn how to…
Professional behaviours (Standard 8 – Fulfil wider professional responsibilities)	
	8c Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. ***8n*** Knowing who to contact with any safeguarding, or any pupil mental health concerns.

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Seeking support

Much of the content in this seminar is sensitive in nature. It could raise personal, as well as professional issues for you.

If you need support following the content of the session you can contact the education support helpline on 0800 562 561

We have withdrawal spaces and people around should you need to talk

- **Meeting Hub**
- **Gemma's office**
- **Feel free to take a walk outside and return when able**

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Why is safeguarding so important?

On average, 58 child deaths by assault or undetermined intent per year in the UK.

Child homicides are most commonly caused by the child's parents or step-parent.

Children with SEND are x3 more likely to be abused than their peers.

1 in 20 children in the UK have been sexually abused.

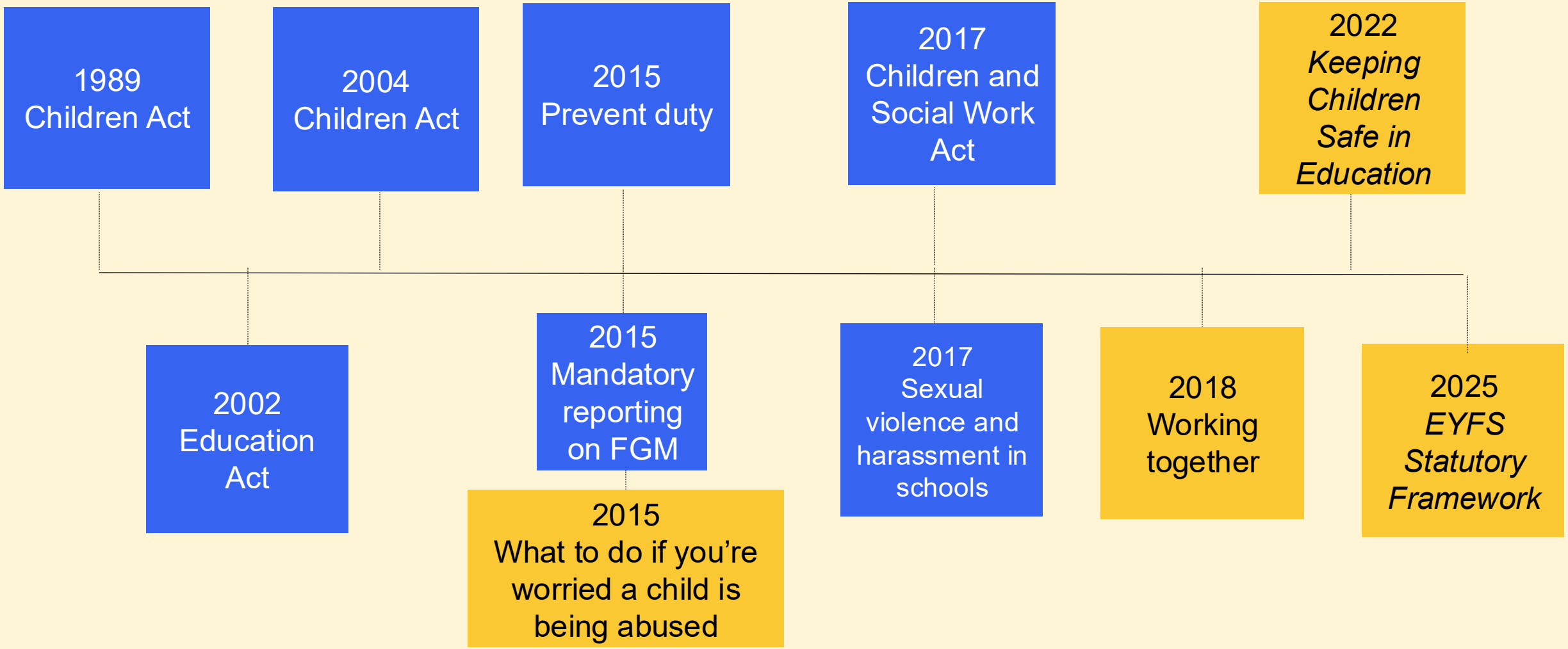
1 in 14 children in the UK have been physically abused.

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Key legislation and guidance

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Today's training is based upon the Keeping Children Safe in Education 2026

You will need to read Part 1 AND Annex A before you leave today

Accessed online or via Teams for later reference

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Audio versions and translations

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An audiobook version of Part 1 can be found here

Delivery is quite slow – you may find it useful to increase the speed to 1.25
Once available, translations will be available here



A 38 minutes webinar on the key KCSIE changes can be accessed here

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Remembering Victoria Climbie

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POLICE
SOCIAL SERVICES
MEDICAL
OTHER

SERGEANT
PC
BRENT POLICE
SERGEANT

AMBULANCE
CHURCH 1
CHURCH 2
DISTANT RELATIVE
FRENCH TEACHER
CHILD MINDER
FRIEND

TAXI DRIVER
IMMIGRATION

PAEDIATRIC REGISTRAR
SENIOR HOUSE OFFICER
A&E SENIOR HOUSE OFFICER
WARD SISTER
A&E NURSE
CONSULTANT PAEDIATRICIAN
HOSPITAL 1
NURSE 2
NURSE 3
NURSE 4
NURSE 1

EALING HOMELESS FAMILES

NURSE 1
NURSE 3
NURSE 2
NURSE 4
NURSE 5
NURSE 6
HOSPITAL 2
SENIOR HOUSE OFFICER
CONSULTANT PAEDIATRICIAN
PAEDIATRIC REGISTRAR
CONSULTANT PAEDIATRICIAN
FRENCH SPEAKING NURSE
REGISTRAR 1
REGISTRAR 2
A&E CASUALTY OFFICER
REGISTRAR 3
DERMATOLOGY
PSYCHOLOGY

POLICE

NSPCC
COMMUNITY HEALTH VISITOR
SENIOR NURSE
LIAISON HEALTH VISITOR

SERGEANT
PC
SERGEANT
DET INSPECTOR
HARINGEY POLICE

BRENT SSD
ENFIELD HOSPITAL SOCIAL WORKER
HARINGEY SSD
MANAGEMENT
ENFIELD SSD
SOCIAL WORKER
ACTION SSD

PRACTICE NURSE
GP 1

HARINGEY SOCIAL SERVICES
SOCIAL WORKER
TEAM MANAGER
SENIOR PRACTITIONER

GP 3
GP 2
PRACTICE NURSE

SOCIAL WORKER 1
SOCIAL WORKER 2
EALING SOCIAL SERVICES
SOCIAL WORKER 3
SOCIAL WORKER 4
SOCIAL WORKER 6
SOCIAL WORKER 5

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See and Hear the Child – Lived Experience



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Interpretation in Practice – NEVER assume

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"Fit for Discharge"

"I cannot account for the way other people interpreted what I said.
It was not the way I would have liked it to have been interpreted."
(Dr Ruby Schwartz)

Victoria Climbe was prematurely discharged from hospital. The social worker misinterpreted a fax which stated that Victoria was 'fit for discharge' as meaning that there were no concerns.

The term 'fit for discharge' actually referred to the fact that Victoria was 'medically fit' for discharge. Medical staff still had concerns about the account given for Victoria's condition and assumed that further investigation would be carry out.

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Whose responsibility?

“Safeguarding and promoting the welfare of children is everyone’s responsibility.”

(*Keeping Children Safe in Education* 2026)

Under Section 175 of the Education Act 2002, every school has a duty to safeguard and protect the welfare of its pupils.

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Why is your role important?

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Keeping Children Safe in Education 2023

Teachers and school staff:

- Spend more time with children during term time than anyone else
- Are likely the first people who have a feeling that something may not be quite right
- Are often the person children choose to tell

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The role of school staff – ask when you get to school

- All responsible
- Designated safeguarding lead (DSL)
- School Safeguarding Policy
- Know how to refer to social services
- Remember ‘it **could** happen here’

Reflect:

Do you know:

- Who is the DSL in your school?
- What is your school’s safeguarding policy?
- How do you refer to social services?

Make a note of any follow up actions you will take to find the answer to these questions.

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Video

[Video 1 - YouTube]

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Professional Curiosity

Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection. KCSIE, 2026

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Identifying children in need

Early help (Family Help)

Vulnerable and in need of extra support

Protection

Experiencing or at risk of experiencing abuse or neglect

CAVEAT – KCSIE 2026 has updated and refined the definition of Early Help to name it Family Help

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Recognising Need



Safe and well

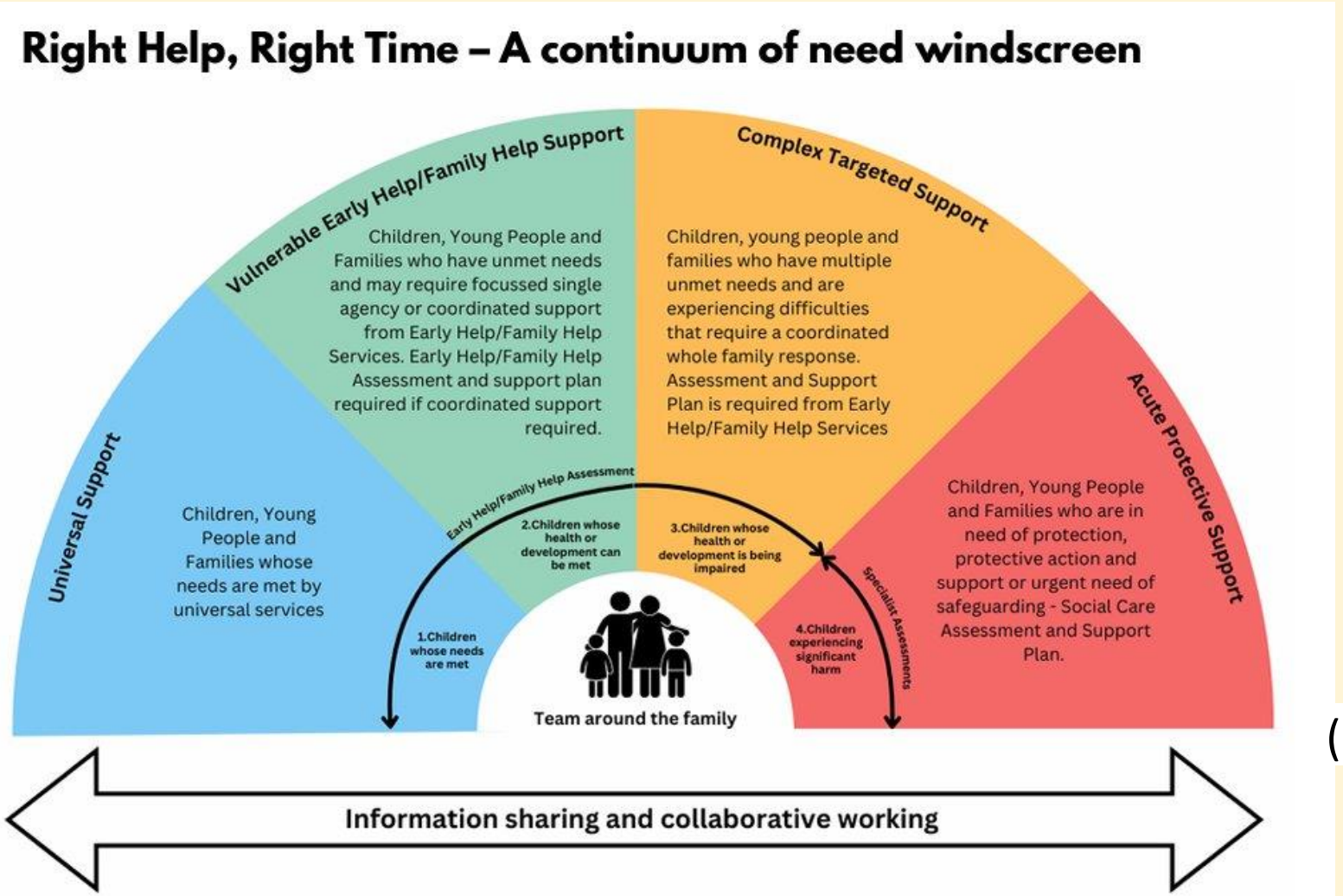
Family Help

Safeguarding

Child Protection

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This diagram provides a visual representation of the level of need that children and families may experience. This is not linear, and children and families may have varying needs at different points. The team around the family at any point could be from universal service through to acute protective support.

Used in Northants

Northants Multi Agency Safeguarding Hub

Phone: 0300 126 7000
(MASH & Emergency Duty Team)

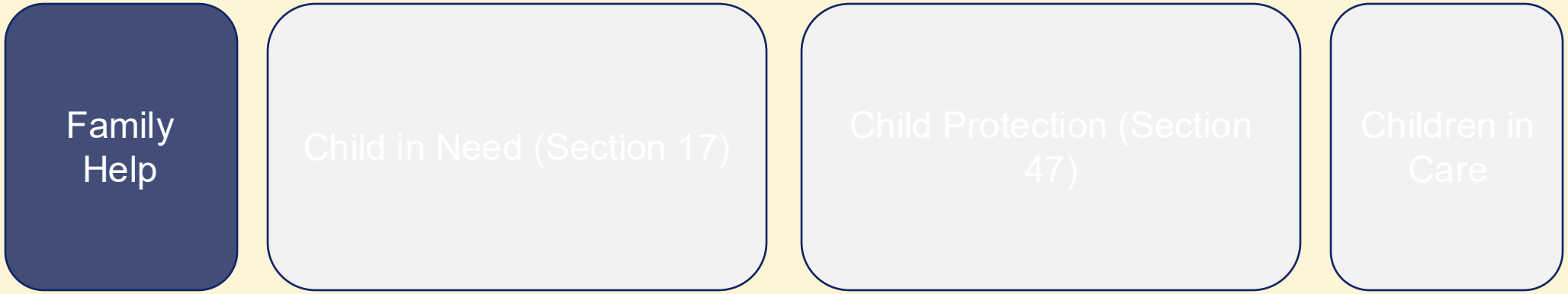
Online form:

Northamptonshire Children's Trust – Report a Concern

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Family Help



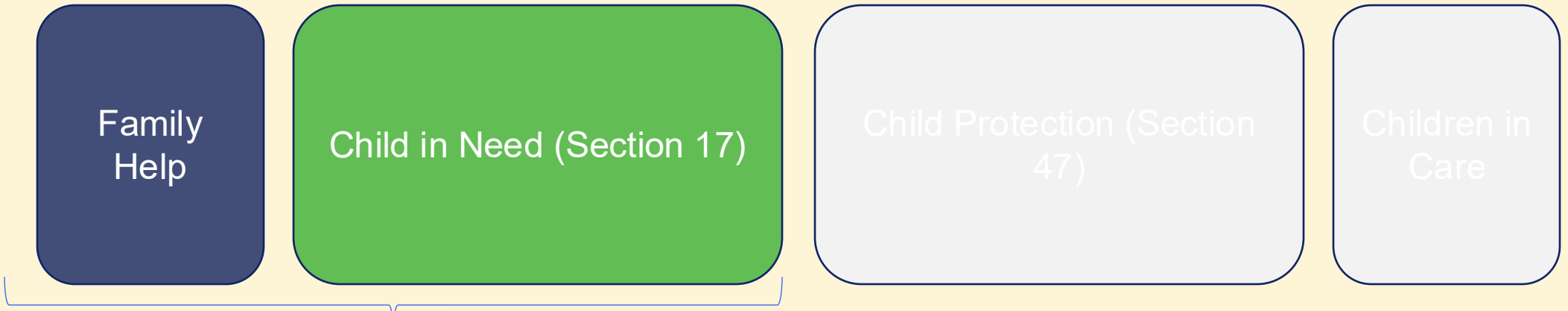
Family help means providing support as soon as problems emerge at any point in a child's life, from the foundation years through to the teenage years – to improve a family's resilience and outcomes or reduce the chance of a problem getting worse.

Family help may be community-based (for example, delivered within and/or led by schools or other universal services – health centres, school nursing), or in some cases, referred to targeted family help (Sections 10 and 11 Children Act 2004)

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Child in Need



A child in need is defied as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

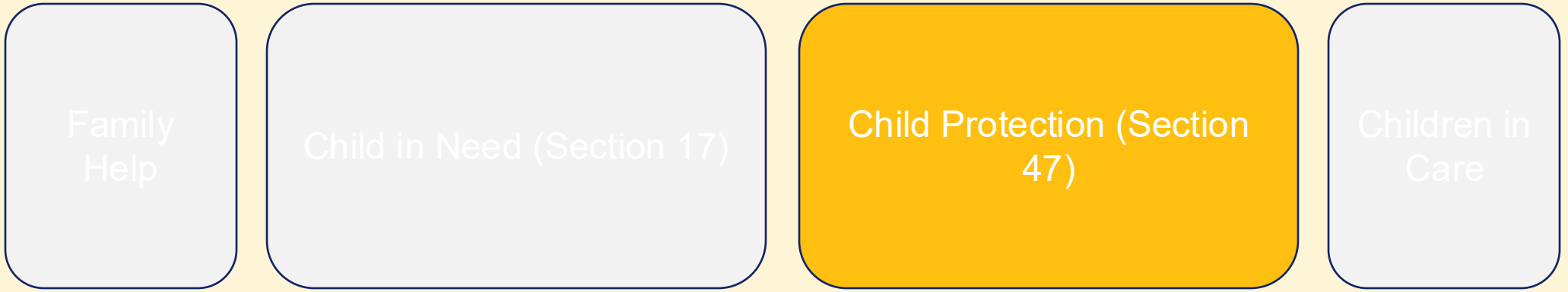
Local authorities are required to provide services for children in need.

Working with a child and family under Section 17 requires the consent of the family

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Child Protection



Child protection – the activities and processes that follow a concern that a child is suffering or likely to suffer significant harm.

Children may need protected from harm in their family, whilst living in residential care, kinship or foster care, and those who are harmed or exploited by others, including peers, in the community or online.

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Early Help – changes to the terminology

Many references to "Early Help" have changed to…

"universal services and community-based early help"

"targeted early help level of family help"

All teachers and education support staff including cleaners / reception / catering etc etc, have to complete top-up training each year where the changes to KCSIE are added and highlighted.

You will be made aware of changes too, even though, for some of you, this is your first training of this kind

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Children at ‘Greater Risk of Harm’

- Children who need a social worker
- Children missing from education
- Elective home education
- Children requiring mental health support
- Looked after and previously looked after children
- Care leavers
- Children with SEND
- Children who are lesbian, gay, bisexual or transgender

Keeping Children Safe in Education (DfE, 2026)

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Early Help: Extra Vigilance Required

- 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)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- 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

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Early Help or targeted family help: Extra Vigilance Required

- is frequently missing/goes missing from education, home or care
- 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
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- 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 alcohol and other drugs themselves
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage, and
- is a privately fostered child.

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Changes to Part 1 KCSIE 2026

Children who need support – these items have been added to the list

Pregnancy / young parent

Early signs of abusive, violent and/or harmful behaviour

On a part-time timetable

Signs of anti-social / criminal behaviour and gang or organised crime groups and county lines involvement

Repeated removal from a classroom / multiple suspensions

Risk of being radicalised to terrorism

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Adverse Childhood Experiences (ACES)



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Describe...

look at the picture on the screen, but not discuss it with anyone else!



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What is abuse?

Abuse a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, **including where they see, hear or experience its effects.** 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 by another child or children. **Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.**

(*Keeping Children Safe in Education* 2026)

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Four categories of abuse (PENS)

Physical

Emotional

Neglect

Sexual

These can occur independently but also often occur together

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Physical abuse

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

Keeping Children Safe in Education (2026)

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Emotional

Emotional abuse

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

Perpetrators may:

- convey that child is worthless
- deprive them of opportunities
- Verbal abuse and / or persistent criticism, belittling or name calling to make the child feel worthless
- Deliberate silencing
- have developmentally inappropriate expectations of a child
- isolate a child from normal social interaction
- scaring or bullying (including cyberbullying)

Children can also suffer if they witness abuse of another

Keeping Children Safe in Education (2026)

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Sexual

Sexual abuse

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

Sexual abuse involves:

- forcing or enticing sexual activities
- physical contact
- non-contact acts

Sexual abuse can be committed:

- online or offline (using technology to facilitate)
- by anyone at any age

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Keeping Children Safe in Education (2026)

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Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs. This includes failure to:

- provide adequate food, clothing and shelter
- protect from physical and emotional harm/danger
- ensure adequate supervision
- ensure appropriate medical care or treatment
- receive an education
- Lack of response to basic emotional needs
- Affluent neglect

Keeping Children Safe in Education (2026)

Neglect

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Neglect: What to Look Out For

- Severe and persistent illnesses and infections
- Missing school, or consistently being collected late
- Being a carer for siblings or other family members
- Signs of malnutrition
- Not having appropriate clothes, shoes or equipment for school
- Affluent neglect
- Poor medical and dental care
- Being hungry, stealing or hiding food
- Issues with hygiene – regular cases of head lice, long fingernails, dirty skin



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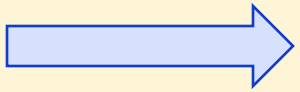
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Child on Child abuse

Likely to include:

- bullying (including cyber bullying)
- teenage relationship abuse
- physical abuse e.g., hitting
- sexual violence and harassment
- sexting or sharing of sexual imagery
- initiation or hazing violence and rituals

New this year!





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Domestic Abuse

Domestic abuse includes any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Abuse can be direct or indirect.

May be physical, emotional, economic, psychological, sexual, coercive or controlling.

HM Government & Domestic Abuse Act 2021

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Domestic Abuse changes 2026

Domestic Abuse

Greater clarity

Teenage relationship abuse now explicitly includes:

- Physical, sexual, and emotional abuse
- Stalking
- Criminal exploitation, including financial exploitation

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Online Harms (KCSIE 2026)



[We Remade a 1990s Video Shop for the Smartphone Era]

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Online Harms (KCSIE 2026)

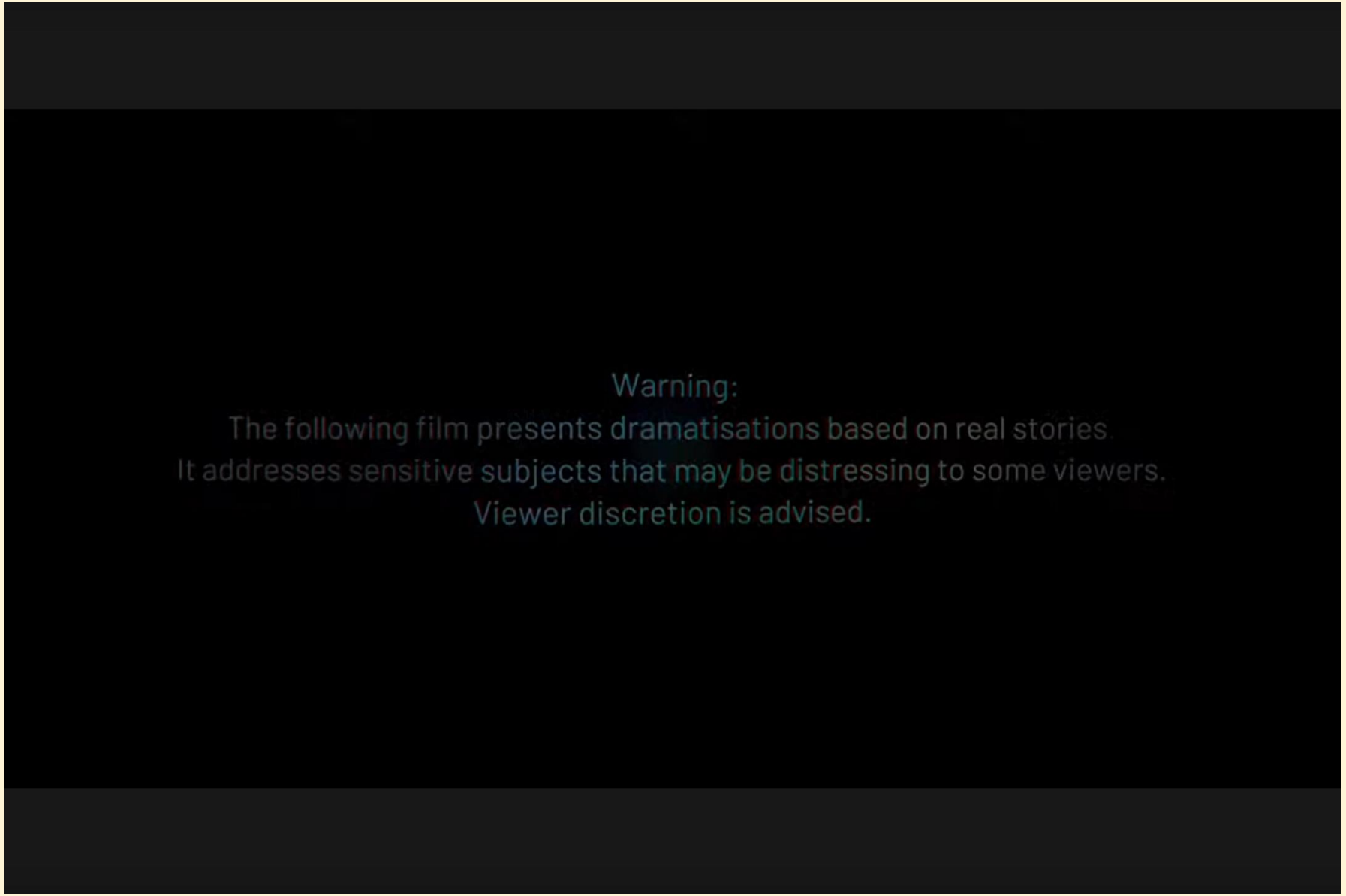
Content	Contact
Being exposed to illegal, inappropriate or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories.	Being subjected to harmful online interaction with other users or generative AI applications that stimulate this; for example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
Conduct	**Commerce**
Online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying.	Risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

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Protect Us.

WeProtect Global Alliance



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Online Content

Misinformation - False or inaccurate information that is spread, regardless of intent to deceive. People sharing misinformation often believe it to be true. This can include sharing outdated or incorrect health advice, spreading rumours without verifying facts.

Disinformation - Deliberate spreading of false information with the intent to deceive or mislead people. This can include propaganda campaigns, fake news stories designed to manipulate public opinion or cause harm.

Conspiracy Theories - Explanations for events or situations that invoke a conspiracy by sinister and powerful groups, often without credible evidence. This can include theories about government cover-ups, secret societies controlling world events.

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Online Safety Act 2025

New Offences:

Cyberflashing

Epilepsy Trolling

Threatening Communications

Encouraging Serious Self-Harm

Sharing Intimate Images (including deepfakes)



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AI - Potential Harms

Sexual Abuse of Children

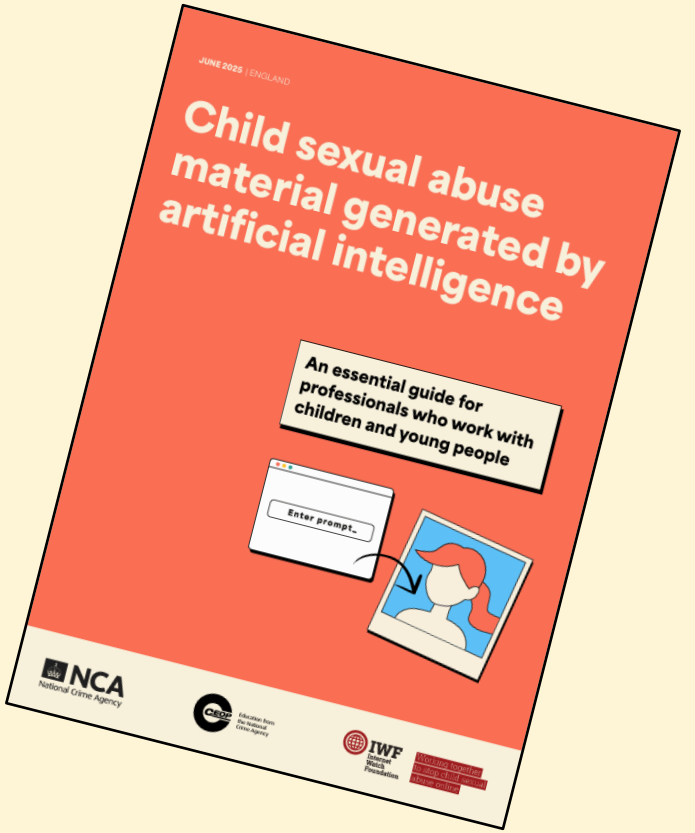
Cybercrime and Fraud

Lack of Regulation

Data Protection and Privacy Issues

Lack of Ethical Framework

Disinformation, Bias and Discrimination



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AI – what this might look like

- AI can generate harmful or offensive material
- It can produce false or misleading information, affecting children's behaviour and beliefs
- Realistic fake images, audio, or video can be used for bullying, exploitation, or grooming
- Offenders may use AI to mimic a child's voice or appearance and to disguise their own identity
- Children can form attachments to AI 'friends' (in reality chatbots) which may affect their social development or emotional resilience
- Children may treat AI like a real person, blurring their understanding of real relationships and empathy

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The Telegraph

‘My son killed himself because an AI chatbot told him to. I won’t stop until I shut it down’

Mother of boy who discussed suicide with an AI clone of Daenerys Targaryen seeks justice

Kieran Kelly

Related Topics
Artificial Intelligence, Suicide

07 June 2025 10:30am BST

281

Gift this article free



Megan Garcia with her son Sewell Setzer

Megan Garcia first realised something was wrong with her teenage son when he quit basketball...

The Dangers of AI

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Online COM Networks

Online groups involved in child sexual abuse, cybercrime and offline violence

Six-fold increase in offences between 2022 and 2024 (NCA, 2025)

Majority of victims and perpetrators are under 18

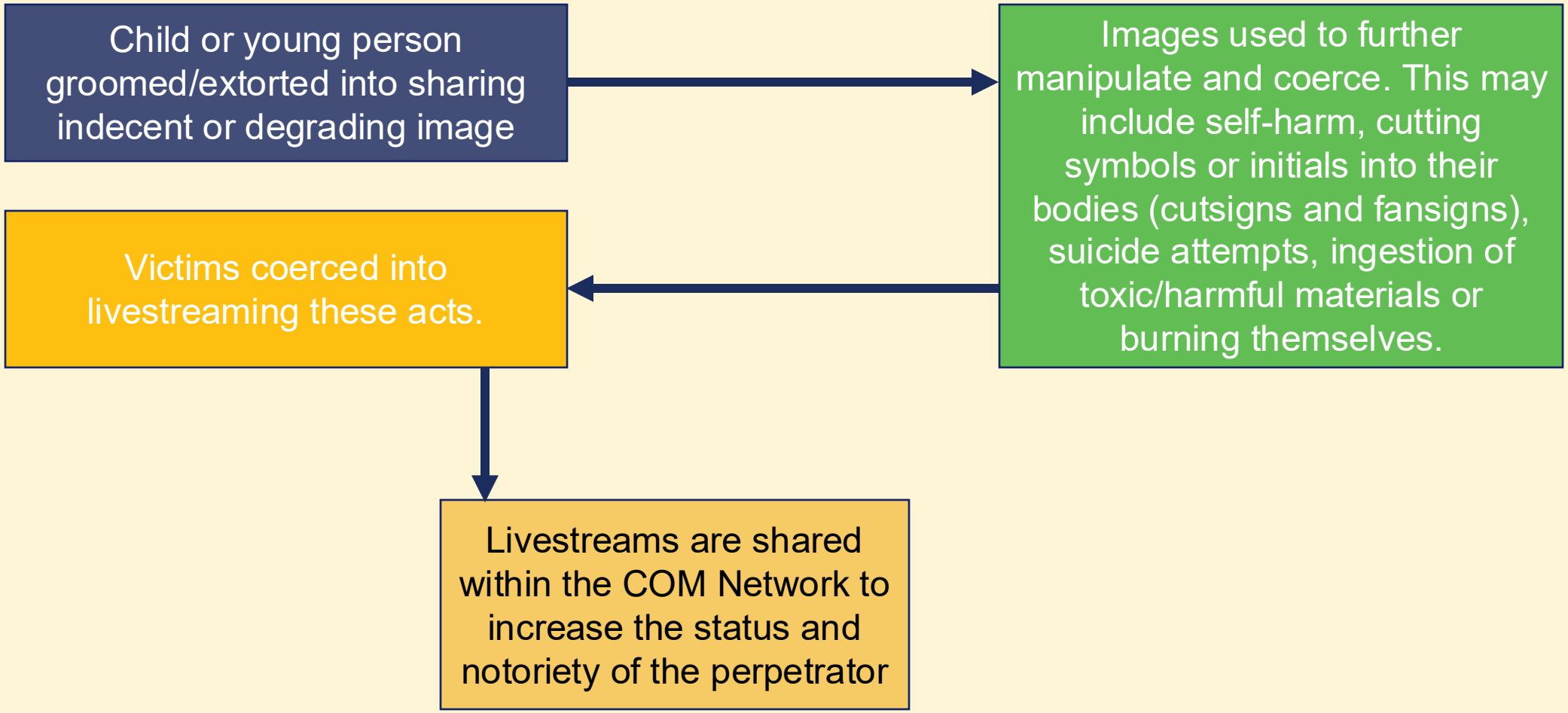
Active on virtually all social media, but primarily Discord and Telegram

Offenders target vulnerable victims, including those accessing forums for advice on mental health disorders, neurodiversity, body image concerns, self-harm and suicide, sexual orientation and gender identify, sexual or physical abuse or substance misuse.

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The Process of Sextortion Through COM



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Filtering and Monitoring

Filtering software blocks access to inappropriate content, whilst monitoring software monitors users' actions (e.g. monitoring keystrokes) and captures screenshots of concerning or inappropriate usage

These are then logged automatically on to CPOMS (or other school systems)

Staff vigilance remains key, and any filtering and monitoring concerns must be reported to the DSL immediately.

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Recognising possible indicators of abuse

- child's appearance
- child's behaviour – what they say or do
- how others behave towards the child

Activity: Take 5 minutes to familiarise yourself with the indicators of abuse sheet.

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Every child is ONE caring adult away from being a success story

Josh Shipp

That One Caring Adult Could Be…



YOU

We are all part of the Safeguarding Team!

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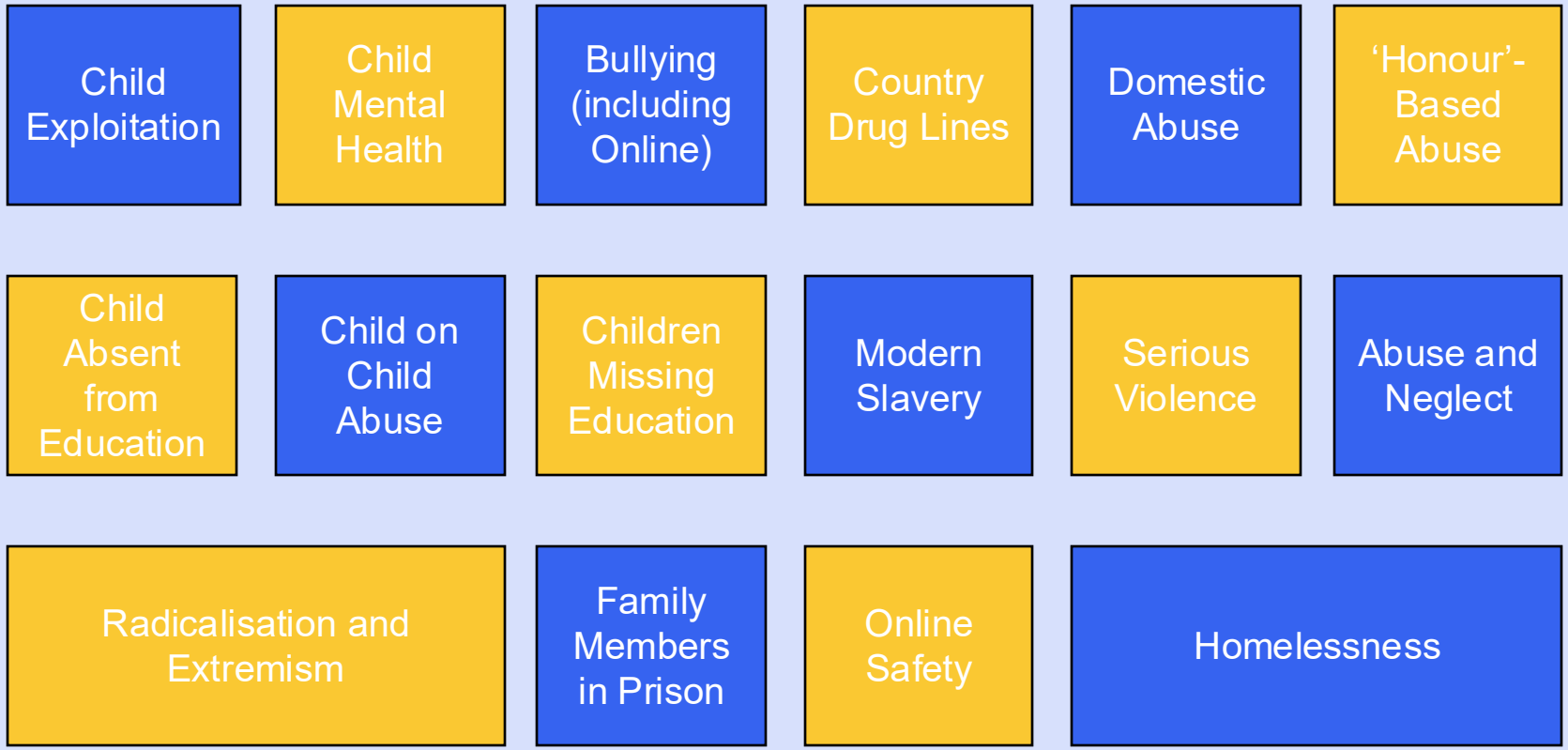
Identifying the four types of abuse

Physical	Parents regularly drink spirits and let their 10-year-old child sip out of the glass.
Sexual	Neighbour asked a child to take semi-naked photos of themselves.
Neglect	A 9-year-old child is often left home with their younger sibling whilst their parents are out.
Emotional	Child often witnesses their parents fighting and being violent towards each other in the home.

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Wider Safeguarding Concerns



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Mental Health

Mental health concerns can become safeguarding concerns, including self-harm, eating disorders, suicidal thoughts or suicide. It may also indicate abuse, neglect or exploitation.

All concerns of **self-harm** or **suicidal thoughts** should be **reported** immediately to the DSL or DDSL. If a child is believed to be in danger, we should call 999.

Date of Issue: September 2026

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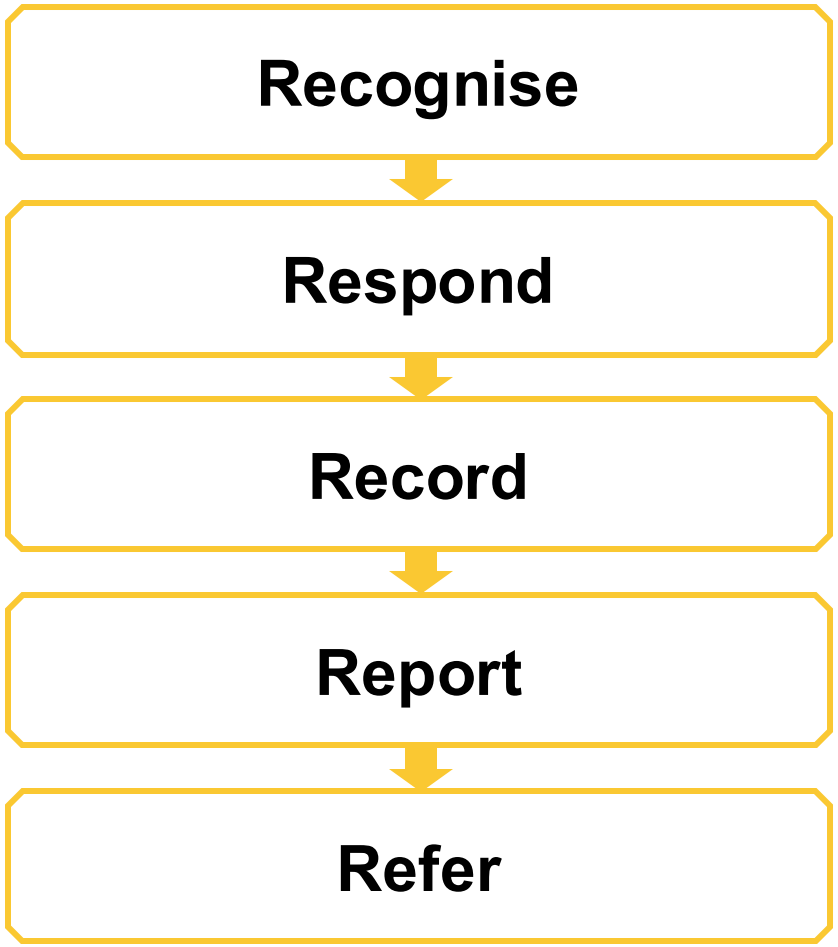
Primary and secondary scenarios

Read the scenarios in a pair and decide:

1) **Is this an issue?**
2) **What type of abuse might we be looking at here?**
3) **Does this scenario cover more than one category of abuse?**
4) **Are there any other considerations?**

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Your role in safeguarding



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Don’t:

- ignore
- dismiss
- promise confidentiality
- investigate
- examine a child
- take photographs of injuries
- attempt to resolve it yourself

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Handling a disclosure

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Respond

Record

Report

Refer

- Listen carefully.
- Let them know they've done the right thing.
- Say you believe them.
- Record the disclosure verbatim.
- Tell them you can't keep it a secret.
- Explain what you'll do next.
- Don't delay reporting the abuse.
- DSL will support in referring.

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Reporting

Familiarise yourself with the reporting processes for:

Attendance

Behaviour

Medical Issues/First Aid

Routine contact home

Special Educational Needs/Disabilities (SEND)

Truancy

Make sure you know who the DSLs are in your school

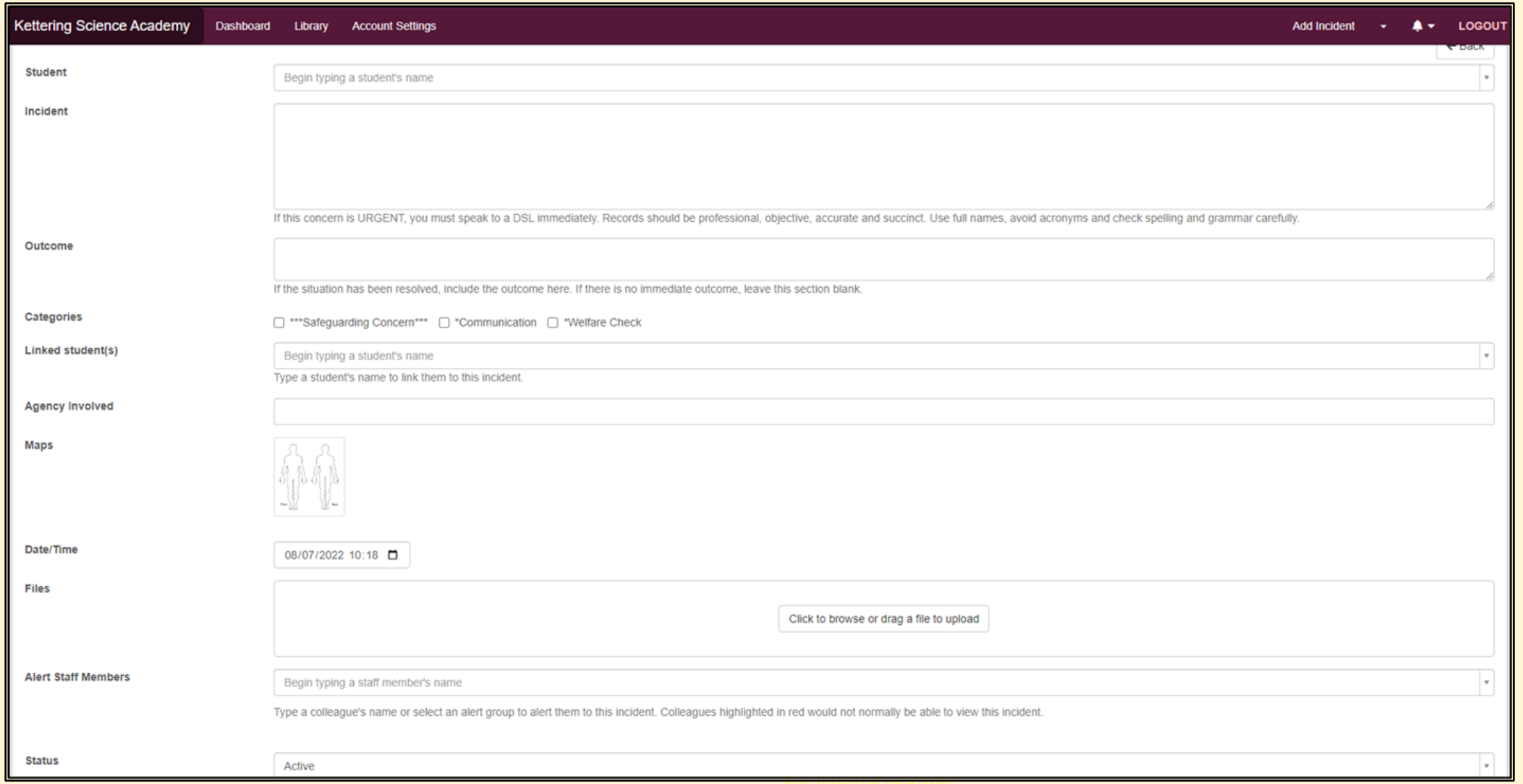
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Using your school reporting systems

Using CPOMS or similar

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Example 1

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Incident

During tutor time this morning, I noticed that Sacheen fell asleep.

If this concern is URGENT, you must speak to a DSL immediately. Records should be professional, objective, accurate and succinct. Use full names, avoid acronyms and check spelling and grammar carefully.

This leaves many unanswered questions…

If you were a DSL and picking this concern up, do you have all the information you need?

What questions are raised?

What other answers do you need?

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Example 2

Teach First

Incident

During tutor time this morning, I noticed that Sacheen fell asleep. This has not happened before. I spoke to Sacheen. He explained that he had an argument with his Mum and left the house at approximately 3am via his bedroom window. Sacheen confirmed that he had not been home and had not been in contact with his Mum since.

If this concern is URGENT, you must speak to a DSL immediately. Records should be professional, objective, accurate and succinct. Use full names, avoid acronyms and check spelling and grammar carefully.

Voice of the Child

Sacheen does not want to return home. He is aware that I am speaking to a DSL, but is worried about Mum being contacted.

Use this space to capture the child's perspectives, wishes and feelings. Specify whether the child is aware that the concern is being logged.

Action

I took Sacheen to Joe Bloggs (DSL) immediately.

Use this space to describe any action you have taken, or action you intend to take.

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Contacting the MASH

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1.3 The Multi-Agency Safeguarding Hub (MASH)

The MASH team can advise on whether a family needs early help or whether they meet the threshold for statutory child protection. They can be contacted by members of staff or parents/carers.

- North Northamptonshire: 0300 126 7000
- Cambridgeshire: 0345 045 5203

Designated Safeguarding Leads are responsible for making referrals and should be aware of all referrals made relating to children in school

If you are unhappy about the DSL's response and/or feel a child may be at risk, anybody can make a referral to the MASH. The DSL should be informed.

If the DSL requests information from you, this may be to support a social care assessment. Please take time to provide a timely and considered response.

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Record Keeping

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- Professional (consider spelling and grammar, avoiding jargon, initials and abbreviations)
- Objective (be descriptive, use body maps and avoid subjective words (e.g., “inappropriate”)
- Accurate (avoid vague or ambiguous statements, distinguishing between fact and opinion)
- Child Centred (capture the perspectives, wishes and feelings of the child, wherever possible)
- Timely (concerns should be logged at the earliest opportunity)
- Succinct (details should be comprehensive, but concise)
- Evidenced (upload relevant evidence to the incident, such as statements, if applicable)*
- Action focussed (include any action already taken)

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Remember...

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The information you record is likely to have a direct influence on the support put in place for a child and their family.

Staff should be mindful that records may be shared with children and their families or presented as evidence in court.

Your records may be shared with police, social care or other external agencies.

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What information does the DSL need to know?

Please familiarise yourself with the school reporting systems and ask whether you will have access to them if they are a digital form.

- Who is the child (full name)?
- Where were you in school when they disclosed to you?
- Was anyone else with you?
- What did they say (their words and descriptions)?
- What did you do or say?
- Did they show you an injury?
- Where is it, colour, size what does it look like?
- What else do you know about the child?

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What stops children from telling?

Discuss: What do you think might prevent a child from telling someone about abuse?

Blame	Threats/fear	Lack of communication or vocab
Implications	Feeling responsible	Lack of trust
Not recognising the experience as abuse	Feeling ashamed	Not listened to/lack of opportunity to be heard

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Self-care

- Be aware of secondary trauma.
- Know your support structures and use them.

Reflect:

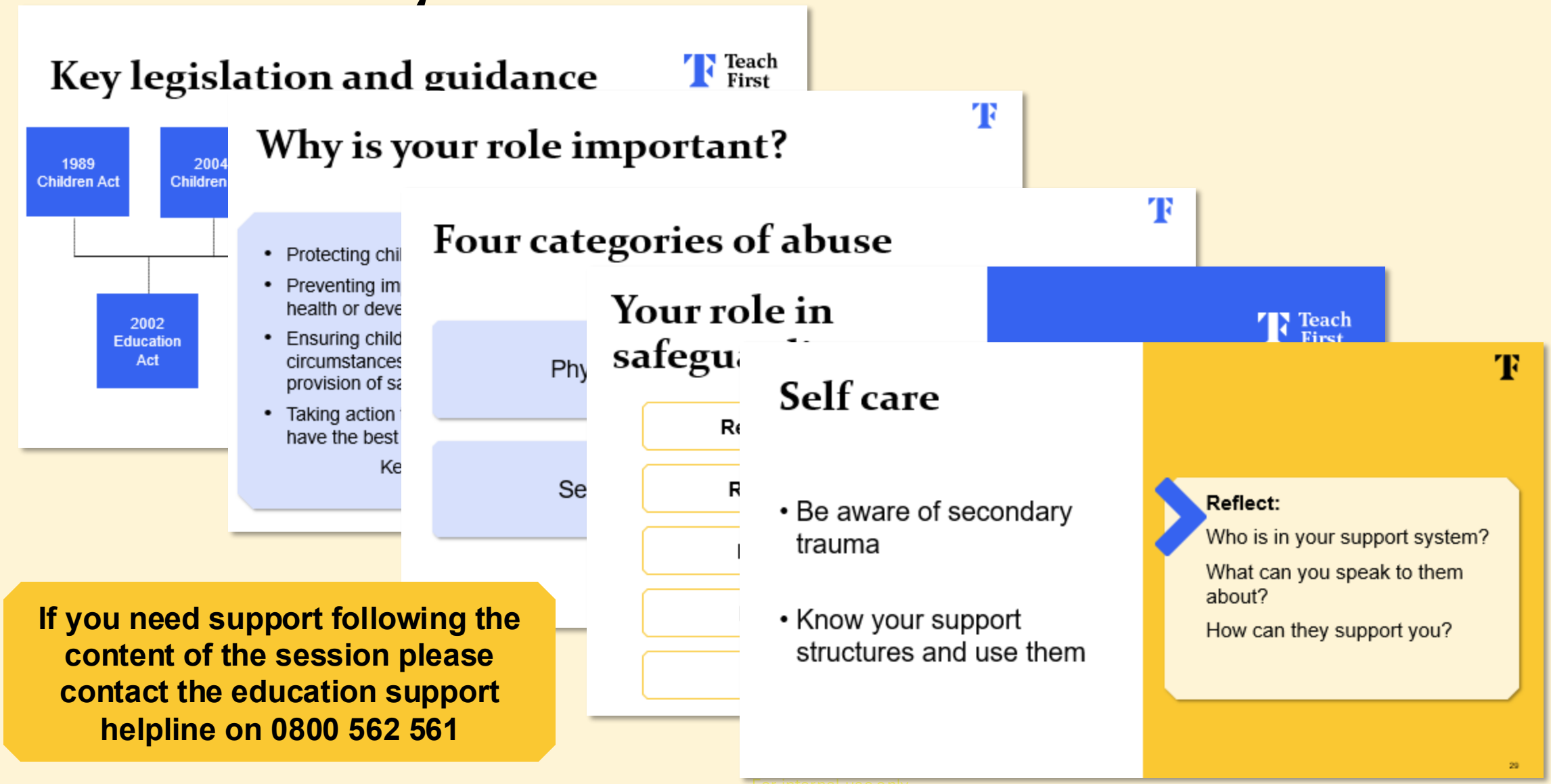
Who is in your support system?

What can you speak to them about?

How can they support you?

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Summary



If you need support following the content of the session please contact the education support helpline on 0800 562 561

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Key Takeaways P12

Safeguarding Part 1

In the session, you'll

- Understand your statutory duties and responsibilities
- Know the four types of child abuse and neglect, and be able to identify indicators of these
- Know what to do in response to a direct disclosure or indicators of abuse

Key Takeaways:

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Checklist

- ❑ **Identify the DSL in your school.**
- ❑ **Familiarise yourself with *Keeping Children Safe in Education 2025.***
- ❑ **Know your school's safeguarding policy and procedure.**
- ❑ **Know other policies in place to support safeguarding e.g.**
  - ❑ Child protection policy
  - ❑ Behaviour policy
  - ❑ Staff behaviour policy (code of conduct)
  - ❑ Online safety policy

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Thank you.

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