

DSL INSET DAY 2025 – PRESENTER GUIDE

To accompany: “SGF INSET DAY 25 Presentation”

Slide 1: Safeguarding INSET Day

(Title Slide – insert school name and DSL team members/photos)

Purpose:

- Set a welcoming, inclusive tone.
- Remind staff that this is a collaborative, open training space.
- Introduce the safeguarding team with names and photos – this builds trust and visibility across staff.

Presenter Notes:

- “Today’s training isn’t about catching you out; it’s about helping you feel more confident, more curious, and more connected in your safeguarding role.”
- “We all have a responsibility. This training will help us reflect on how that plays out in our everyday work.”

Slide 2: Introduce the team

Slide 3: General Stuff

Purpose: To establish shared understanding: safeguarding is everybody’s job.

Talking Points:

- Safeguarding issues are not rare, distant or only for senior staff.
- You may be the first or only adult a child speaks to.
- Effective safeguarding relies on vigilance from everyone—from lunchtime supervisors to subject leaders.

Discussion Prompt:

“What does ‘safeguarding is everyone’s responsibility’ actually look like in school? Think about your role.”

Slide 4: KCSIE 2025 – Key Changes

Purpose: To summarise updates to statutory guidance and encourage reflection on impact.

Talking Points:

- Small language tweaks: 'Autistic spectrum' → 'Autism' (reflecting identity-led language).
- New content:
 - **Gender-questioning children** – approach with care, dignity, no assumptions.
 - **Filtering & Monitoring** – check with IT/DSLs that systems are effective and logged.
 - **Generative AI** – e.g., deepfakes, false news.
 - **Misinformation/disinformation** – what children believe can affect wellbeing and safety.
 - **Alternative Provision** – schools now have clear duties to check the safeguarding arrangements of APs.

Discussion Prompt:

“Do you know what filtering and monitoring systems are in place here—and are they working?”

Slide 5: WTG: Social Care Reform – ‘Stable Homes Built on Love’

Purpose: To share changes in multi-agency working and care system expectations.

Talking Points:

- All LAs should now be working under new arrangements.
- “Universal Services” is no longer a term being used. Language is shifting towards connected, relational practice.
- Stronger push to work with extended families and communities before going down formal care routes.

Ask Staff:

“When was the last time we worked with extended family as a protective factor?”

Slide 6 and 7: Types of Abuse

Purpose: To revisit the 4 main categories and recognise the broader forms of abuse relevant in school contexts.

Activity (small groups):

“Can you name as many ‘other’ forms of abuse as possible—and give an example of what that might look like in a school setting?”

Examples to draw out:

- Bullying (inc. cyber)
- Grooming
- Child Criminal/Sexual Exploitation
- Honour-based abuse
- FGM
- Modern Slavery
- Domestic Abuse
- Radicalisation

Tips:

- Make this active. Perhaps use post-its or flip chart.
- Refer back to real safeguarding logs or anonymised examples if appropriate.

Slide 8: Vulnerabilities in School

Purpose: To understand the different layers of vulnerability and challenge unconscious bias.

Key Groups to Highlight:

- Children with SEND
- LGBTQ+ pupils
- Children with prior trauma
- Mental health needs (child or parent)
- Pupils with poor attendance
- Looked-after children
- Children with family members in prison or with substance misuse

Ask Staff:

“Are there children we’re unintentionally overlooking because they seem ‘resilient’ or ‘quiet’?”

Slide 9: Online Harms

Purpose: To raise awareness of the breadth and complexity of online safeguarding risks.

Expanded Risks to Highlight:

- **Fake news and AI** – content that appears credible but is false.
- **Sextortion** – targeting children for ‘nudes’, then blackmailing them.
- **Loot boxes and online gambling** – particularly in gaming platforms.
- **In-app spending, peer pressure, unmoderated chat rooms.**

Prompt:

“Which of these are you hearing about from pupils—and which do you think we’re underestimating?”

For reference if you want to go through all of the online harms listed:

1. Cyberbullying

Harassment, threats, or humiliation by peers through social media, messaging apps, or online gaming platforms.

2. Online Predators

Adults who seek to exploit children through social media, chat rooms, or gaming platforms, often by posing as peers.

3. Exposure to Inappropriate Content

Access to pornography, violent images, or other content not suitable for children through websites, apps, or unsolicited messages.

4. Privacy and Data Security Risks

Sharing personal information such as addresses, phone numbers, or school details that could be misused by others.

5. Identity Theft and Fraud

Scams that trick children into sharing personal or financial information, which can be used for fraudulent activities.

6. Phishing and Malware

Clicking on links or downloading attachments that could lead to malicious software being installed on devices.

7. Sexting and Sharing Personal Images

Sharing or receiving personal images or videos that can be distributed without consent and lead to exploitation or embarrassment.

8. Radicalisation and Extremist Content

Exposure to extremist ideologies or being targeted by radical groups for recruitment.

9. Addiction to Technology and Screen Time

Excessive use of the internet or gaming leading to negative impacts on health, sleep, and social interactions.

10. Online Challenges and Dares

Participation in dangerous online challenges that encourage harmful behaviour.

11. Grooming

Building an emotional connection with a child to gain their trust for the purpose of exploitation or abuse.

12. Fake News and Misinformation

Exposure to false information that can mislead or influence beliefs and behaviours.

13. Online Gambling and Loot Boxes

Engagement in gambling activities through games or apps, including spending real money on virtual items or loot boxes.

14. Influencer and Peer Pressure

Pressure to emulate influencers or peers, leading to potentially risky behaviour or lifestyle choices.

15. Hacking and Security Breaches

Accounts being hacked, leading to loss of personal information or online identity.

16. Unmoderated Forums and Chat Rooms

Participation in online spaces without oversight, where harmful interactions may occur.

17. In-App Purchases and Spending

Accidental or intentional spending of money on apps and games without parental consent.

18. Doxing

The act of publicly revealing personal information about someone online, often to intimidate or harm them.

19. Involvement in Illegal Activities

Encouragement or coercion to participate in illegal activities, such as hacking or selling contraband.

20. Ai – fake news, deep fakes, fakes, image changes.

Slide 10 Signs of Exploitation / Sextortion

Purpose: To help staff spot signs and understand how exploitation works.

Key Messages:

- Exploitation is often subtle and gradual.
- Sextortion is a growing form of coercion. Many victims feel too ashamed to speak out.
- Not just about 'stranger danger'; peers and 'friends' can exploit.

Signs to Look For:

- Changes in behaviour or mood
- New peer groups, secrecy, fatigue
- High phone use, suddenly having money

Definition: The non-consensual sharing of 'nudes' or 'semi-nude' photos and videos in exchange for money or another purpose ie to get children to do something eg carry drugs, steal cars or exploit their friends.

Sextortion has clear links to people seeking to groom children and often serious organised criminal gangs. These are really serious criminals for whom this is just a business. Quote from one "This is BIG business, if you shut me down, I don't care. I'll start again tomorrow"

It leads kids directly into county lines, Sexual and Criminal (and both) exploitation. "There's no return ticket on a County Line"

Extortion can come from "friends" who have been recruited by gangs – as "payment" for "gifts" or to stay in the gang

Threats made to the child, their family, friends, home, pets and these threats are serious ones.

One example: A friend who is a senior doctor was told by her daughter aged 14 that a guy had threatened her to get nude images. She said “no”. His response “I know your mum is a doctor, your dad is a dentist and I know the number plates of their cars – and where you live” The information he had was all correct. She told her mum and all is well but in so many cases it isn’t

Girls and boys targeted – all ages

Signs

Changed behaviour, being absent from education or other activities, lots of time online / social media. Distressed, tired, hanging out with new people

Real life example

A recent sextortion case that made the news is that of Murray Dowey, a 16-year-old boy who took his own life in December 2023 as a result of being a victim of sextortion. The teenager from Scotland had been targeted by criminals and duped into thinking he was talking to a teenage girl on social media. The ‘girl’ shared an intimate image with Murray who responded by sharing an intimate image of himself. At that point, it was immediately revealed that he’d been talking to criminals, who proceeded to ask Murray for money and threatened to share the intimate image with all his contacts if he didn’t pay up.

Ask Staff:

“How might you spot this in a classroom, corridor or club?”

Slide 11: Prevent Duty 2023

Purpose: To update on Prevent strategy and encourage confident early intervention.

Talking Points:

- Prevent is not just for extreme terrorism.
- Vulnerable children may be influenced by extremist views, conspiracy theories, or misogyny (e.g., Incel culture).

Case Study Prompt:

- Jake Davison (Plymouth 2021) – link between incel beliefs and mass violence.

Slide 12 Radicalisation

- **Evolving Threat of Radicalisation:**
 - Increasingly mixed, unclear, and ideologically unstable influences.
 - Goes beyond traditional religious and political influences.
- **Online Influence:**
 - Radicalisation is increasingly moving online.
 - Filters and monitoring are crucial.

- Be alert to behavioural changes such as anger, withdrawal, and unwillingness to consider different viewpoints.
- **Vulnerability Factors:**
 - Everyone is susceptible to radicalisers, especially during stressful times (e.g., moving schools).
 - Multiple or unclear grievances can lead to attacks in schools.
- **Incel Culture and Misogyny:**
 - Rise of "involuntary celibate" ideologies.
 - Associated misogyny
 - Boys and young men who feel rejected and isolated are particularly vulnerable to incel ideology. The online incel community may appear to offer them a place of understanding and acceptance.
- **Influencers and Extremist Narratives:**
 - Figures like Andrew Tate amplify dangerous ideologies.
 - Links to racial hatred and extremist narratives.
 - Example: During Far Right riots in the UK, Tate was a loud online voice.
- **Case Study - Jake Davison (2021): <https://www.bbc.co.uk/news/uk-england-devon-64586845>**
 - Shot and killed five people in Plymouth, including his mother.
 - Posted hate-filled, misogynistic rants online before the attack.
- **Impact on Younger Students:**
 - Signs of these issues are appearing in primary-aged children.
 - Important to be vigilant about sexual harassment and radicalisation.
- **Preventative Measures:**
 - Comprehensive teaching on relationships and online safety.
 - Ensure a zero-tolerance approach to radicalisation and harassment.
 - Foster a safe, inclusive environment for all students.
 - Ensure online and school is not a permissive environment.

Discuss:

"What does radicalisation look like at 12, not 18?"

Slide 13: Misinformation and Conspiracy Theories

Purpose: To highlight how false narratives influence young minds.

Examples to Share:

- Government is hiding the truth about vaccines/school/health.
- Online figures presenting themselves as "truth-tellers" against authority.
- Pupils using TikTok to access distorted information.

Challenge:

- Support children without mocking or dismissing their beliefs.

Discussion Prompt:

"How would you respond if a pupil said, 'School isn't safe because it's part of a cover-up'?"

Slide 14: Extremist Symbols

Purpose: To increase awareness of visual and coded language linked to extremism.

Examples to Cover:

- “88” = Heil Hitler
- “ORION” = white supremacy
- “Red Pill” = anti-women, incel culture
- “Chad”, “SWP”, “Black pill” – linked to misogynistic online movements

Clarify:

- Symbols may be used without understanding.
- Repeated use warrants curiosity and dialogue—not instant labelling.

Slide 15: Child-on-Child Abuse

Purpose: To reflect on prevalence and normalisation of harmful behaviours between peers.

Key Statistics:

- 92% of girls / 74% of boys say sexist name-calling is frequent in school.

Discussion:

“What harmful behaviours have we normalised as ‘banter’ or ‘just what teenagers do’?”

Tip:

- Link to Ofsted reviews or recent safeguarding trends.

Slide 16 Preventing and responding to child on child abuse

Use this slide to remind everyone about your school systems, what you want them to do and the support they will get.

Ideas:

- Ensuring everyone knows any of this behaviour is unacceptable.
- Using systems for reporting abuse that children trust.
- Do not tolerate or dismiss sexual harassment or violence. Make sure you report it to the DSL team and deal with it through the appropriate behaviour and appropriate support systems.
- Keep in mind that a child who is behaving in this way may have a safeguarding concern / have unmet needs.

Slide 17: Extra-Familial Harms

Purpose: To extend understanding of abuse beyond the home.

Examples:

- Gang pressure
- Online grooming
- Coercive relationships with older peers or siblings
- Exploitation at transport hubs, parks, parties

Indicators:

- Withdrawn, anxious, changing friendship groups
- Avoiding certain routes/areas
- Disclosure from peers

Ask:

“What’s happening outside our gates that we need to know about?”

Slide 18: Reporting Concerns

Purpose: To reaffirm reporting expectations and build confidence.

Remind Staff:

- Report what you see/hear; not what you can prove.
- Use the school’s reporting system clearly and quickly.
- DSLs don’t need perfection. They need **timely, accurate concerns**.

Ask:

“What’s stopped you reporting a concern before. What would make it easier?”

Slide 19: Recording Concerns

Purpose: To strengthen accuracy and objectivity in safeguarding records.

Top Tips:

- Use direct quotes.
- Write factually, clearly and promptly.
- Avoid interpretation. If it’s an opinion, say why you formed it.

Practice Task (Optional):

“Here’s a fictional disclosure. Have a go at writing what you’d record.”

Slide 20: How to React to a Disclosure

What language do you use when you’re trying to keep a child talking—but not leading them?

- **Listening** – It’s important to allow the child to speak in their own time. Avoid interrupting or asking leading questions. Just listen carefully and stay calm.

- **Reassure** – Let them know they've done the right thing by telling you. Use simple, affirming language like, 'You've done the right thing by telling me.'
- **Avoid Promising Confidentiality** – Be honest about the fact that you'll need to pass on the information to keep them safe. Instead of saying, 'This will stay between us,' say, 'I may need to share this with someone who can help.'
- **Take Immediate Action** – *Follow your setting's safeguarding procedures straight away. Don't delay or wait for more information—report the concern to your Designated Safeguarding Lead or equivalent.*
- **Recording the Disclosure** – Record exactly what was said, in the child's own words where possible, and stick to the facts. Note the time, date, and your response, and sign it.

This approach supports safe, consistent handling of disclosures and ensures children feel heard and protected.

Slide 21: Professional Curiosity

Purpose: To promote a questioning, reflective mindset.

Definition:

- The instinct to notice, ask, challenge and probe gently.
- The opposite of assuming everything is fine.

Examples:

- A pupil always late. Is it poor timekeeping or something more?
- A child refusing PE. Is it embarrassment, shame, injury, abuse?

Discussion:

"Can you share a time when curiosity helped you notice something others didn't?"

Slide 18: Discussion and Questions

Wrap-Up Tips:

- Thank staff for openness and engagement.
- Reaffirm safeguarding as evolving and shared.
- Invite anonymous questions via post-its or forms if time is tight.

Prompt:

"What's one thing you'll do differently this term?"