

 	<u>Who is responsible for safeguarding at Holy Family?</u> <i>Safeguarding is everyone’s responsibility.</i> Everyone who comes into contact with children and their families and carers has a role to play in safeguarding	<u>ALWAYS REMEMBER</u> <i>Be professionally curious—don’t accept things at face value</i> <i>It could happen here</i> <i>Remain vigilant</i>	<u>Designated Safeguarding Lead (DSL):</u> <i>Will Harding</i> <u>Deputy DSLs:</u> <i>Gemma Cullimore; Anne Collins</i> <u>Safeguarding Governor:</u> <i>Jenny Iles</i>	<u>DfE/Government guidance documents to help us safeguard children:</u> KCSIE 2026 Working Together Prevent Duty What to Do if You're Worried a Child is Being Abused
<u>What to do if a child makes a disclosure?</u> - React calmly - Listen carefully and attentively - Take the child seriously - Reassure the child that they have taken the right action in talking to you - Do not promise to keep anything secret - Ask questions for clarification only. Do not ask leading questions—<i>use the TED approach</i> - Check back with the child that what you have heard is correct and understood - Do not express any opinions about the alleged abuser - Ensure that the child understands that you must tell someone who can help - Make a written record of what the child has told you as soon as possible, in as much detail as possible - Inform the DSL If a child is in immediate danger or at risk of harm, staff should make a referral to local authority children's social care (and the police, if appropriate) immediately.	<u>Key safeguarding issues to be aware of: in KCSIE 2026:</u> 1. Online Safety and AI 2. Attendance 3. Alternative Provision & Off-Site Education 4. Elective Home Education (EHE) 5. Looked After & Previously Looked After Children 6. Relationships, Sex & Health Education (RSHE) / Gender Questioning) 7. SEND Considerations 8. Forms of Harm / Exploitation <i>Child Criminal Exploitation (CCE)</i> <i>Child Sexual Exploitation (CSE)</i> <i>Serious Violence and Knife Crime</i> <i>Honour-Based Abuse (FGM, Forced Marriage, Breast Ironing)</i> <i>Domestic Abuse, including teenage relationship abuse</i> <i>Child-on-Child Abuse</i> <i>Harmful Sexual Behaviour</i> <i>Violence Against Women and Girls (VAWG)</i> <i>Misogyny</i> <i>Prejudice-Based Harm (racism, faith-based prejudice and discrimination)</i> <i>Online Abuse / AI-Facilitated Harm</i> <i>Mental Health Linked Risks</i> <i>Modern Slavery and Exploitation</i>	<u>What is child-on-child abuse?</u> All staff should be aware that safeguarding issues can manifest themselves through child-on-child abuse. This is most likely to include, but may not be limited to: - <i>Bullying (including cyberbullying);</i> - <i>Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;</i> - <i>Sexual violence and sexual harassment;</i> - <i>Sharing of nudes and semi-nudes;</i> - <i>Prejudice-based behaviour, including racism, faith-targeted abuse and other discriminatory behaviour;</i> - <i>Initiation/hazing type violence and rituals.</i> <i>All staff should be clear as to the school policy and procedures with regards to child-on-child abuse.</i> CHILD-ON-CHILD ABUSE SHOULD NEVER BE EXCUSED AS ‘BANTER’ OR ‘BOYS BEING BOYS’	<u>What should you do if you think that a concern you have raised has not been followed up?</u> <i>All staff and volunteers are able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime and know that such concerns will be taken seriously by SLT. Appropriate whistle-blowing procedures are in place for such concerns to be raised.</i> <i>You can also contact the Local Authority Designated Officer (LADO) - Verity Felles: 01454 868508 lado@southglos.gov.uk</i> <u>Physical Abuse</u> Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, or suffocating. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. <i>Signs may include bruises, marks, or injuries that are unexplained or inconsistent with the explanation given.</i> <u>Neglect</u> Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of their health or development. <i>Signs may include constant hunger, poor hygiene, inappropriate clothing for the weather, being underweight, persistent tiredness, poor attendance, unmet medical needs, and a lack of adequate supervision.</i> <i>No single sign is evidence of abuse. Staff should consider patterns of behaviour and seek advice from the Designated Safeguarding Lead (DSL) where concerns arise.</i>	<u>What is the early help process?</u> <i>Early help is support given to a family when a problem first emerges. It can be provided at any stage in a child’s life. This support may be provided by the school and/or other agencies to prevent problems from escalating.</i> <i>Providing timely support is vital. Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life.</i> <i>If you think a child might benefit from early help, you should:</i> - <i>Keep a written record of your concerns</i> - <i>Inform the DSL</i> <u>Sexual Abuse</u> Sexual abuse involves forcing, coercing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. It may involve physical contact, including penetrative and non-penetrative acts such as kissing, touching, rubbing, or masturbation. It can also involve non-contact activities, such as grooming, exploitation, encouraging children to engage in inappropriate sexual behaviour, or involving them in the viewing or creation of sexual images or content. Perpetrators may be adults or other children. <i>Possible signs may include age-inappropriate sexual knowledge or behaviour, changes in behaviour, becoming withdrawn or anxious, avoiding particular people, self-harm, unexplained gifts or money, and physical pain, soreness or bruising.</i> <u>Emotional Abuse</u> Emotional abuse is the persistent emotional maltreatment of a child that causes severe and persistent adverse effects on their emotional development. It may involve making a child feel worthless, unloved, inadequate, or valued only for meeting the needs of others. Emotional abuse may also include bullying, cyberbullying, and radicalisation. <i>Possible signs may include low self-esteem, anxiety, withdrawal, self-harm, sudden changes in behaviour, or difficulty forming relationships.</i>
	9. Family Help & Multi-Agency Working 10. Whistleblowing 11. Staff Roles, Training & Safer Recruitment 12. Mental Health & Wellbeing <i>Mental health concerns</i> <i>Suicidal ideation</i> <i>Emotional wellbeing and vulnerability factors</i>	<u>PREVENT</u> Since July 2015, all schools have been subject to a duty to have “due regard” to the need to prevent people from being drawn into terrorism. This is known as the ‘Prevent Duty’.		

Safeguarding and promoting the welfare of children is **everyone's** responsibility. Staff should at all times consider what is in the **best interests of the child**.

All staff should:

- Provide a safe environment in which children can learn
- Know about (and feel confident to use) school safeguarding systems, including:
 - ⇒ Policies on child protection, pupil behaviour and staff behaviour (code of conduct)
 - ⇒ Your school's safeguarding response to children who go missing from education
 - ⇒ The role and identity of your designated safeguarding lead (DSL) and any deputies

You need to know:

- How to identify children who may benefit from early help, what your local early help process is and their role in it
- How to make referrals to children's social care and for the statutory assessments that may follow a referral, and their role in these assessments
- How to identify signs of abuse and neglect, and what to do if a child makes a disclosure
- That child-on-child abuse can happen between children both inside and outside school
- That children can be at risk of abuse or exploitation in situations outside their families (e.g. sexual abuse, domestic abuse, criminal exploitation, serious youth violence, county lines and radicalisation), and consider when this might be the case
- That technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of abuse and other risks online as well as face to face
- How to maintain confidentiality by only involving those who need to be involved
- That they should never promise a child confidentiality
- That victims of abuse should know they'll be taken seriously, be supported and kept safe. They shouldn't be made to feel ashamed for making a report or that they're creating a problem
- That children may not feel ready or know how to tell someone they're being abused, exploited or neglected, and children may feel embarrassed, humiliated or threatened – this shouldn't prevent staff from having a professional curiosity and speaking to the DSL.

Key Updates in KCSIE 2026

1. All Staff Must Read Part One · Annex A has been removed and all staff are expected to read Part One in full.

2. Artificial Intelligence (AI) and Online Safety · New guidance addresses AI-generated content, deepfakes, nudification apps, and AI-related safeguarding risks.

3. Annual Filtering and Monitoring Reviews · Schools must review the effectiveness of filtering and monitoring arrangements at least annually.

4. Violence Against Women and Girls (VAWG) · Increased emphasis on misogyny, harmful attitudes, sexual harassment, and violence against women and girls.

5. Mental Health and Wellbeing · The mental health section has been substantially updated, including greater recognition of wellbeing concerns and suicidal ideation.

6. Family Help · Early Help terminology has been updated to reflect the new Family Help approach.

7. Gender-Questioning Children · New safeguarding guidance has been included for gender-questioning children.

8. Child-on-Child Abuse · Greater prominence is given to harmful sexual behaviour, sexual violence, sexual harassment, and discriminatory behaviour.

9. Prejudice-Based Harm · New references highlight racism, faith-targeted abuse, and other forms of discriminatory behaviour as safeguarding concerns.

10. Safer Recruitment and Volunteers · Changes to regulated activity requirements strengthen safeguarding checks for some volunteers.

11. Information Sharing and Multi-Agency Working · Stronger emphasis has been placed on effective information sharing and partnership working across agencies.

12. Mobile Phones and Technology · New guidance reinforces the management of risks associated with mobile phone use and technology.

H.E.L.P

Have an open mind

Enable good, trusting relationships

Listen to the child

Pass all concerns to DSL