



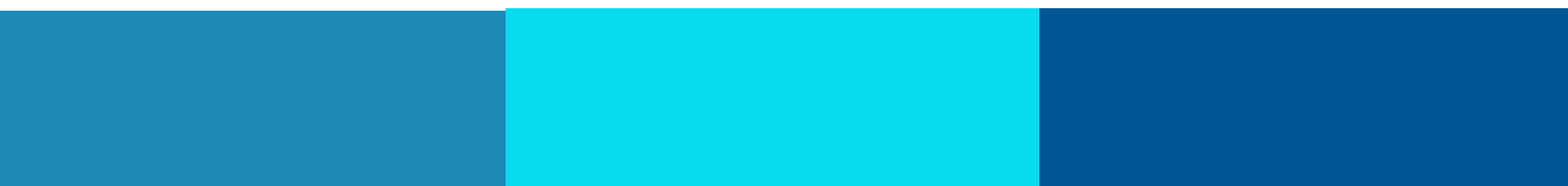
BACK TO SCHOOL

**SAFEGUARDING INSET
DAY
[ADD SCHOOL NAME]**

A blue cloud-like shape with a scalloped edge, containing the text "DSL TEAM" in white.

DSL TEAM

**ADD TEAM MEMBERS
AND PHOTOS**



General Stuff

Safeguarding children in school is
everyone's responsibility

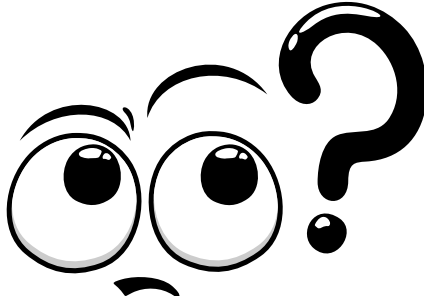
Any safeguarding issue can
happen in our school

Everyone has an important role to
play for safeguarding to be excellent



Keeping Children Safe In Education 2025

Nothing much to see here but



- Some minor changes in definitions
- Austistic spectrum changed to autism
- There are now paragraphs about gender questioning
- Filerting and Moitoring guidance updated
- Additions around generative Ai and safeguarding misinformation and disinformation and conspiracy theories
- Upadates to Safeguarding responsibility for children placed in Alternative Provision including expectations on schools to find out about the APs safeguarding systems

HELP!



WORKING TOGETHER 2023

CHANGES FROM GOVT STRATEGY - “STABLE HOMES BUILT ON LOVE” & IMPLEMENTING MCALLISTER REVIEW

- **Window for LAs to implement is now over - all LAs should have new arrangements in place**
- **Universal Services is no more**
- **Working with families, extended families and kinship carers**
- **Strengthening relationships with other statutory bodies including schools**



Types of Abuse

Physical

Sexual

Emotional

Neglect



In Groups: Can you name all the “other” types of abuse we might see in school AND can you give me an example of each one?

Other types of abuse

Child on Child
Bullying / Cyberbullying
Grooming
Radicalisation
Online abuse
Child Criminal Exploitation
Child Sexual Exploitation
Domestic Abuse
Honour Based abuse
Female Genital Mutilation
Forced Marriage
Modern Slavery
Child trafficking



**Factors that can
increase risk of
abuse**

- **Children with special educational needs and disabilities (SEND)**
- **Children with mental health difficulties**
- **Looked after children (LAC)**
- **Children missing education**
- **Children who identify as LGBTQ+**
- **Children with previous experience of abuse**
- **Unmet parental mental health needs and parental substance misuse**

WHAT OTHERS DO WE SEE IN SCHOOL?



Online Harms

1. Cyberbullying
2. Online Predators
3. Exposure to Inappropriate Content
4. Privacy and Data Security Risks
5. Identity Theft and Fraud
6. Phishing and Malware
7. Sexting and Sharing Personal Images
8. Radicalisation and Extremist Content
9. Addiction to Technology and Screen Time
10. Online Challenges and Dares
11. Grooming
12. Fake News and Misinformation
13. Online Gambling and Loot Boxes
14. Influencer and Peer Pressure
15. Hacking and Security Breaches
16. Unmoderated Forums and Chat Rooms
17. In-App Purchases and Spending
18. Doxing
19. Involvement in Illegal Activities
20. Artificial Intelligence



Sextortion

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

- **Who exploits children?**
- **Why are children exploited?**
- **How are children exploited?**
- **Who is targeted?**

SIGNS OF EXPLOITATION?

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

**Prevent Duty
2023**

3 Overarching Objectives



- **Tackle the ideological causes of terrorism**
- **Intervene early to support people susceptible to radicalisation**
- **Enable people who have already been engaged in terrorism to disengage and rehabilitate**



Radicalisation

- **Evolving Threat of Radicalisation**
- **Online Influence**
- **Vulnerability Factors**
- **Incel Culture and Misogyny**
- **Influencers and Extremist Narratives**
- **Case Study - Jake Davison (2021)**
- **Impact on Younger Students**
- **Preventative Measures**

**Misinformation,
disinformation and
conspiracy
Theories**

- **Misinformation and disinformation can expose children to harmful content, extremist views, or unsafe behaviours online and offline.**
- **Conspiracy theories often exploit fear, isolation or mistrust – making vulnerable young people feel ‘in the know’ or ‘part of something’.**
- **These influences can damage critical thinking, wellbeing, and trust in education, healthcare and safeguarding systems.**

If a child told you they believe the government is hiding the truth about schools being dangerous, what would you say—and what might be going on underneath that belief?

Extremist Symbols

- **88** → this stands for Heil Hitler, where each 8 represents the letter H (being the eighth letter of the alphabet)
- **18** → as above, but where the 1 (A) and the 8 (H) represent Adolf Hitler's initials.
- **ORION** → Our Race is Our Nation
- **Red pill** → a reference to the film The Matrix. To have 'taken the red pill' means to have realised the 'truth' about women and society.
- **Chad** → a man who is sexually attractive to women (an alpha)
- **SWP** → Supreme White Power



Child on Child abuse

**All children can be capable of abusing
their peers**

**It happens inside and outside of school
including online**

**Ofsted revealed that 92% of girls and 74% of
boys said sexist name-calling happens a lot or
sometimes to them or their peers.**

Can you think of any examples?

Child on Child
abuse



Ideas



Extra Familial Harms

Definition and Examples

Indicators of Extra Familial Harms

Preventative Measures

Collaboration with External Agencies



Reporting Concerns

Clear Reporting Procedures

Documentation

Role of the Designated Safeguarding Lead (DSL)

Whistleblowing Protection

Recording Concerns

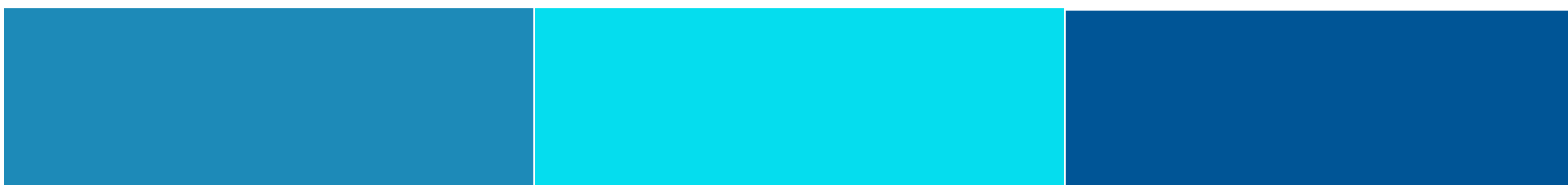
Record the information as soon as you can

Record facts ie what you see & what you hear

Record accurately - using quotes where you can

Record opinions only if backed up by evidence.....

ie I think this because ...



Reminders About How to React and What to Do

How to react

Listening

Reassure

Avoid Promising Confidentiality

Take Immediate Action

Recording the Disclosure





Professional Curiosity

What is it?

Encouraging Open Dialogue

Observing Patterns and Changes

Challenging Assumptions

Continuous Learning



DISCUSSION AND QUESTIONS

