

Advanced Child Protection Training



HANDOUT Updated Oct 2026



This course is commissioned for professionals from all organisations by the South Gloucestershire Children' Partnership.



The children's partnership is the strategic body that ensures children are safeguarded with appropriate policies and procedures and ensures the children's workforce has access to multi agency training to help equip them working together effectively for children and families. Your feedback on today's course will go directly to the partnership to help ensure the training offer is the best it can be.



This package is designed to complement the trainer led facilitation of this training through discussion and activities. It is put together as a learning aid, and to signpost and encourage additional learning and further development.



Please note that safeguarding and child protection policies and practices change and are frequently updated. Some slides used in the session may not be included as the presentation is continually evolving.



It is entirely your choice whether you use this as a digital resource or print. **There is no requirement to bring a copy to the training session unless this would support your learning style and needs.**



There are additional resources available via the HRLearning & Development website/course details. These include documents relating to specific information and links to resources that you may find useful. [Click here to visit the site](#)



In addition to this training, you will benefit from regular continuous professional development specific to your role. The NSPCC Learning service has amazing resources. Sign up to their CASPAR service to be notified of the latest developments and research. [CASPAR | NSPCC Learning](#) [Click here to visit the site](#)





South Gloucestershire Children's Partnership

Working together for
children and young people



Support



Collaborate



Empower



Achieve



2024-25

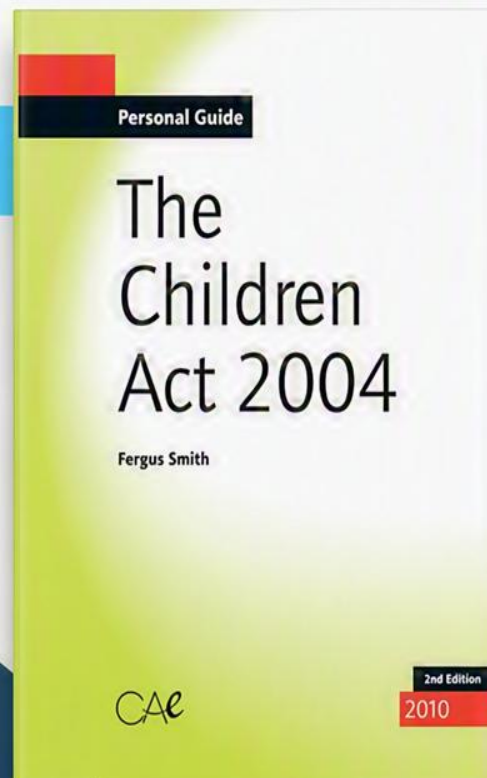
ANNUAL
REPORT



South Gloucestershire Children's Partnership

Stronger Together
Brighter Futures





Children Act 1989

S17

S47

S20

Safeguarding Definition



1

Providing help and support to meet the needs of children as soon as problems emerge



2

Protecting children from maltreatment, whether that is within or outside the home, including online



3

Preventing impairment of children's mental & physical health or development



4

Ensuring that children grow up in circumstances consistent with the provision of safe & effective care



5

Promoting family & kinship upbringing where that is in the best interests of the children



6

Taking action to enable all children to have the best outcomes in line with the Children's Social Care National Framework

Children's Social Care National Framework

 Updated in 2026

This is the statutory guidance that sets out the purpose of children's social care as existing to support children and families, to protect children by **'intervening decisively'** when they are at **'risk of harm'** and to **'provide care for those who need it'**, so they **'grow up and thrive with safety, stability and love'**.



The four outcomes which children's social care should be aiming for are:



Children, young people and families stay together and get the help they need



Children and young people are supported by their family network



Children and young people are safe outside their homes



Children in care and care leavers have stable and loving homes



Corporate Parenting – Everyone's Responsibility



CHALLENGES FACED BY CARE LEAVERS

Care leavers often face unique challenges when moving into adulthood including:



Finding and sustaining accommodation



Accessing education and employment



Managing finances



Maintaining positive relationships



Looking after their emotional wellbeing



WHAT IS CORPORATE PARENTING?

Corporate parenting is a shared responsibility across all agencies, including LA's, health services, education providers, housing, police and the voluntary sector. It means asking ourselves,

“Would this be good enough for my own child?”



and ensuring care leavers receive the support and opportunities they need to thrive.



LOCAL
AUTHORITIES



HEALTH
SERVICES



EDUCATION
PROVIDERS



HOUSING



POLICE



VOLUNTARY
SECTOR



AS A PROFESSIONAL, YOU CAN MAKE A DIFFERENCE BY:



1 RECOGNISE

Recognising when someone is a care leaver and understanding their entitlements.



2 LISTEN

Listening to their views and involving them in decisions.



3 REMOVE BARRIERS

Being flexible and removing unnecessary barriers to accessing services.



4 WORK TOGETHER

Working closely with Personal Advisors and the Care Leavers Team.



5 ADVOCATE

Advocating for opportunities in education, employment and housing.



6 BUILD TRUST

Treating every interaction as an opportunity to build trust and promote positive outcomes.

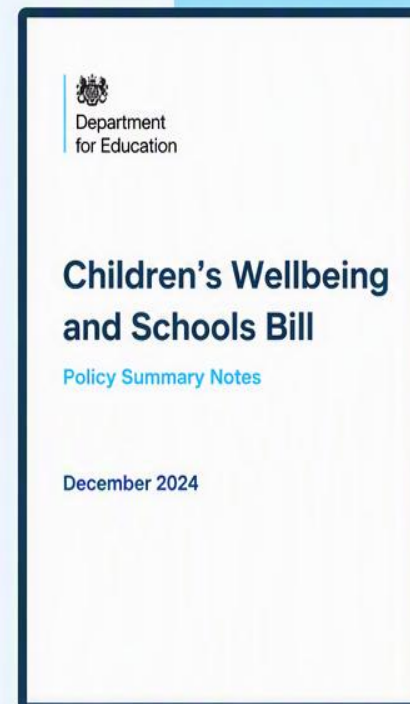
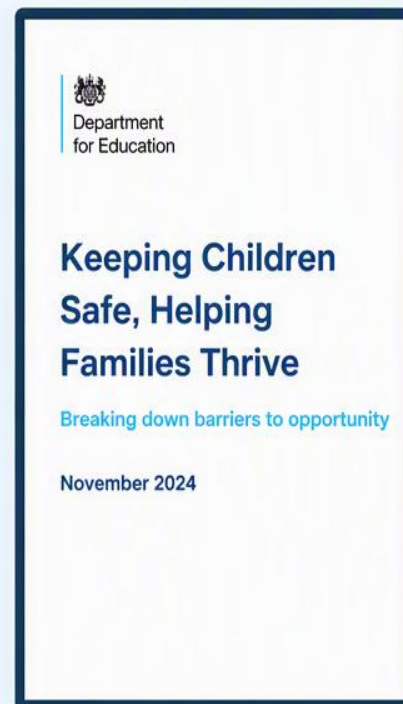


Together, we can create a supportive community where care leavers feel valued, empowered and able to reach their full potential.



Key documents

Reports and policy documents shaping children's social care and education.



Families First Partnership (FFP)

Working together earlier to keep children safe and support families



National shift to earlier, coordinated Family Help



Reduced distinction between services
(Preventative Vs Child in Need)



Structural changes to teams
and service delivery



Multi Agency Child Protection Teams
(MACPT's)



Family Group Decision Making (FGDM)



DSLs gain clearer pathways,
better information flow, and stronger
multi-agency alignment



Designed to reduce duplication, prevent escalation,
and keep families safely together aligned with local procedures



ROLL OUT STARTS
IN SOUTH GLOS
CHILDREN'S
PARTNERSHIP

**OCTOBER
2026**



The Families First
Partnership (FFP)
Programme Guide

Delivery expectations for safeguarding
partners in England

March 2025



NO CHANGE TO YOUR DAILY SAFEGUARDING DUTIES

CONTINUE TO BE VIGILANT AND TAKE NECESSARY ACTION



New Regional Threshold Document BNSSG

This guidance is for everyone working with unborn babies, children and families from pre-birth to 18, and up to 25 where the young person has Special Educational Needs and Disabilities (SEND) across Bristol, North Somerset and South Gloucestershire (BNSSG).



Principles for Everyone



1 Child-centred, whole-family.



2 Early, proportionate help.



3 Multi-agency responsibility and accountability.



4 Strengths-based, trauma-responsive and outcome focussed.



5 Timely Information sharing.



6 Professional judgement and clear thresholds.



BNSSG Continuum of Need: Support
Framework for Children & Families

The right help in the right way at
the right time



June 2026



Regional BNSSG Threshold Document

June 2026 - Bristol/SGlos & North Somerset



Family Help

Early Help SA



EHAP – SA
Early Help
Assessment &
Plan
Preventative
Additional
support.
**SINGLE
AGENCY**

Early Help MA



EHAP – MA
Early Help
Preventative
support
Team around the
family (TAF)
Any professional
can lead
MULTI-AGENCY

S17 CIN



**S17
CHILDREN**
Act 1989
Child
In Need

★ Specialist CP



**S47
CHILDREN**
Act 1989
Child
Protection

Universal



Services
available to all
children and
families



= Voluntary



Responses to Levels of Need

'Right Help in the Right Way at the Right Time'

The right help in the right way
at the right time

June 2026



[Click here to
access
document](#)

New Regional BNSSG Threshold Document

June 2026 – Bristol/S Glos & North Somerset

Family Help – Targeted support now includes CIN

Universal



Services
available to all
children and
families

Early Help SA



EHAP – SA
Early Help
Assessment &
Plan
Preventative
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S17 CIN



**S17
CHILDREN
Act 1989
Child
In Need**

★ Specialist CP



**S47
CHILDREN
Act 1989
Child
Protection**



= Voluntary



KEY MESSAGE

Families First Partnership still evolving,
local roll out expected Oct 2026.
Document likely to change. No change to
EHAP process and forms currently, do same
as always have re engaging with South
Glos Compass and referrals where
concerns for children. Updates will follow.



Complex
Need/Disability?
S17 = LA Duty to
assess need &
provide services



Significant Harm
Child Protection
Enquiries
(Section 47)

DOCUMENT REFERENCE



BNSSG Continuum
of Need: Support
Framework for
Children & Families
June 2026



South Gloucestershire
CHILDREN'S PARTNERSHIP

★ = Voluntary

Green dotted line shows
voluntary continuum across
the pathway



Family Help

The term Family Help refers to a **voluntary, multi-disciplinary approach** to address **specific concerns within families**.



EARLY HELP

Targeted support provided at an early stage to help families overcome difficulties and prevent concerns from escalating.



STATUTORY SERVICES

Support provided under Section 17 of the Children Act 1989 (Child in Need) and Section 47 of the Children Act 1989.

This approach focuses on:



BUILDING CONSISTENT RELATIONSHIPS

Creating trust and connection with families.



EFFECTIVE ASSESSMENT

Understanding each family's strengths, needs and circumstances.



CLEAR INTERVENTIONS

Providing the right support at the right time and reviewing what works.



To improve outcomes for children and families.



S17 Children Act 1989 Child in Need



HEALTH

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 provision of services, or a child who is disabled.



PROVISION
OF SERVICES



DEVELOPMENT



DISABLED



S47 Children Act 1989 - Child Protection



Where a local authority has **reasonable cause to suspect** a child who lives or is found in their area is suffering or likely to suffer **significant harm**



It has a **duty** to make such enquiries as it considers necessary to decide whether to take any action to safeguard or promote the child's welfare.



Enquiries should be initiated where there are concerns about **all forms of abuse, neglect and exploitation** whether taking place in person, online, inside or outside of the child's home



Immediate protection may be required whilst enquiries are carried out.



Monthly Newsletter



[Click for Newsletter Sign up](#)

Statutory and Non-Statutory Guidance



The following documents provide key statutory and non-statutory guidance to help schools, colleges and providers keep children safe and support their development and wellbeing.

1


UK Government

Working Together to Safeguard Children 2026

A guide to multi-agency working to help, protect and promote the welfare of children

March 2026



2


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



3


Department for Education

Early years foundation stage statutory framework

For childminders

Setting the standards for learning, development and care for children from birth to five

Dated: 13 July 2026
Effective: 01 September 2026



4


Department for Education

Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning, development and care for children from birth to five

Dated: 13 July 2026
Effective: 01 September 2026



5


Home Office

Domestic Abuse Statutory Guidance

July 2022



6


Department for Education

After-school clubs, community activities, and tuition

Safeguarding guidance for providers

February 2026





Working Together to Safeguard Children 2026

A guide to multi-agency working to help, protect and promote the welfare of children

March 2026



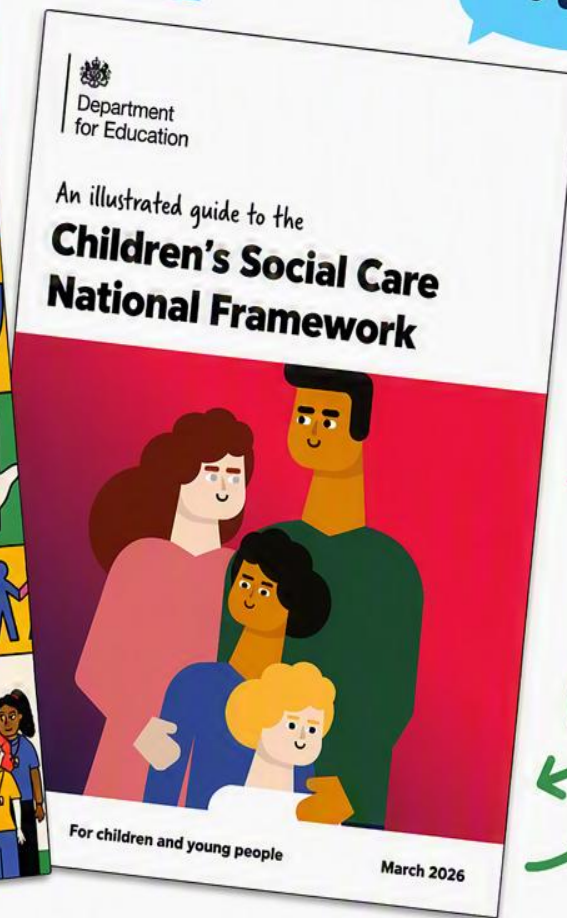
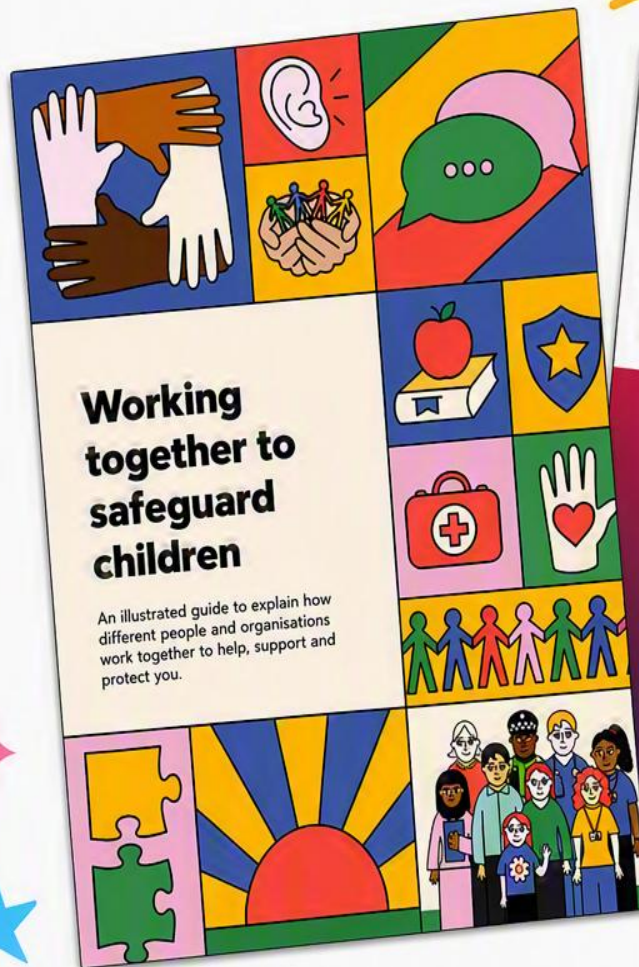


Department
for Education



Illustrated Guides

Produced by the government
to help engagement when
working in safeguarding and
child protection with children
and families.



Updated Statutory Guidance **UPDATE** 2026

'Meaningful Update'



Stronger guidance.
Safer children.



UK Government

Working Together to Safeguard Children 2026

A guide to multi-agency working
to help, protect and promote the
welfare of children



March 2026



Key Updates in the 2026 Guidance

Stronger clarity. Broader scope. Better protection.

1



**Family
Help Model
clarified**

Clearer definition and
implementation to support
consistent practice.

2



**Expanded scope –
Unborn, Kinship
and Adopted/
looked after
children**

Broader inclusion to ensure
protection for more children
and families.

3



**Information Sharing
expectations
Elective Home
Education**

Clear expectations for sharing
information for children in
elective home education.

4



**Harm Types
expanded –
DVA, CSA,
Teen relationship
abuse**

Recognises a wider range of
harms affecting children and
young people.

5



**Online harms &
Group Based
Exploitation –
AI, Gaming,
multiple harms faced**

Stronger focus on online risks
and the impact of multiple,
overlapping harms.

6



**Anti-discrimination
expectations
strengthened**

Reinforcing inclusive practice
and tackling inequality in
safeguarding.



**Serious Incident notifications
clarified to include care leavers >24**



Ensuring vital learning and accountability
across a broader group of children
and young adults.



CKitt



KCSIE KEY UPDATES 2026

CKitt



Stronger safeguarding. Clearer guidance. Safer education for every child.

01



Staff – read Part One (Annexe A gone)

All staff must read the main Part One.

02



Integrated guidance on gender questioning children

Clear, supportive and inclusive approach integrated.

03



Updates

Racism in education, AI risks, filtering & monitoring, cybersecurity, AP/SEND/medical needs.

04



DSL's – experience, cover and handovers

Strengthened expectations around experience, cover arrangements and smooth handovers.

05



Safer Recruitment – New SCR template

Updated Single Central Record (SCR) template introduced.

06



Clearer rules DBS checks – Work experience

Clearer guidance on DBS checks for work experience.

07



Allegations – explicitly includes Trainee Teachers

Procedures explicitly cover trainee teachers.

08



Safeguarding Responsibility = all on site

All staff and adults on site share safeguarding responsibility.

09



Child on Child Abuse – wider themes

Broader themes and contexts covered to support recognition and response.



These updates strengthen safeguarding practice and ensure schools remain safe, inclusive and responsive.





EYFS KEY UPDATES 2026



Stronger Safeguarding. Safer Environments. Better Outcomes for Children.

CKitt

1



Strengthened safeguarding & welfare requirements

Higher expectations to keep children safe and well.

2



Safer sleep now fully embedded in EYFS

Clear safer sleep practice is now built into EYFS.

3



Allegations threshold lowered: report harm

Lower threshold for reporting any harm or concern.

4



Enhanced DBS checks for all volunteers

Stronger DBS checks – staff cannot start pre-DBS.

5



Mandatory regard to screen-use guidance

Settings must follow updated screen-use guidance.

6



Restrictions linked to banned dog breeds

Banned dog breeds cannot be on childcare premises.

7



Extended domestic-premises notification duties

More changes must be reported for domestic premises.

8



Updated qualifications and free DfE/NSPCC safeguarding training

New qualification requirements and free safeguarding training available.



Together, these updates strengthen protection, promote wellbeing and create safer spaces where children thrive.

SAFE TODAY, STRONGER TOMORROW



Protect children



Support practitioners



Build safer settings



Improve outcomes



DBS – Volunteers Schools - Sept 2026

Important changes to DBS rules for school volunteers from 1 September 2026



KEY LEGISLATIVE CHANGE

Supervision exemption removed

From 1 September 2026, supervised volunteers may now fall into **regulated activity** based on frequency or overnight work.



NEW THRESHOLDS FOR VOLUNTEERS

1 Frequency Requirement

More than 3 days in any 30-day period

Teaching, training, instructing, caring for, or supervising children. A single overnight stay automatically meets the threshold.



SAFEGUARDING IMPACT

This change closes a long-standing gap and strengthens schools' ability to ensure volunteers are legally permitted to work with children.



CKitt



WHAT SCHOOLS MUST DO NOW



Review all volunteer roles – across all linked settings – Sport/Faith/Clubs?



Identify volunteers meeting the new thresholds – check current DBS status



Prep DBS applications ready for submission on 1 September 2026



Ensure final volunteer list is **signed off by Headteacher/DSL**

AT A GLANCE



Effective from 1 September 2026



More than 3 days in any 30-day period OR one overnight stay



Ensures legal safeguarding for children



Schools must act now to prepare and comply



Source – Crime and Policing Act 2026



OPERATION ENCOMPASS



FREE NATIONAL KEY ADULT OPERATION ENCOMPASS TRAINING

This training is CPD accredited and should be completed by all professionals receiving Operation Encompass notifications. All those working with children including school governors can also undertake this training.



CPD ACCREDITED

Accredited training
for professionals



FOR ALL PROFESSIONALS

Essential for those working
with children, including
school governors



MAKING A DIFFERENCE

Timely information
helps protect and
support children

IN EVERY FORCE...

Our aim is to ensure that schools have
timely information about all police
attended incidents of domestic abuse,
no matter where in the world the
child lives.

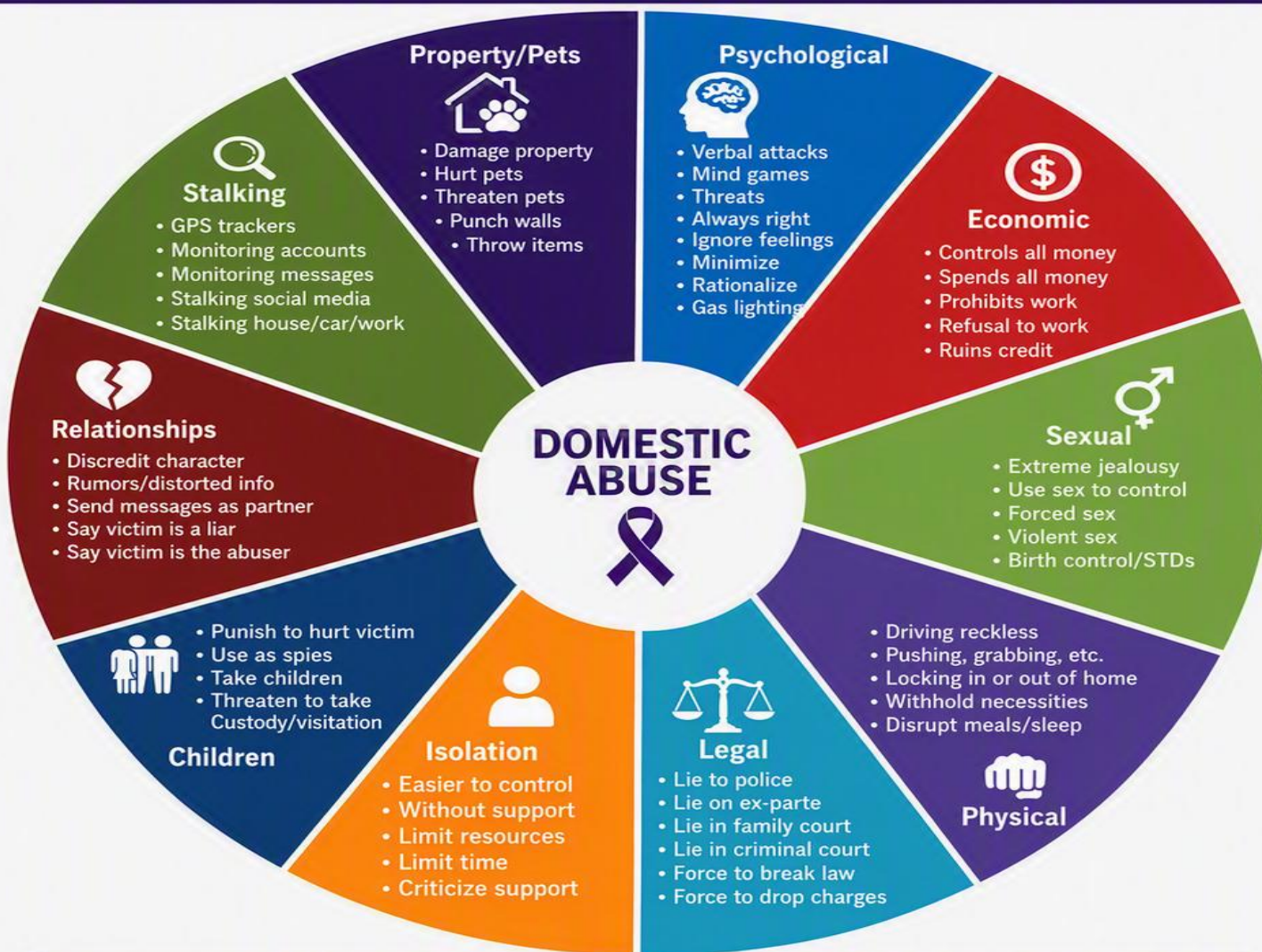


SIGN UP TO TRAINING

Complete your training today
and help make a difference.

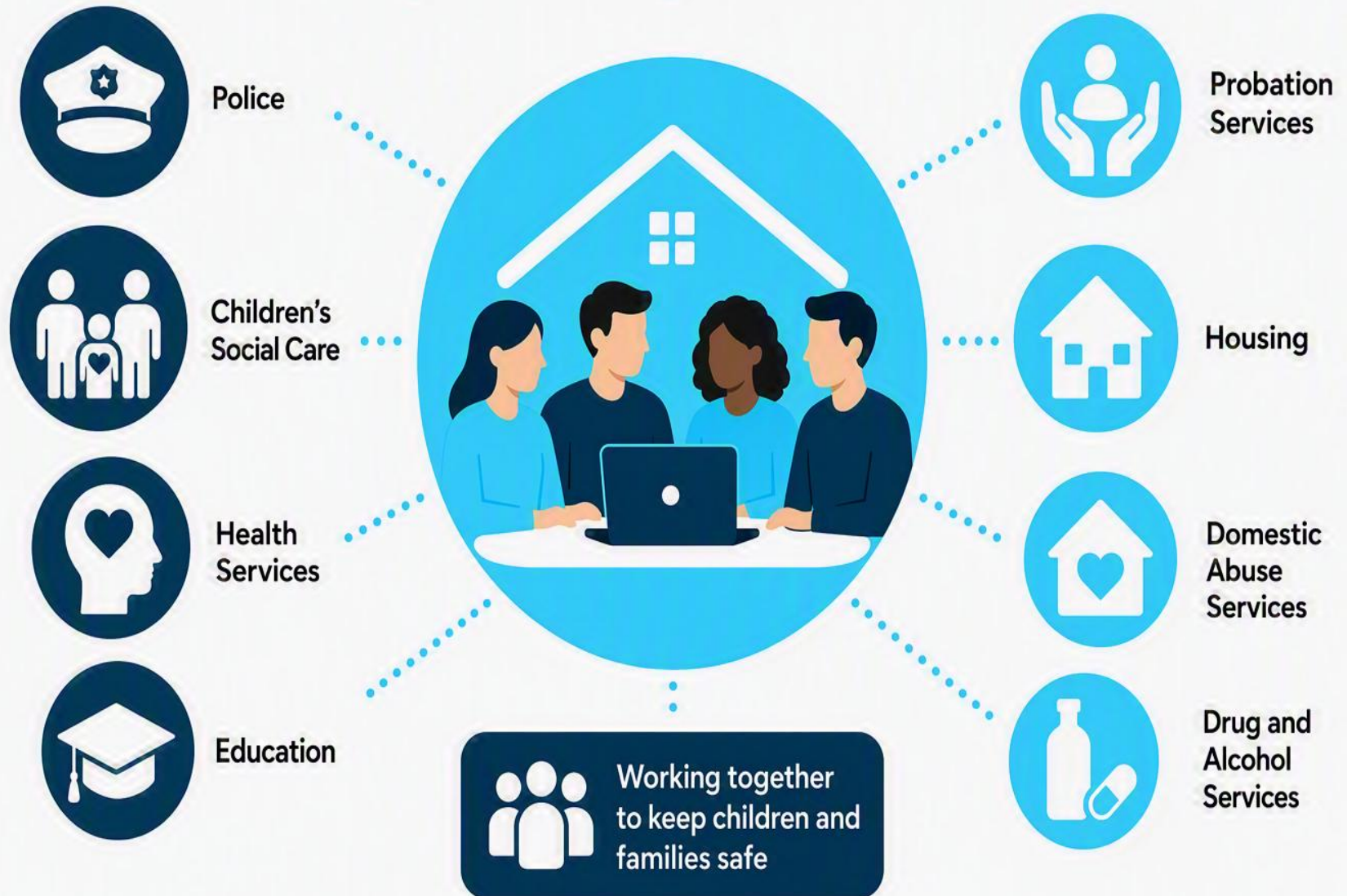
[Click here for Online National Key
Adult Training : Operation Encompass](#)

Control Tactics Wheel as Types of Abuse Linked to Domestic Abuse



Domestic abuse is a pattern of coercive, controlling behaviour used to gain power and maintain control over a partner or ex-partner.

Multi Agency Safeguarding Hub (MASH) Partners



BRAG Rating and MASH explained

 RAG Rating	 Outcome	 Response Time Target	 MASH
 Red (Priority) Acute Child Protection Requires intensive support.	 Section 47 / Child Protection	 4 hours – 0 day	 No
 Amber Complex / Child In Need complex needs likely to lead to longer term intervention.	 Child In Need Assessment	 1 working day	 Do we need more than one professional opinion to make a decision? If no, progress through normal channels If yes, progress to MASH
 Green Vulnerable Universal support and early help services	 Early Help Assessment	 3 working days	 Could do, do we need more than one professional opinion, evidence is it is low level. If so, progress to MASH, if no progress through normal channels.
 BRAG (Blue, Red, Amber, Green) helps us prioritise the right support at the right time. MASH (Multi-Agency Safeguarding Hub) is used when multiple professional opinions are needed. 			

South Gloucestershire Children's Partnership

Request for Help form



This is the document
to use to request support
from Children's Services,
including preventative
services and Social Care



Updated October 2026



Find a copy on the
Partnership Website

Request for Help Form South Gloucestershire Council

This form needs to be completed in order to request support from all Children's services, including Preventative Services and Social Care. Please also consider the South Gloucestershire Children's Partnership Threshold document to inform the request for service you are making: [the right help in the right way at the right time](#).

Please submit the form to ART via Email: Accessandresponse@southglos.gov.uk

If you have an immediate safeguarding concern, please call the Access and Response Team (ART) on: 02454 866000 and follow up concerns in writing using this request for help form.

Before completing the form, please ensure that you have consent from the parents and Young People over 11 years and that they are aware of the information being shared in the referral and what is being requested. If you do not obtain consent, you may not be able to accept your referral unless you have a clear rationale for overriding their consent, such as doing so it would place a child at risk of significant harm. You also need to capture the thoughts and views of the parents and children/young people. Best Practice would be to show a copy of this referral to parents so they are clear about the information you are sharing unless to do so would place a child at risk.

Should you be considering making an Adult Care referral or due to adult safeguarding concerns for anyone linked to this child? Please follow this link to refer Care and support for adults | BCTA - South Gloucestershire Council

When requesting support from Early Help or Preventative Services, please consider the questions below before completing the Request for Help form:

- Have you spoken with Compass before making this referral? email Compass@southglos.gov.uk
- Is there an EHP (Early Help Assessment and Plan) open for this family? If not, please discuss with Compass prior to making this referral
- Have universal services/support been tried in the first instance?
- Have you looked at the South Gloucestershire Children's Partnership Threshold document: The Right Help in the Right Way at the Right Time [The right help in the right way at the right time](#)
- Have you referred to the SEND Local Offer? <https://localinformationforadultchildrenfamilies.southglos.gov.uk/562/southglos/directory/localoffer-page?localofferfromclubchildrensack-localfor>

✓

✓

✓

✓

Professional Differences ? What if I don't agree?



Clear & Respectful Process

We follow a local process to resolve professional differences fairly and promptly.



Focus on the Child

Our priority is always the needs and wellbeing of the child or young person.



Positive & Solution-Focused

We work together professionally to find the best way forward.



Professional Courage – Professional Curiosity – Professional Challenge
[Access SGlos CP policies here](#)





Information Sharing Duty



IN FORCE 30TH SEPTEMBER 2026

Better information sharing • Better decisions • Better outcomes for children and families

1 CORE REQUIREMENT



Professionals
MUST SHARE
information to support
risk and need assessments
or provide support to a
child and family.

2 WHAT'S CHANGING?



Guidance →
Legal duty



Greater clarity,
consistency,
accountability

3 CULTURE SHIFT



From uncertainty →
confident,
proactive sharing



Challenges myths
around GDPR
& consent

4 BROADER THRESHOLD



Not just crises
(Significant Risk!)



Includes early help
and emerging risk



Relevant information
about child or
connected person
can be shared



CONSENT

Children and families must agree
to voluntary services such as
Family Help but consent is not
required to share information.



TRANSPARENCY

Where safe to do so, practitioners
should be open and transparent
about why information is being
shared and where it is being
shared.



DATA PROTECTION

Lawful obligations apply and must
be complied with. The lawful basis
for sharing under this duty is most
likely to be public task and/or
legal obligation.



Share the **right** information, with the **right** people, at the **right** time.

Working together to keep children and families **safe** and **supported**.



The May Help Test



Before you decide not to share, ask these four questions



If the answer is yes, there is likely to be a duty to share — unless sharing would be more detrimental to the child than not sharing.

★ INFORMATION SHARING STATUTORY DUTY 2026 ★



Share **safely**. Share **responsibly**. Build **trust**.

1 Understand and Follow the Law



Share information in accordance with the lawful duty unless it is unsafe.

2 Consent To Share?



No need for consent with the 2026 Information Sharing Statutory Duty but where safe to do so you should be transparent with the family about why and what you are sharing. Be clear that you have a duty to share.

3 Share Only What is Relevant



This can include information about the child and connected adults. This information can also be contextual, historical and partial information if relevant for safeguarding functions.

4 Protect Personal Information



Ensure that personal information about living individuals is shared appropriately and securely.

5 Consider Safety and Wellbeing



Consider safety and wellbeing when sharing decisions are made for the individual and others.

6 Be Accountable and Transparent



Be clear about the reasons for sharing or requesting information, where the information has come from and how it will be used.

7 Keep Records of Your Decisions



Keep a record of your decision and the reasons for it—whether it is to share information or not.



Child Safeguarding Practice Reviews (CSPR)

Child Safeguarding Practice Reviews (CSPR) have replaced Serious case reviews, following publication of [Working Together to Safeguard Children 2018](#) and in South Gloucestershire CSPRs will begin from October 2019. Any reviews commenced prior to this time will still be Serious Case Reviews under the 2015 version. Child Safeguarding Practice Reviews are carried out when a child or young person dies or is seriously injured and abuse or neglect are known or suspected to be factors in the death. They are carried out so that improvements can be identified and action taken so that agencies work with each other more effectively to keep children, young people and their families safe.

When each review is completed a report is published. This includes an outline of what happened, without identifying the child or their family, what went well and what needs to change to make sure that in future other children and young people can be better protected.

Downloads

 [Multi Agency Workshop - Arthur and Star](#)

[Professional Curiosity and Disguised Compliance feb 22](#)

 [South Gloucestershire Children's Partnership CSPR Referral Process 2019](#)

 [Working Together to Safeguard](#)



THE CHILD SAFEGUARDING
PRACTICE REVIEW PANEL

Download Report!

Annual Report

2024 to 2025

April 2026

OFFICIAL - FOR PUBLIC RELEASE

Local Priorities

Focused on what matters most in our communities



Neglect

Addressing the impact of neglect on children and families.



Mental Health and Suicide

Improving understanding, support and prevention for children and young people.



Working with fathers/hidden adults

Recognising and engaging the role of fathers and other important adults in safeguarding.



Suicide related cases in girls and women

Understanding gendered risks and ensuring appropriate support and responses.



Mental Health crisis response

Strengthening timely, effective and compassionate crisis support.



Learning from
national case
reviews is **very**
relevant locally.

Cases are
echoed here.



“

Working together to learn, improve and keep children and young people safe.





SOUTH GLOUCESTERSHIRE CASE REVIEW LEARNING



YOUNG PEOPLE

- 1 Sam 2025
- 2 Children Exposed to Serious Youth Violence (Child T) 2024
- 3 Harry 2021



BABIES

- 1 Baby M 2023
- 2 Baby J 2025



FAMILIES

- 1 Family D 2021
- 2 Family A 2023
- 3 Family H 2025



Learning together. Improving outcomes. Safer communities.



South Gloucestershire Case Review Learning

Cross-Cutting Themes Across All Case Reviews and Learning Events



These cross-cutting themes reflect the key learning identified across case reviews and learning events. They highlight the areas where consistent focus and improvement can strengthen practice and outcomes for children and families.

OUR CROSS-CUTTING THEMES



Professional curiosity

Promote active enquiry and challenge assumptions to understand risks clearly.



Voice and lived experience of the child

Ensure children's voices are heard, valued and inform decisions.



Domestic abuse

Recognise the impact of domestic abuse on children and respond effectively.



Effective information sharing

Share the right information with the right people at the right time.



Recognition of neglect

Identify signs of neglect early and take timely, proportionate action.



Understanding cumulative risk and vulnerability

Look beyond individual incidents to understand the bigger picture.



Multi-agency working

Work together in partnership with families to achieve the best outcomes.



Learning today. Safer children tomorrow.

By focusing on these themes we strengthen our practice, work together effectively, and keep children and young people at the heart of everything we do.





CROSS-CASE LEARNING 2025

Shared Themes Between CSPR Sam (Child) & SAR Rita (Adult)



South Gloucestershire Children's Partnership & South Gloucestershire Safeguarding Adults Board

HOW TO READ THIS

The numbered themes show shared learning across both child and adult cases.



CENTRAL INSIGHT

Both cases show how trauma, minimisation, and fragmented multi-agency practice create predictable, escalating harm — whether the primary service user is a child or an adult.



**SAFETY PLANNING
TOO INCIDENT-FOCUSED**



**THINK FAMILY
NOT FULLY EMBEDDED**



**PROFESSIONAL
CURIOSITY NEEDED
TO BE STRONGER**



**FRAGMENTED
INFORMATION
SHARING**

CROSS-CASE LEARNING



Working together.
Safer for all.

**CHILDREN'S LIVED
EXPERIENCE NOT
FULLY SEEN**



**TRAUMA PRESENT,
COMPLEX, AND
UNDER-RECOGNISED**



**DOMESTIC ABUSE AS
CUMULATIVE HARM**



**NON-ENGAGEMENT &
MINIMISATION
MISINTERPRETED**



PAUSE AND THINK:
What adults may be in
this child's family?

What children may be
linked to this adult you
are working with?

WORK COLLABORATIVELY
across services to see the
whole picture.



Why capture the views of the child

- It's about them - they are the experts!
- To capture the perspective of the children, parents and other family members.
- The child's views are important to support "buying in" to the concept of change.
- The child's voice should be captured within all assessments.

Why is it important to capture the voice of the child?

- Children should be heard and have the right to make decisions about changes in their lives.
- The right for a child to be listened to and heard is listed in UN convention of rights and the Children's Act 2004 emphasises the importance of speaking to a child to gather their views for assessments.

Who should capture the voice of the child?

- The key is someone who has a trusted relationship with the child.
- The quality of the child's voice captured depends on the quality of the relationship.
- If the relationship is strong the voice captured will be stronger and vice versa.

The importance of the child's voice



What is the information used for?

- To inform and plan the next steps.
- To improve the current situation for the child, young person and/or family.
- To ensure parents and professionals are aware of the child/young persons thoughts, feelings and wishes. Which is essential to everything we do.

How to get voice of child?

- The child's voice can be captured through conversations, 1:1 work, activities, worksheets, questionnaires, and artwork. Compass can provide suggested resources.
- Children who are young, non-verbal or have a disability can express their views being creative i.e. observing their play, body language, facial expressions, we can interpret their understanding of their choices, preferences, likes, dislikes and what motivates them.
- All activities can be uploaded to support the EHAP.
- EHAP's can be strengthened by using direct quotes. Using direct quotes will amplify and make comments explicitly clear.

When should we capture the voice?

- If you are thinking about completing referral.
- For initial EHAP'S.
- During EHAP reviews.
- When closing the EHAP.



Our Practice Principles 2026–27



1

Co-ordination /
Handover
between
Organisations



2

Professional
Curiosity –
'Asking the
second question'



3

Effective risk
assessment &
decision making



4

Strong emphasis
on review and
escalating
concerns



5

Consistently
seeking, hearing &
sharing voice of
child(ren)

Safeguarding Vigilance

Relentless in monitoring wellbeing and vulnerability of children with disabilities



S47 Data

Children with disabilities
7% of cohort

7%



1.7%

Children in SGlos
are disabled

1.7%



3x more likely

Disabled children are 3 x more
likely to experience abuse or neglect.

3x



! Risks in 'Closed Culture Settings'



Settings –
unlikely
many
outsiders go?



Inherent
risks/
Warning Signs –
Indicators



Poor care
provision



Weak
leadership
and
management



Poor skills,
training,
supervision
of staff



Lack of
external
oversight



Key Guidance

A sure start
for Gloucestershire's Children

Safeguarding disabled children

Practice guidance

department for
children, schools and families



Read the full practice guidance
for essential information and
best practice.



Every child. Every setting. Every day.

Stay alert, spot the signs, speak up, and act.





SAFEGUARDING CHILDREN WITH DISABILITIES/SEND



UNDERSTANDING THE ISSUE



Children with SEND may be more likely to be abused or neglected



Find it harder to tell someone what's wrong



Be less likely to understand abuse



Be more likely to be silenced or disbelieved



Experience bullying, harassment or discrimination



Have over-optimistic assumptions made about their abilities



May have potential signs of abuse overlooked, dismissed, or wrongly attributed to their disability or diagnosis



KEY TAKEAWAYS



Children with Disabilities/SEND face higher safeguarding risks



Inclusive practice is essential



Communication and listening is key



Professional curiosity is a must



Challenge assumptions



Work together to reduce risk and improve outcomes



PROFESSIONAL CURIOSITY PROMPT

"Am I overlooking a safeguarding concern by assuming this is disability or diagnosis related?"

"What else could this behaviour be telling us?"



Safeguarding Children

Not in Education

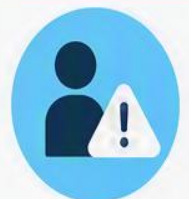


Key differences for children not in education vs in education



94

94 serious safeguarding incidents reviewed by panel involved school age children (4–15) who experienced abuse and neglect.



Nearly half of these children were more likely to experience additional vulnerabilities.



Education is a key protective factor. When children are not in school, their visibility to professionals reduces.



Mental health

36%

of children missing education had a mental health condition.

17%

of children in education.



Substance use

33%

of children missing education had substance use issues.

6%

of children in education.



Special Educational Needs (SEND)

24%

of children missing education had SEND needs.

10%

of children in education.

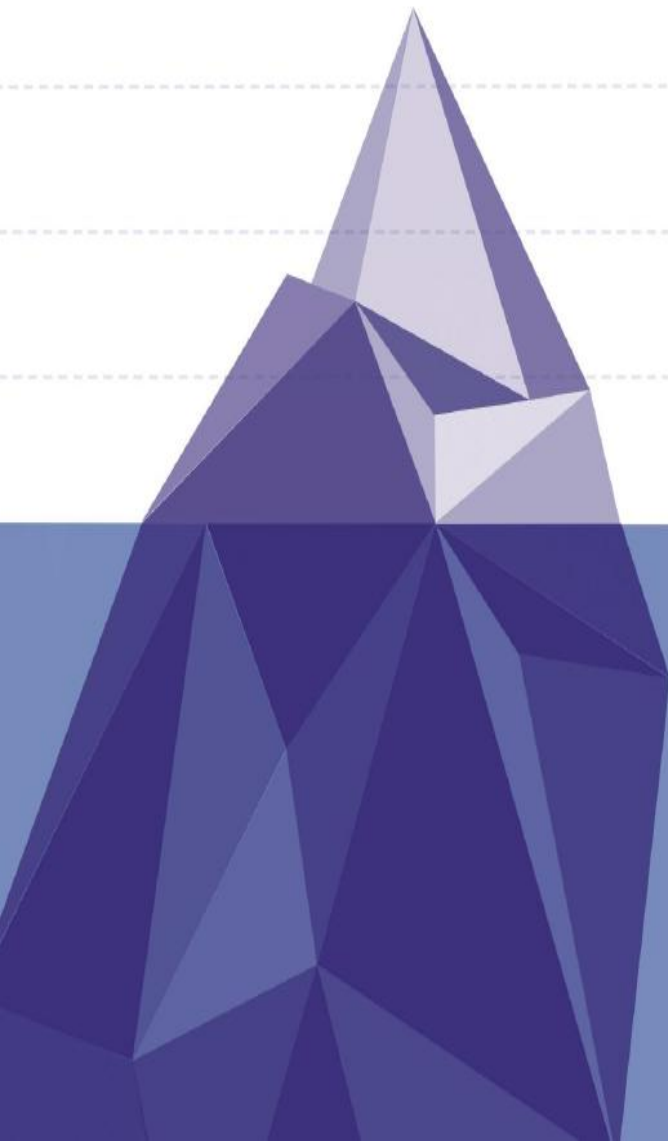


Missing school can be a sign a child is not safe or supported.



Far more children are sexually abused than services identify

Child sexual abuse in 2023/24: Trends in official data
csacentre.org.uk



2,200 children on a child protection plan due to child sexual abuse (England)

10,500 children seen by sexual assault referral centres (England and Wales)

45,000 children assessed at risk of sexual abuse* (England)

101,000 child sexual abuse offences recorded by the police (England and Wales)

500,000

children are estimated to be sexually abused every year**

Sources: Home Office, Police recorded crime and outcomes, 2023/24; Department for Education, Characteristics of Children in Need, 2023/24; NHS England 2025. *Includes assessments recording concerns of child sexual abuse and exploitation.** Estimate calculated using single-year prevalence estimated by age group (Radford et al. 2011, Childhood abuse and neglect in the UK today) and the Office for National Statistics mid-year population estimates, 2023. Please note: numbers are rounded to the nearest hundred/thousand.

The scale and nature of child sexual abuse

What we know from our 2026 report

1



One in six children

are sexually abused by the age of 18 – according to new analysis.

Survey data shows child sexual abuse is often present alongside other forms of **childhood abuse or neglect**.



2

At least
500,000
children



are estimated to experience in-person contact sexual abuse each year in England and Wales.

However, this is a **significant underestimate** because it does not include abuse online and in other contexts.



3

Most children told
no one about their
abuse at the time



This is often because of embarrassment or shame, fear of not being believed, or self-blame.

It is important that professionals are confident in recognising **signs and indicators** of child sexual abuse.



4



Every child.
Every voice.
Every action.



Protect
children



Believe and
support survivors



Support
professionals



Build a safer
future



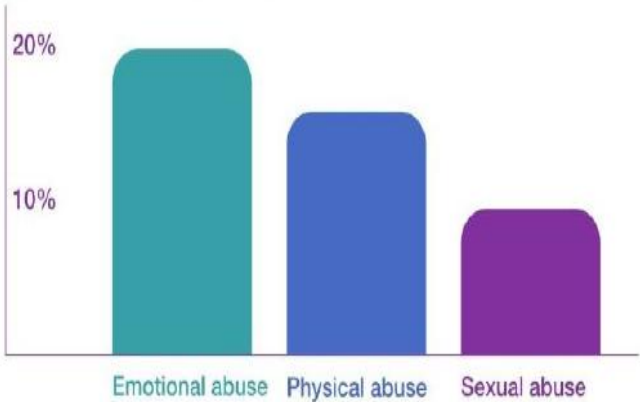
Sexual abuse is just as common as other forms of childhood abuse

But concerns of sexual abuse are far less likely to be identified and named

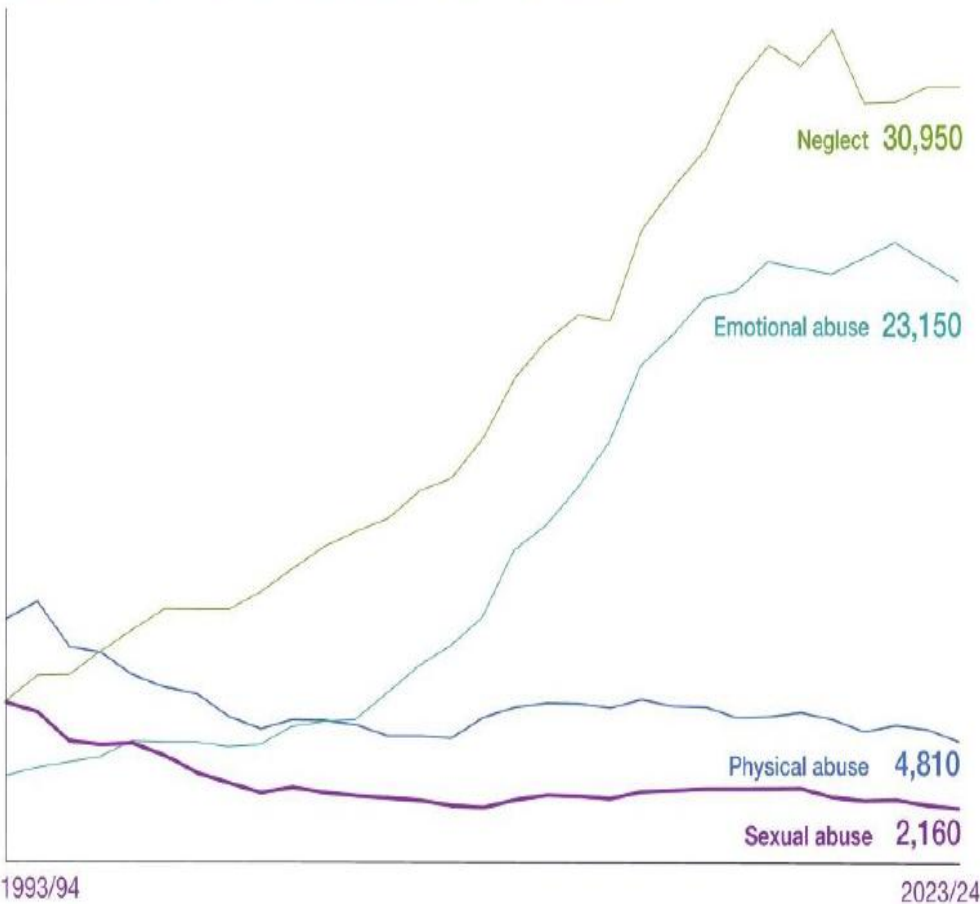
Similar levels of child abuse are identified in surveys



...but lower levels of child sexual abuse are identified in child in need assessments



Number of child protection plans by form of abuse





RECOGNISING AND RESPONDING TO POSSIBLE CHILD SEXUAL ABUSE



WHY TEACHERS MATTER



Teachers are often **best placed to notice** changes in a child's behaviour, wellbeing, attendance, or learning.



Children rarely disclose abuse directly and may instead communicate through **changes in behaviour** or **emotional distress**.



KEY WARNING SIGNS



Sudden behavioural, emotional, or academic changes.



Withdrawal, anxiety, low mood, aggression, or loss of confidence.



Age-inappropriate sexual knowledge, language, or behaviour.



Avoidance of certain people or places.



Regression to younger behaviours (e.g. bedwetting).



Frequent unexplained physical complaints.



OVERCOMING THE TABOO



Sexual abuse can feel uncomfortable to think about or discuss.



Embarrassment, uncertainty, or fear of being wrong **must not prevent action**.



Abuse often depends on **secrecy** and adults overlooking concerns.



Professional curiosity is a **safeguarding responsibility**, not an accusation.



BE PROFESSIONALLY CURIOUS

- 1 What might be causing this change?
- 2 Is there a pattern emerging?
- 3 What else do I need to understand?
- 4 Should this concern be shared with the DSL?
- 5



WHAT TO DO

- ✓ Notice concerns
- ✓ Record facts accurately
- ✓ Listen and reassure
- ✓ Share concerns with the Designated Safeguarding Lead (DSL)
- ✓ Follow safeguarding procedures



WHAT NOT TO DO

- ✗ Don't investigate yourself
- ✗ Don't ask leading questions
- ✗ Don't dismiss concerns because the topic feels uncomfortable



KEY MESSAGE

Your role is not to prove abuse. Your role is to **notice, record, explore appropriately, and act**. A vigilant and professionally curious teacher may be the adult who helps a child get the support they need.



NOTICE. RECORD. EXPLORE APPROPRIATELY. ACT.

YOU COULD BE THE DIFFERENCE.





MANDATORY DUTY TO REPORT CHILD SEXUAL ABUSE

CKitt



Your action can protect a child.

Report. Record. Support.

A 5-STEP SAFEGUARDING PROCESS

1 AWARENESS OF CHILD SEXUAL ABUSE



You become aware through:

- A disclosure from a child or adult
- Witnessing abuse
- Seeing/hearing evidence (images, video, audio)
- Credible information indicating abuse has occurred

2 INTERNAL SAFEGUARDING NOTIFICATION



Report to:

- DSL (Designated Safeguarding Lead), or
- Headteacher if DSL unavailable
- Follow your organisation's safeguarding policy
- DSL/H-Teacher assesses immediate risk

3 MANDATORY EXTERNAL REPORT



DSL/Headteacher must make a report to:

- Police (crime, immediate danger, criminal offence), and/or
- Children's Social Care (safeguarding concern)
- One mandatory report is required per incident—but internal escalation must still occur.
- External agencies begin statutory response

4 SAFEGUARDING ACTIONS & RECORD KEEPING



- Create a clear factual record
- Document dates, times, evidence, and actions taken
- Put immediate safety measures in place
- Consider wider risks (siblings, peers, other settings)
- Continue monitoring and support

5 FOLLOW-UP, MONITORING & REVIEW



- Confirm statutory agency response
- Maintain support for the child
- Review policy and processes
- Do staff understand the duty?



KEY REMINDERS



Act promptly and without delay



Confidentiality: share on a need-to-know basis



Keep the child at the centre of every decision



Work together with colleagues and external agencies

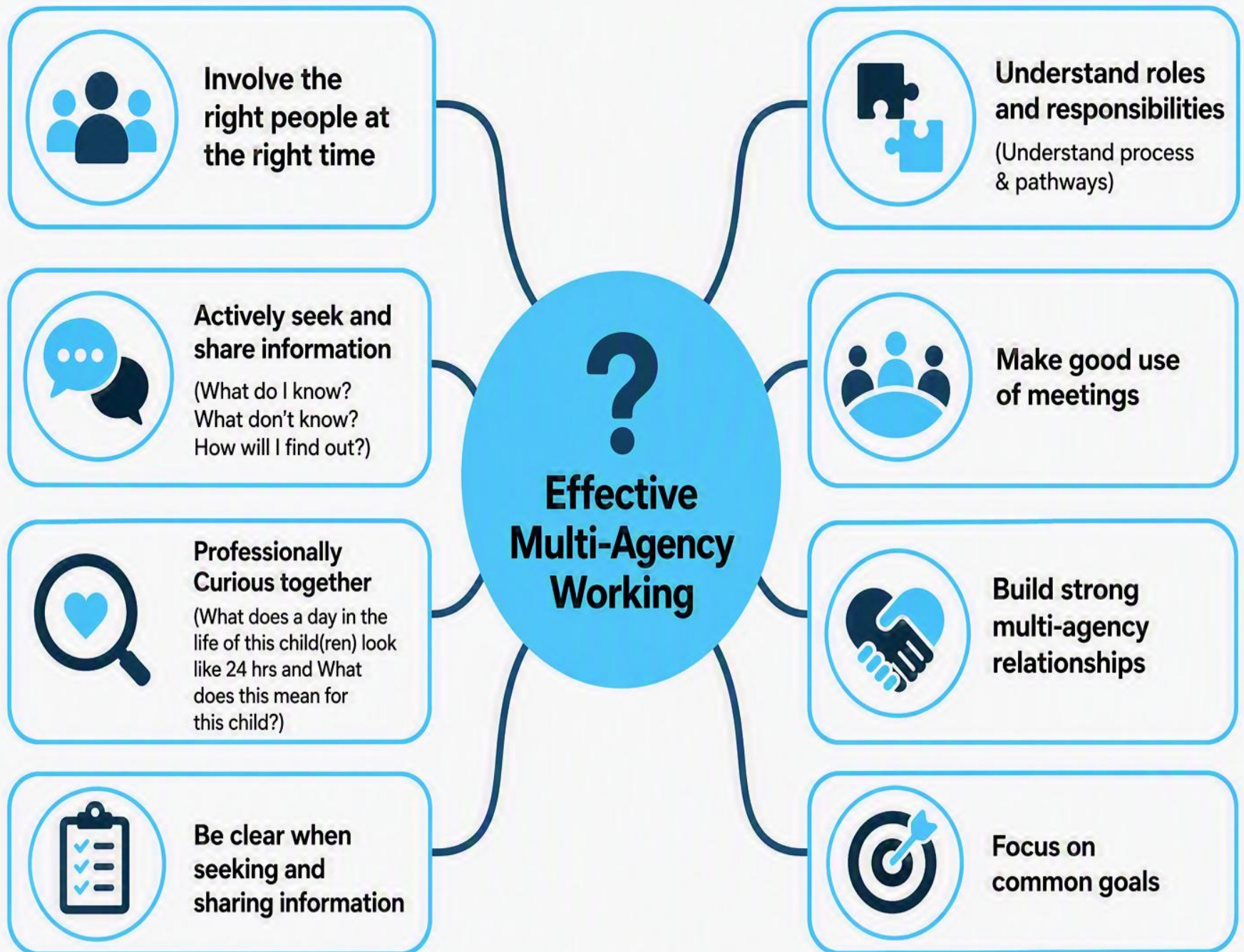


Source – Crime and Policing Act 2026



CKITT
INVESTIGATION & TRAINING





Adversity in Childhood and Trauma Cumulative Impact.



Verbal abuse
Emotional abuse



Physical neglect
Emotional neglect



Parental substance misuse



Physical abuse



Parental criminal behaviour and/or incarceration



Domestic abuse



Sexual abuse



Loss of a parent
(death or separation)



Parental mental illness

The Pair of ACES

ADVERSE CHILDHOOD EXPERIENCES



ADVERSE COMMUNITY ENVIRONMENTS



'Bad' Behaviour Iceberg

What we See

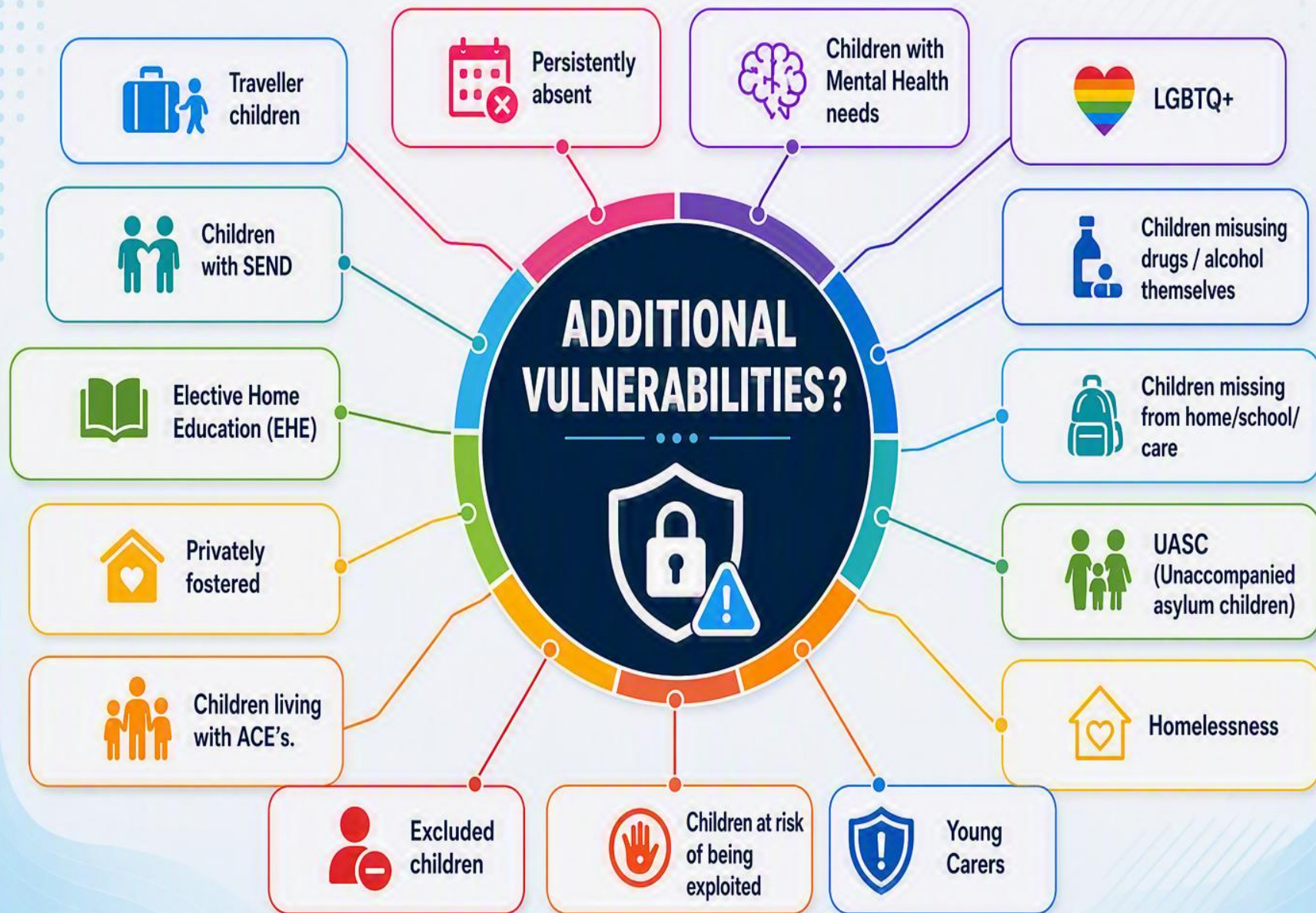
What might be
underneath

Context



vlogist





Recognising these additional vulnerabilities helps us identify, understand and support children at greater risk.

Professional Curiosity



Ask the second question

Triangulate

New Regional BNSSG Threshold Document

June 2026 – Bristol/S Glos & North Somerset



Universal



Services
available to all
children and
families

Early Help SA



EHAP – SA
Early Help
Assessment &
Plan
Preventative
Additional
support.
**SINGLE
AGENCY**

Early Help MA



EHAP – MA

Early Help
Preventative
support
Team around the
family (TAF)
Any professional
can lead
MULTI-AGENCY

S17



**S17
CHILDREN
Act 1989
Child
In Need**

★ Specialist CP



**S47
CHILDREN
Act 1989
Child
Protection**

Voluntary

Family Help

Responses to Levels of Need

What is Significant Harm?

What is “significant harm”?

The Children Act defines harm as:



Ill-treatment

(including physical, emotional and sexual abuse)



Impairment of physical or mental health



Impairment of a child's

physical, intellectual, emotional, social or behavioural development

There is no single checklist for significant harm.

Professionals look at:



Severity of the harm



Frequency and duration



Impact on the child's development and wellbeing



Child's age, vulnerability and resilience



Whether the harm is a one-off serious incident or a pattern of concerns over time



Significant harm is about the seriousness and impact of harm on a child's life and future.

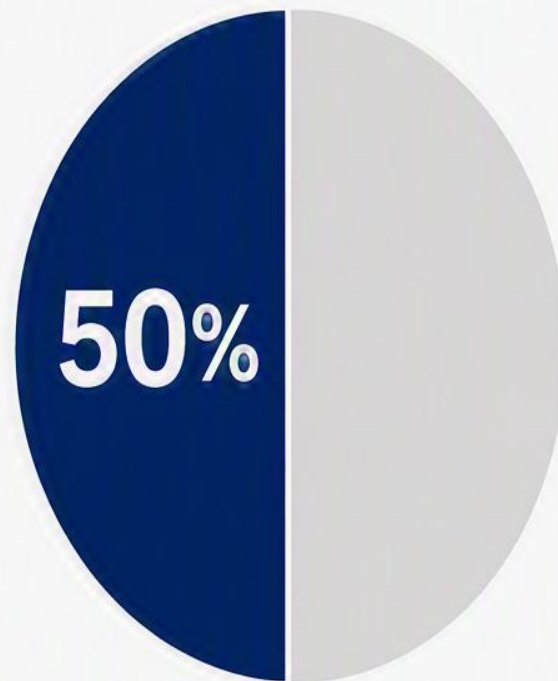


South Gloucestershire Children's Partnership

Neglect Toolkit 2025



Nationally neglect is the most common category of abuse recorded for children on protection plans, accounting for almost



of children on a plan.



Most common

Neglect is the most common category of abuse.



Protection plans

Recorded for children on protection plans nationally.



Almost half

Accounting for almost half of children on a plan.

South Gloucestershire Children's Partnership Neglect Toolkit



This toolkit has drawn on information in toolkits from Salford and Somerset

The South Gloucestershire Neglect Toolkit uses a traffic light scaling for each domain that looks like this



All needs unmet



Many needs unmet



Some needs met



All needs met

Additional information about Neglect can be accessed by our policy briefing [here](#)

There are resources to support professionals working with families when there are concerns about Neglect on the Children's Partnership Website [here](#)

Family Information

This toolkit should be used by practitioners from all organisations to help assess neglect within families even at a low level and plan for change.

Each domain includes a description of how well needs are met, from 'all needs met' to 'all needs unmet' as using the scaling. Work through sections by discussing the description that best fits the care the child receives. Further guidance and descriptions are provided by hovering your mouse over key words and numbers.

There are six domains





CP HOTH

**Child Protection -
Harm Outside The Home**



Click below link to read

[CP HOTH Multi Agency
Learning Brief 2025](#)



Considers Harm relating to:



Sexual Exploitation



**Criminal Exploitation (Crime Groups –
County Lines)**



Serious Youth Violence



Online Harm



Modern Slavery and Human Trafficking



Teenage Relationship Abuse



Peer on Peer Abuse

**Does not include Radicalisation risks as
managed under the Prevent duty.**



EXPLOITATION IS CP

Protect children. Share concerns. Act early.



**NEW NAME –
EMPHASIS:**
EXPLOITATION IS CP



**MAKE ANY URGENT
REFERRALS**
as you would any
CP case



**NEW
CP-ROTH
TOOLKIT**



**ROTH TACTICAL
GROUP MEETINGS
(RTG)**



ANY PROFESSIONAL
can refer
into RTG



**ANYONE CAN USE
AVON AND SOMERSET
POLICE PORTAL**
to report concerns about
child(ren), contexts or
suspected offenders
(intelligence/rumours)



CLICK TO – REPORT CHILD SEXUAL EXPLOITATION
[Avon and Somerset Police Online Portal](#)



EXPLOITATION IS CHILD PROTECTION • SHARE CONCERNS • ACT EARLY





Child Exploitation Updates

Crime and Policing Act 2026



Stronger laws. Greater protection. Safer futures for children.

1 NEW CCE OFFENCE



The Act creates a **specific criminal offence** of Child Criminal Exploitation.

AN ADULT COMMITS AN OFFENCE IF THEY:



Recruit, direct, or control a child



Facilitate a child's involvement in crime



Benefit from a child's criminal activity



A child's apparent willingness is **not a defence**.

2 EXPANDED DEFINITION OF SEXUAL EXPLOITATION

Now explicitly includes:



Online sexualised contact



Livestreaming exploitation



Coercive sexting



Technology-facilitated abuse



Sexualised image creation/distribution



Mandatory Reporting Duty for Child Sexual Abuse applies to CSE

3 KEY MESSAGES



CCE is now a specific criminal offence



Grooming (CCE & CSE) is a **statutory aggravating factor**



Definitions of exploitation **expanded**



Mandatory reporting introduced for child sexual abuse



Stronger protection for children and survivors



Source – Crime and Policing Act 2026



The Risk Outside The Home (ROTH) Tool is a multi-agency tool designed for use by all professionals who work with children and young people. It should be used when there are concerns or worries that a child or young person may be at risk of, or experiencing one or more of the following:

- Criminal exploitation
- Sexual exploitation
- Financial exploitation
- Forced labour
- Serious youth violence
- Trafficking

South Gloucestershire's ROTH Tool uses a traffic light scaling system where 0 means there is evidence to indicate that the child or young person is at significant and immediate risk outside the home and 10 means there is no evidence to indicate that the child or young person is at any risk outside the home.



The tool provides ten domains to explore using the traffic light scaling, to enable you to make a professional judgement about whether a child or young person is at overall low (scale 8, 9, 10), medium (scale 4, 5, 6, 7) or high (0, 1, 2, 3) risk outside the home. For each domain there is guidance to support you to make an informed decision around scaling in relation to level of risk. The ten domains are as follows:

1. Education, Training and Employment	2. Health	3. Accommodation	4. Going Missing	5. Peer Relationships and Abusive Adults
6. Social Media and Technology	7. Places and Spaces	8. Drug and Alcohol Use	9. Unexplained Items and Rewards	10. Serious Youth Violence and Offending Behaviour

Prior to completing the ROTH Tool, it is advisable to access the accompanying ROTH Practice Guidance available on the [South Gloucestershire Children's Partnership website](#), along with various resources to support professionals working with children and young people thought to be at risk outside the home.

When completing the ROTH Tool:

- **Be specific about details** that can help identify and consider harm that may be happening to a child or young person for example, names of places, people, shops, car registration numbers, websites.
- **Use appropriate language.** Language implying that a child or young person is complicit in any way or responsible for the abuse that has happened or may be happening to them, should be avoided.
- Include the views of the child or young person, their parents/ carers or any other involved professionals where possible however, be mindful that this tool is primarily designed to help structure the information you have and to **support your professional judgement** about the level of risk to a child or young person outside the home.
- In accordance with a **Signs of Safety approach**, remember to balance worries and concerns with strengths and safety factors where possible.

Signs of Safety

‘Allows practitioners to hear the voice of the child and the family so making assessment and work easier’



Signs of Safety



Stage 1

What's working well? (Safety/Strength)

What are we worried about? (Past harm/Danger/Complicating Factors)

.....



Stage 2

How worried are we? (Scale of 0 to 10)



No safety; the child is at immediate risk of harm and needs to be removed from home



The child is safe and the family do not require extra support.

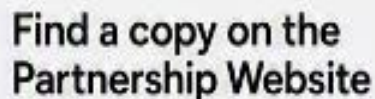
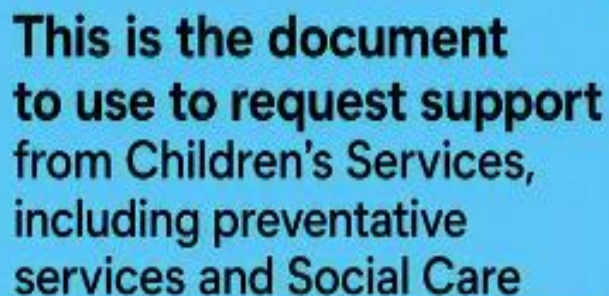


Stage 3

What needs to happen? (Safety Goal/Next Steps)

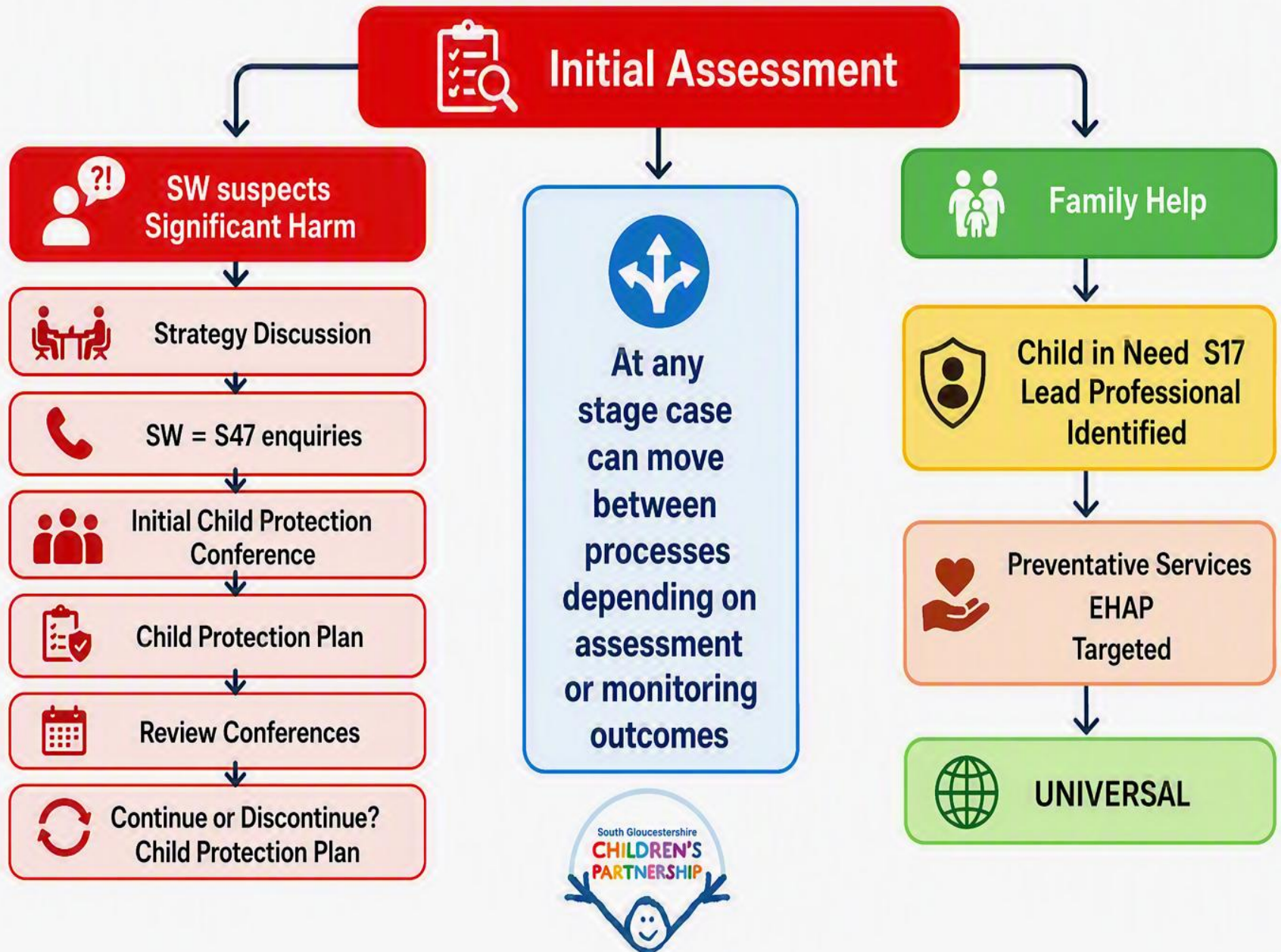


Request for Help form

[illegible]

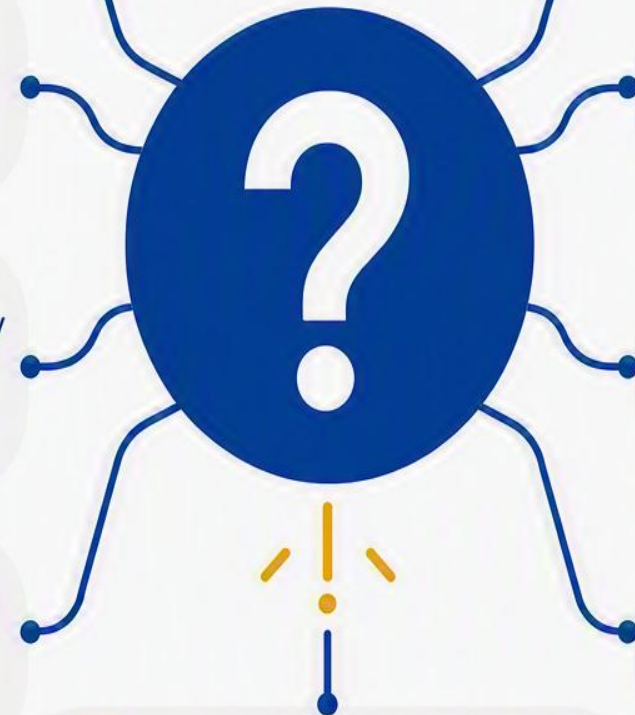
Significant Harm Suspected – Reasonable Cause

(No immediate protection measures required)



Referrals

What Good Looks Like



What has led to the decision to refer?



Clear explanation of concerns – RISK – IMPACT (What's working well v Worries or Dangers?)



Consider consent
Child (11+)/Adults
*Aware of content?



Child's voice
(*All Children involved or linked)



Contact details for all if known – Child/Siblings/ Parents/All significant adults–others/ Professionals/You!



What do I want to happen?



What already done/tried (=Documentation – EHAP etc)

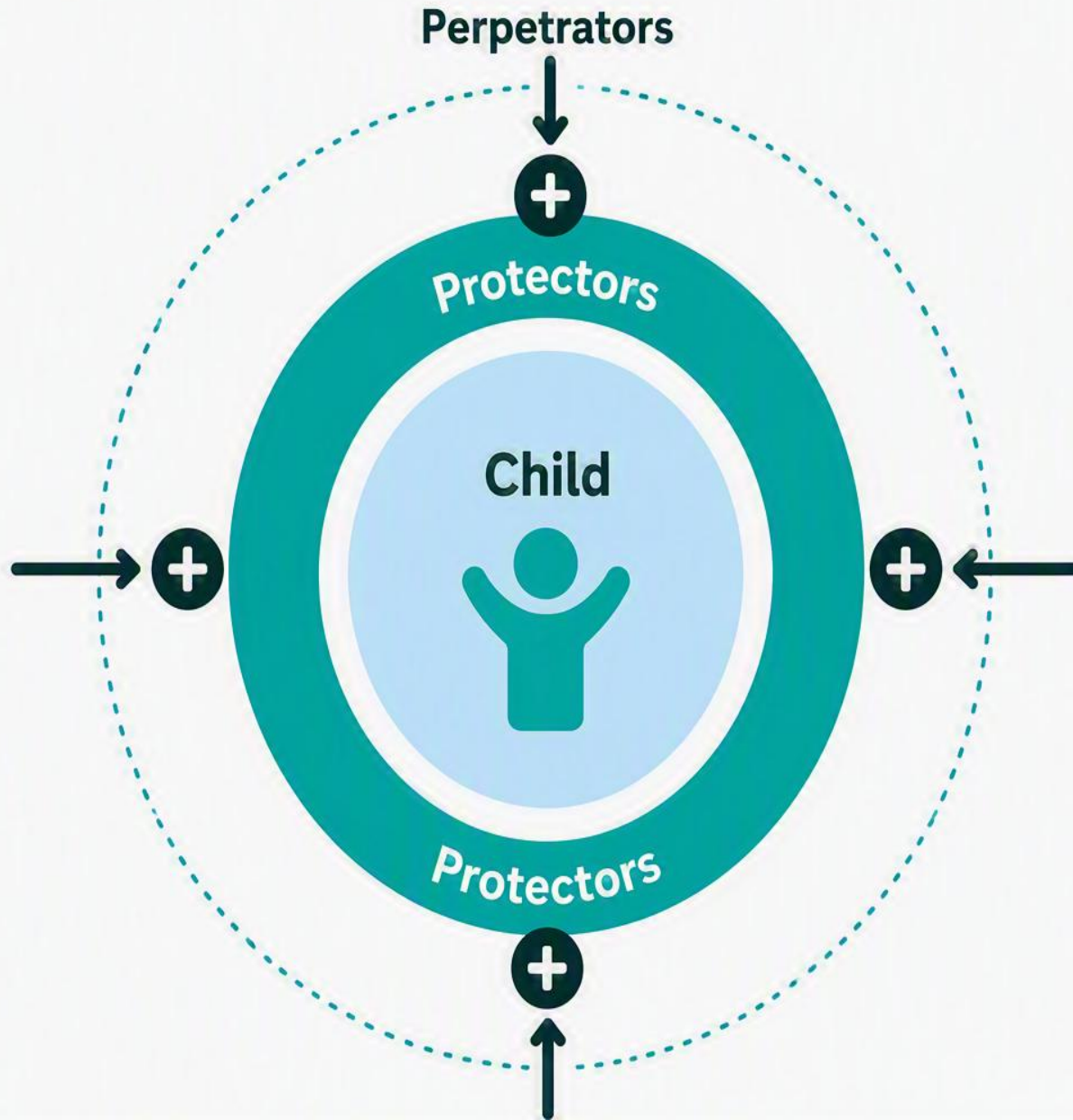


What does the child(ren) – Family want to happen?



Key Info to assist work with family (Interpreter?/Risks?/Culture)

Could it really happen here?









WHISTLEBLOWING & SAFEGUARDING



See It



Hear It



Report It



THE HARM TEST

Does the concern suggest an adult has:



Harmed or may have **harmed** a child?



Possibly committed a **criminal offence** against a child?



Behaved in a way that poses a **risk of harm** to children?



Behaved in a way that makes them **unsuitable to work with children** (Transferable Risk)?



If **YES** → Report immediately through safeguarding procedures.



LOW-LEVEL CONCERNS

A concern that:



Does not meet the harm threshold



Is inconsistent with the Staff Code of Conduct



May indicate poor judgement, boundary issues, or emerging risk



Low-level concerns must still be reported, recorded and reviewed.
Patterns of behaviour can become safeguarding concerns.



KEY MESSAGE IF IN DOUBT, REPORT IT

Protecting children is everyone's responsibility.



Any concern about a child, staff member, volunteer, contractor, governor or visitor should be reported to the DSL, Headteacher / Manager or Governors **without delay**.

OTHER OPTIONS FOR REPORTING



NSPCC
Whistleblowing Helpline
0800 0280285



Local Police / LADO
Local Authority Designated Officer
for safeguarding



Other External Safeguarding
or Professional Bodies
(If appropriate)



Safeguarding is **Everyone's Responsibility**. Every Concern Counts.





Safeguarding Training Evaluation Form 2026

