



2026/27 Annual Safeguarding and Child Protection Update

Aims

During this session, we will refresh and update our knowledge so that we may effectively recognise, respond to, and support safeguarding concerns in line with current legislation, guidance and local procedures.

Trigger warning – The content of this briefing may be upsetting.

It's okay not to be okay - please reach out for support should you need to do so.

Keeping Children Safe in Education (KCSIE)

What has changed for 2026/27?

Keeping Children Safe in Education (KCSIE) is statutory guidance from the Department for Education (DfE). It sets out the legal duties that govern all schools and colleges in England when carrying out their duties to safeguard and promote the welfare of children under the age of 18.

- **Attendance remains a safeguarding issue:** Poor attendance, persistent absence and Children Missing Education may indicate safeguarding concerns
- **Family Help:** Schools may work more closely with multi-agency Family Help services to support families earlier
- **Online safety and emerging technology:** Be aware of AI-generated content, deepfakes, online scams, sextortion and technology-facilitated abuse – report concerns to the DSL
- **Contextual safeguarding:** Risks may occur outside the home through peer groups, communities and online environments
- **Anti-discriminatory safeguarding:** Effective safeguarding must be child-centred, anti-discriminatory, anti-racist and culturally aware
- **Children with SEND:** Children with SEND may face additional barriers to recognising, reporting or disclosing abuse
- **Emerging risks:** Misogyny, violence against women and girls, harmful online communities, incel ideology and online radicalisation remain concerns
- **Professional curiosity:** If something does not feel right, speak to the DSL. Never assume somebody else will report a concern

Remember: Safeguarding is everyone's responsibility. If in doubt – report it. The welfare of the child is paramount.

Keeping Children Safe in Education (KCSIE)



What this means in practice:

- Notice changes in behaviour, attendance, presentation or relationships
- Act early and do not wait for concerns to escalate
- Take attendance seriously and follow up concerns robustly
- Maintain professional curiosity and consider what a child's behaviour may indicate
- Report all concerns to the DSL and record clearly on CPOMS
- Challenge and escalate concerns if you feel they are not being addressed
- Always act in the best interests of the child

KCSIE strengthens our responsibility to act consistently, confidently and without delay to protect children.

Child Protection or Safeguarding ?

What is the difference between
Safeguarding and Child Protection?

Safeguarding activity is universal and based on the prevention of harm and promotion of wellbeing of all pupils.

Child Protection is part of safeguarding and promoting welfare but refers to the specific activity undertaken to protect children (0-18) who are suffering, or at risk of, significant harm



Maintaining a positive safeguarding culture

To maintain a positive safeguarding culture, we all have a duty to:

- Protect pupils from serious harm, both online and offline, teaching them to keep themselves safe from all forms of abuse and neglect
- Be ever vigilant and maintain an attitude of ‘it could happen here’, knowing that some children may be more vulnerable to abuse than others
- Be open and transparent, share information with relevant others and actively seek expert advice when required
- Actively seek and listen to the views and experiences of pupils, staff and parents/carers, taking prompt but proportionate action to address any concerns
- Be receptive to challenge and reflective of practice to make sure that safeguarding policies, systems and processes are kept under continuous review

Safeguarding

All staff members **MUST** know:

- ✓ School Child Protection procedures for reporting & recording concerns
- ✓ Indicators of abuse, neglect or other safeguarding concerns
- ✓ Designated Safeguarding Lead (DSL) name and contact details
- ✓ Requirements of Keeping Children Safe in Education (KCSIE) 2026 - there is a requirement to document that this has been read
- ✓ Safeguarding includes child-on-child abuse (sexual violence, harassment, emotional abuse, coercion, exploitation and/or online abuse), which can occur both inside and outside of school and online, and that abuse can be perpetrated by other children and should never be dismissed as 'banter', 'just having a laugh' or part of growing up
- ✓ Child Protection and Safeguarding procedures and policies of the Local Safeguarding Children Partnership
- ✓ The staff code of conduct
- ✓ Trust whistle blowing & allegation procedures
- ✓ What to do if concerns persist

All staff must also undertake appropriate child protection training which is regularly updated.

School Safeguarding and Child Protection Team



DSL

Mel Brennan (Head of School)

DDSLs

Kris Henderson (Executive Head)

Charlotte Pemberton (Assistant Head) DDSL

Safeguarding contact list 2026/27



School Designated Safeguarding Lead (DSL)	Melanie Brennan mbrennan@wilberfossprimary.co.uk
Deputy DSL(s)	Kris Henderson/Charlotte Pemberton head@wilberfossprimary.co.uk cpemberton@wilberfossprimary.co.uk
Safeguarding Officer	N/A
Chair of LGB	Clare Chappell cchapell
Designated Safeguarding Governor	Clare Chappell/Louise Thurston
Trust Safeguarding Lead	Helen Challinor helen.challinor@theeducationalliance.org.uk 07926 683607

Family Help School and Community Team Contact	Gemma Pickering gemma.pickering@eastriding.gov.uk Family Help School and Community Practitioner - North 07484 013612 Debbie Sturdy Family Help School and Community Manager deborah.sturdy@eastriding.gov.uk
Local Authority Safeguarding Children contact Out of Hours	Mon – Thurs 8.30am – 5.30pm Friday – 8.30am - 4.30pm 01482 395500 RFS should be sent to safeguardingchildrenshub@eastriding.gov.uk Duty Team - 01482 393939
Local Authority Designated Officer	Lisa Breene/Jayne Hammill LADO@eastriding.gov.uk

Some children may be more vulnerable than others...

LGBTQ+ children may be more vulnerable because they might:

- Be a more likely target for bullying
- Be at higher risk of homophobic, biphobic or transphobic hate crimes
- Feel different and isolated from their peers
- Not have a trusted adult to talk to about their identity

Pupils who may be *perceived* to be LGBTQ+ share the same risk factors as those who are LGBTQ+.

Children with **SEND** and **SEMH** may be more vulnerable because they may:

- Rely on others more, be more innocent or trusting
- Find it harder to tell someone about their abuse
- Be less likely to understand their experiences as abuse
- Be more prone to isolation or bullying
- Find it harder to communicate their feelings and emotions
- Have signs of abuse that might also be missed or dismissed.

Many forms of SEND are invisible – this doesn't mean these children are less vulnerable.

Child Protection and Safeguarding internal referral procedures



What to do if you have a concern:

- About a **child** – report to **Designated Safeguarding Lead**
- About a member of **staff** – report to **Headteacher**
- About the **Headteacher** – report to **CEO/Chair of Governors/LADO**
- About the **CEO** – report to the **Chair of Trustees**

Please ensure all concerns are followed up in writing.

If you are concerned that, after sharing your concern the situation hasn't improved, elevate concern to next level or contact your local Safeguarding Children's Hub.

If you still feel that the issues are not resolved, you can contact the NSPCC or LADO.

If there is immediate risk, contact 999 and inform the DSL.

GDPR does not prevent sharing safeguarding information where a child is at risk.

Responding to a disclosure

- React calmly, promise **CONFIDENTIALITY not SECRECY**
- Tell the child that they have done the right thing by telling you and what will happen next
- Avoid making comments or judgements about what is shared and be aware of your facial expression (try not to show shock)
- Keep responses short, simple, slow and gentle
- Do not stop a child who is talking freely about what has happened

Responding to a disclosure

- Observe and listen, only asking open ended **TED** type questions if you need to clarify (NB this may be better left to the DSL or others):
TELL me what happened
EXPLAIN what you mean
DESCRIBE how it made you feel
- Inform the DSL asap and follow up in writing – record what was said, in the child's own words.
- Do not ask leading questions, do not promise secrecy, and do not investigate. Share concerns immediately. Information sharing is essential and should not be delayed.

Types of abuse

What are the four main categories of abuse?

Types of Abuse – What should we look for?

- **Physical abuse** – hitting, shaking, poisoning, causing physical harm
- **Emotional abuse** – persistent emotional ill-treatment affecting development
- **Sexual abuse** – forcing or enticing a child to take part in sexual activities
- **Neglect** – persistent failure to meet a child's basic physical and/or psychological needs

Professional curiosity

Seeing the child behind the behaviour - Neglect

Neglect is 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. Adolescents who have experienced, or are experiencing, neglect are often overlooked. They often take the role of 'parent' for younger siblings.

Neglect can seriously impact a child's wellbeing. Key signs to watch for include:

- Physical: Poor hygiene, constant hunger, inappropriate clothing, untreated medical issues
- Emotional/Behavioural: Withdrawal, low self-esteem, clinginess, aggression
- Educational: Frequent absences, tiredness, lack of focus, falling behind
- Home life (if disclosed): Left alone often, caring for siblings, lacking basic needs

Professional curiosity

Seeing the child behind the behaviour – Trauma response

A **trauma response** is how a person's mind and body react to a distressing or overwhelming event or events (past or present).

Understanding trauma responses helps staff provide appropriate support and create a safe learning environment. Hold in mind that a child's behaviour or reactions might be related to childhood adversity and triggers. Trauma can seriously impact a child's wellbeing and key signs to watch for include:

- *Emotional: Anxiety, depression, mood swings, irritability*
- *Behavioural: Withdrawal, aggression, difficulty trusting others, risk-taking*
- *Cognitive: Difficulty concentrating, memory problems, confusion*
- *Physical: Sleep disturbances, headaches, stomach aches*
- *Social: Difficulty forming or maintaining relationships, isolation, rejecting people*

Try to make sense of a child's current difficulties by considering 'What happened to you?' instead of 'What's wrong with you?'

Professional curiosity

Seeing the child behind the behaviour – Exploitation

Children may be at risk of **exploitation** through manipulation, coercion, or control for criminal, sexual, or other harmful purposes.

Signs include:

- Sudden changes in behaviour
- Unexplained gifts or money
- Being desperate to take phone calls
- Secretive relationships
- Withdrawal
- Unexplained absence

Be vigilant and report concerns immediately to the DSL.

Professional curiosity

Seeing the child behind the behaviour – Extremism and Radicalisation



What is extremism?

What is radicalisation?

Professional curiosity

Seeing the child behind the behaviour – Extremism and Radicalisation



The **Prevent duty** challenges the ideology that supports terrorism and those who promote it, protects vulnerable people, supports sectors and institutions where there are risks of radicalisation.

Extremism: Vocal/active opposition to British values (e.g. democracy, rule of law, individual liberty, tolerance of faiths/beliefs), including calls for violence against armed forces.

Radicalisation: The process by which individuals come to support or participate in terrorism/extremism. People may be drawn into narrow, intolerant ideologies that justify violence or hatred through messages of violent extremism including those linked to Islamist ideologies, or Far Right / Neo Nazi / White Supremacist ideologies, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

- **Possible Signs of Radicalisation:**
- Sudden changes in behaviour or friendship groups
- Expressing extreme views or intolerance
- Isolation from family/friends
- Increased secrecy, especially online
- Use of extremist language or symbols
- Justifying violence or expressing desire for martyrdom

The Prevent duty

- All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from becoming terrorists or supporting terrorism”. This duty is known as the Prevent duty.
- Challenges the ideology that supports terrorism and those who promote it, protects vulnerable people, supports sectors and institutions where there are risks of radicalisation
- <https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal>
- Must not stop pupils discussing controversial issues. On the contrary, schools should provide a safe space in which children and young people can debate ideas and discuss controversial issues.
- If there are concerns about individual pupils or the conduct or comments of parents or older siblings the DSL must be notified.

The Prevent duty

The Safeguarding and Partnership Hub (SAPH) can provide advice if you have concerns about a young person who you feel may be vulnerable to being exploited or recruited by terrorists.

To complete a referral you access the form [here](#) and e-mail it to:

prevent@humberside.pnn.police.uk

and

prevent@eastriding.gov.uk

What is Operation Encompass?

Operation Encompass is a police and education safeguarding partnership which ensures that schools are informed, before the start of the next school day, when a child has been present during, exposed to, or affected by a domestic abuse incident.

NB Staff must not mention the alert or incident to the child or their family.

Why is this important?

- Children are victims of domestic abuse in their own right
- Domestic abuse can affect emotional wellbeing, behaviour, attendance and learning
- Early information sharing allows schools to provide support quickly
- Information must be handled confidentially and shared only on a need-to-know basis

What should staff do?

- Be aware that a pupil may arrive upset, withdrawn, anxious or angry following an incident
- Provide support and understanding
- Maintain confidentiality
- Report any concerns to the DSL
- Continue to monitor wellbeing and welfare

Remember: A child does not have to witness abuse directly to be affected by it.

Gender-Questioning Children



KCSIE reminds us that safeguarding and promoting the welfare of children is everyone's responsibility. Some children may be more vulnerable to harm, bullying, abuse, neglect or exploitation and require additional support.

- A gender-questioning child is a child who is exploring, questioning or expressing uncertainty about their gender
- Some children may experience anxiety, distress, bullying, social isolation or online influence whilst exploring questions about gender
- Social transition may include changes to name, pronouns, clothing, appearance or how a child wishes to be recognised by others
- Government guidance advises that social transition should not be viewed as a simple administrative decision and should be considered carefully
- Safeguarding, welfare and the child's best interests must always be the primary consideration
- Every case is individual and requires a child-centred approach

Remember: Our role is not to determine a child's gender identity. Our role is to listen, support, safeguard and report concerns appropriately.

Gender-Questioning Children - What should school staff do?



Staff should:

- Listen calmly and respectfully
- Record concerns, disclosures or requests factually
- Inform the DSL in line with safeguarding procedures
- Consider the child's wellbeing, mental health, attendance and vulnerability to bullying or harm
- Consider wider safeguarding factors, including online influences, coercion, exploitation or emotional distress
- Treat all children with dignity, respect and kindness
- Follow Trust policies, Government guidance and school procedures
- Continue to challenge bullying, harassment and discrimination

Staff should not:

- Make promises or commitments about social transition on behalf of the school
- Agree changes to names, pronouns, records or arrangements without following school procedures
- Encourage a child towards a particular identity or outcome
- Share information with pupils or staff who do not need to know
- Allow personal views or beliefs to influence professional decision-making
- Treat social transition as a routine administrative matter

Regulations and safeguarding requirements relating to school premises

- Schools must not allow children into toilets designated for the opposite biological sex
- Schools must provide separate toilets for boys and girls aged 8 and over (apart from where individual toilets are in a room that can be locked from the inside, intended for use by one pupil at a time)
- If a gender-questioning child does not want to use the toilet designated for their biological sex, schools should consider whether they can provide an alternative toilet facility, for example self-contained individual toilets, without compromising the provision of single-sex facilities
- Mixed-sex toilets should be in individual, lockable rooms and open directly onto public areas (e.g. a corridor)
- Schools must not allow a child, aged 11 years or older at the start of the school year, to undress in front of a child of the opposite biological sex
- Schools should keep a clear record of these situations, ensure they are communicated appropriately, and review them regularly

Young Carers

A Young Carer is anyone under 18 who supports a family member or friend with a physical or mental illness, disability, or addiction. This may include help with personal care, medication, finances, or emotional support. Their responsibilities can affect their education, social life, and wellbeing.

Schools have a duty to identify, understand and support young carers as a distinct vulnerable group, recognising the significant impact caring responsibilities can have on attendance, wellbeing and achievement.

Supporting young carers is a core inclusion, safeguarding and personal development responsibility across all schools. They should be supported with attendance, engagement and progress, with the adaptation of provision where necessary, ensuring they can participate fully in school life.

If you are made aware, or suspect, that a child is a Young Carer, please contact your DSL.

Online safety

Safeguarding children from potentially harmful and inappropriate online material is categorised into four areas of risk:

Content: being exposed to illegal, inappropriate or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism, misinformation, disinformation (including fake news) and conspiracy theories.

Contact: being subjected to harmful online interaction with other users. 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: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (including consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group <https://apwg.org/>

Concerns re AI risks including deepfakes and harmful content must be reported to the DSL.

Filtering and Monitoring

Palo Alto provides real-time, content-aware web filtering that blocks harmful or inappropriate material at the point of access, helping our schools meet statutory filtering requirements such as those in KCSIE and UK Safer Internet Centre guidance.

In addition, Smoothwall Monitor offers proactive, real-time monitoring of online and offline activity, alerting safeguarding teams to potential risks including self-harm, bullying, grooming, or exposure to harmful content, enabling early intervention.

Together, these tools support our schools in maintaining a safe digital environment, fulfilling Ofsted and DfE expectations for 'appropriate monitoring', and ensuring that children are protected whilst engaging with technology.

Absence

‘Working together to safeguard attendance’ is statutory guidance.

Absence and Missing from Education - ‘being absent’, as well as ‘missing from education’, can be a warning sign of a range of safeguarding concerns, including sexual abuse, child sexual exploitation and child criminal exploitation.

Our unauthorised absence procedures are:

- Phone call made home and repeated if not answered– accurate completion of registers a priority.
- Visit home if no response to messages on day 3
- Alert EWS of concerns if no response on day 5

Our Children Missing Education procedures are:

Follow the LA CME process

Registers – a legal document and essential for safeguarding

- Should be accurately taken within the first 10 mins of each morning and afternoon session.
- Parents are contacted after close of register for any child not in school, where parents haven't left a message
- Please note that the official am register closes at 9am.
- If you are concerned about the absence of a child in your class, please let Karen or Gail know in the Office.

Protecting yourself – the School ‘Code of Conduct’



- Helps all staff establish a safe learning environment which safeguards children and staff
- Reduces the risk of adults being unjustly accused of unprofessional, inappropriate or abusive conduct
- Helps staff to work safely to protect pupils and themselves
- Ensures that all staff are aware of what is regarded as appropriate or inappropriate conduct and practice
- Supports the school managers in setting clear expectations for all staff

Remember:

- Never use your personal device to take photos or videos of pupils (use a school ipad where possible)
- Phone free environments during lessons, breaks and lunch – where possible mobile phones should not be accessed during these times.

Online reputation

Please be mindful that your online reputation may be formed through:

- Posts by you
- Posts by others but about you or linked to you
- Posts by others pretending to be you

See: www.saferinternet.org.uk

Facebook – checklist

Professional Reputation

NB Pre-employment checks for shortlisted candidates now include online searches using standard search engines.

Low Level Concerns

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of a school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- Does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- Being over friendly with children.
- Having favourites.
- Taking photographs of children on their mobile phone/device, contrary to school policy
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

If you have a concern, please raise it with your Headteacher. If the concern is about the Headteacher, please contact the CEO. If your concern is about the CEO, contact the Chair of Trustees.

Allegations against staff

The school follows the procedure outlined in KCSIE Part 4 if there is an allegation that a member of staff or volunteer has (in or out of school) possibly:

- Behaved in a way that has harmed a child, or may have harmed a child
- Committed a criminal offence against or related to a child
- Behaved towards a child in a way that indicates they would pose a risk of harm to children
- May have behaved in a way that indicates they may not be suitable to work with children

If you wish to make, or have received, an allegation please refer this to your Headteacher. If the allegation is against the Headteacher it should be referred to the CEO and the Local Authority Designated Officer (LADO). If the allegation is against the CEO it should be referred to the Chair of the Trustees and LADO. Referrals to the LADO should be made *before* any internal investigation takes place.

Support



If you've been affected by any of the content delivered today, or wish for more information, please contact:

Mel Brennan – mbrennan@wilberfossprimary.co.uk

‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.’

Keeping Children Safe in Education