



# 1decision and Safeguarding

**Personal, Social, Health & Economic Education**

# Using 1decision to Support Statutory Safeguarding Requirements

This document should be read in conjunction with: [Keeping Children Safe in Education 2025](#) and [Working Together to Safeguard Children](#).

*“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interest of the child”.*<sup>1</sup>

The 1decision team are passionate about prevention, and for this reason we have incorporated subtle activities throughout our programme to help professionals recognise areas of concern at the earliest opportunity and to support schools further in reaching safeguarding requirements. The following are examples of our student -focused safeguarding activity worksheets, which can be found in our student workbooks or available to download within the modules.



Many of the resources and topics covered across the 1decision programme are designed to empower children and teach them how to keep themselves and others safe.

Paragraph 128 of KCSIE 2025 states: *“Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online.”* By delivering learning from within the 1decision programme, schools can clearly evidence that they are discharging this statutory duty effectively.

Whilst using 1decision, teachers should be aware that children may disclose sensitive information worthy of concern. As a part of our recommendation to schools, it is vital that teachers who take part in the delivery of 1decision are fully up to date with safeguarding and child protection policies and procedures within their educational setting.

Disclosures may help teaching staff recognise if a child is suffering, and early intervention is crucial. For more details of types of abuse or neglect that may be recognised, please refer to pages 10-20 of the latest statutory guidance – Keeping Children Safe in Education (Sept 2025).

<sup>1</sup> Keeping Children Safe in Education, Statutory guidance: [www.gov.uk](http://www.gov.uk) (Sept 2025), p.7

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## New Risks to Our Children

The increase in technology provides many benefits. However, technology also comes with risks and children are more exposed than ever before. This has been highlighted in the updated KCSIE guidance and teachers now have to think about many safeguarding issues related to technology.

*“All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content”.*<sup>2</sup>

In 2024, over 620,000 children in England were referred to local authority children’s social care services. This equates to an average of around 1700 children being referred every day. It is essential that we continue to work together with children and their families to reduce this number.

During PSHE lessons and activities, you may find that children will provide clues or evidence of experiencing abuse. In line with paragraph 68, page 21 of KCSIE (Sept 2025) this evidence may be key in supporting children to receive the correct help early. It may be important to take notes or to recall conversations correctly, to pass on to your safeguarding lead. You may also find evidence within children’s learning, such as in draw/write activities or other reflections.

*“It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children’s welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action”.*<sup>3</sup>

## Newest Amendment to KCSIE

*“Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should be doing all that they reasonably can to limit children’s exposure to the above risks from the school’s or college’s IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filtering and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Governing bodies and proprietors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.”*<sup>4</sup>

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2 Keeping Children Safe in Education, Statutory guidance: [www.gov.uk](http://www.gov.uk) (Sept 2025), p.11

3 Keeping Children Safe in Education, Statutory guidance: [www.gov.uk](http://www.gov.uk) (Sept 2025), p.21

4 Keeping Children Safe in Education, Statutory guidance: [www.gov.uk](http://www.gov.uk) (Sept 2025), p.40

## How Does Safeguarding Affect School Inspections?

Whether your school is inspected under the Ofsted framework or ISI, safeguarding remains at the top of the agenda when inspecting school provision. For more information about what schools will be expected to evidence around the management of safeguarding, please refer to Part Two (from p.25 onwards) of [Keeping Children Safe in Education 2025](#).

### A Child's View of Safeguarding

We can all work together to safeguard the children in our care. However, it is important to remember the views of the children. Please review the following:

Children have said that they need:

- vigilance: to have adults notice when things are troubling them
- understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon
- stability: to be able to develop an ongoing stable relationship of trust with those helping them
- respect: to be treated with the expectation that they are competent rather than not
- information and engagement: to be informed about and involved in procedures, decisions, concerns and plans
- explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- support: to be provided with support in their own right as well as a member of their family
- advocacy: to be provided with advocacy to assist them in putting forward their views
- protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee.

We hope the 1decision resources support your school in creating the safest environment for your children to explore and understand ways to keep themselves safe, now and in the future.

If you have any further questions, please contact a member of the 1decision team - [info@1decision.co.uk](mailto:info@1decision.co.uk)

