

**RAISE**

The word "RAISE" is rendered in large, bold, sans-serif capital letters. Each letter is a different color: 'R' is red, 'A' is orange, 'I' is yellow, 'S' is green, and 'E' is blue. The letters are decorated with dynamic, hand-drawn style elements, including white and colored brushstrokes, splatters, and dots. The entire graphic is set against a white background with a thin black horizontal line at the base of the letters. At the bottom of the image, there is a curved orange gradient bar.


# Safeguarding

**Safeguarding is the responsibility of everyone**

- If you think it could be... **report it ASAP**
- Consider **urgency** – ask for support / cover

# Safeguarding – Reporting

**Safeguarding is the responsibility of everyone**

- 
- A large blue arrow pointing downwards, indicating a sequence or flow.
1. Face to Face – DSL
  2. Face to Face – Head of Provision
  3. Phone – DSL
  4. Phone – Head of Provision
  5. Phone – RAISE AP Educational Directors

# Safeguarding – Disclosures

**Safeguarding is the responsibility of everyone**

- TED – Tell, Explain and Describe
- 4 W's – What, When, Where and Who



# Safeguarding – DSLs

**Safeguarding is the responsibility of everyone**

- RAISE AP DSL team: Craig McAllister

# Safeguarding – Online Training

- Like in 2024/2025, we will follow the National College online training for key safeguarding areas. These are expected to be completed monthly but can also be completed at anytime.
- For 2025/2026 we have scheduled specific dates for the provision



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
15/09/2025	16/09/2025	17/09/2025	18/09/2025	19/09/2025	20/09/2025	21/09/2025
WEEK 3						
				YEAR 7 TEAM BUILDING DAY		
CODING WEEK						
EXEC SLT			SUBJECT TEAMS			
FULL SLT	TT TRAINING (TOTTON)	NC TRAINING (TOTTON)	PASTORAL			

# Safeguarding – Online Training

## National College Schedule

Month	Completion Date	Theme	National College Link / Form Link
September	INSET	KCSIE 2025	<a href="https://forms.office.com/e/QT0CBVFk5U">https://forms.office.com/e/QT0CBVFk5U</a>
September	30/09/2025	Safeguarding Essentials	<a href="https://nationalcollege.com/courses/new-certificate-in-safeguarding-for-staff">https://nationalcollege.com/courses/new-certificate-in-safeguarding-for-staff</a>
October	25/10/2025	SEND Code of Practice	<a href="https://nationalcollege.com/courses/send-cop">https://nationalcollege.com/courses/send-cop</a>
November	28/11/2025	Online Safety	<a href="https://nationalcollege.com/courses/new-certificate-in-online-safety-for-teaching-staff">https://nationalcollege.com/courses/new-certificate-in-online-safety-for-teaching-staff</a>
December	19/12/2025	Mental Health and Wellbeing + Domestic Abuse	Primary: <a href="https://nationalcollege.com/courses/teaching-mental-health-wellbeing-primary">https://nationalcollege.com/courses/teaching-mental-health-wellbeing-primary</a> Secondary: <a href="https://nationalcollege.com/courses/teaching-mental-health-wellbeing-secondary">https://nationalcollege.com/courses/teaching-mental-health-wellbeing-secondary</a> Domestic Abuse: <a href="https://nationalcollege.com/courses/certificate-in-domestic-abuse-violence-awareness">https://nationalcollege.com/courses/certificate-in-domestic-abuse-violence-awareness</a>
January	30/01/2026	Child Criminal and Sexual Exploitation (CCE / CSE)	<a href="https://nationalcollege.com/courses/understanding-sexual-exploitation">https://nationalcollege.com/courses/understanding-sexual-exploitation</a>
February	13/02/2026	Child on Child Abuse + Bullying	<a href="https://nationalcollege.com/courses/new-certificate-in-understanding-child-on-child-abuse-bullying">https://nationalcollege.com/courses/new-certificate-in-understanding-child-on-child-abuse-bullying</a>
March	27/03/2026	Attendance and Missing in Education	<a href="https://nationalcollege.com/courses/attendance-champion">https://nationalcollege.com/courses/attendance-champion</a>
April	30/04/2026	Harmful Sexual Behaviours	<a href="https://nationalcollege.com/courses/new-certificate-in-harmful-sexual-behaviour-awareness-for-teaching-staff">https://nationalcollege.com/courses/new-certificate-in-harmful-sexual-behaviour-awareness-for-teaching-staff</a>
May	22/05/2026	County Lines	<a href="https://nationalcollege.com/courses/new-certificate-in-understanding-county-lines">https://nationalcollege.com/courses/new-certificate-in-understanding-county-lines</a>
June	30/06/2026	Preventing Radicalisation (Prevent)	<a href="https://nationalcollege.com/courses/new-certificate-in-the-prevent-duty">https://nationalcollege.com/courses/new-certificate-in-the-prevent-duty</a>
July	22/07/2026	FGM	<a href="https://nationalcollege.com/courses/certificate-in-understanding-female-genital-mutilation">https://nationalcollege.com/courses/certificate-in-understanding-female-genital-mutilation</a>

# Safeguarding 2025/2026

All staff **must read** part 1 of KCSIE 2025

**Part one: Safeguarding information for all staff**

**What school and college staff should know and do**

**A child centred and co-ordinated approach to safeguarding**

## Specific Updates for KCSIE 2025

1. Clarification that misinformation, disinformation and conspiracy theories are safeguarding harms.
2. Filtering and monitoring and the use of AI.

# Safeguarding 2025/2026

We'll now go through The Key's Safeguarding presentation for schools.

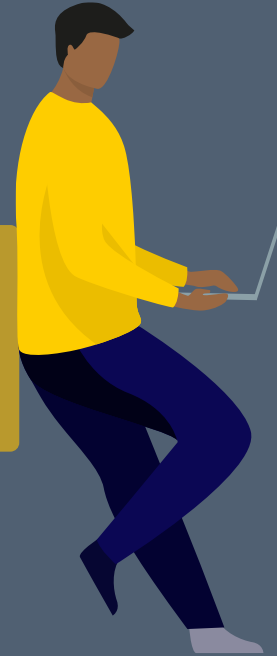
This will be a summary of key safeguarding considerations for schools – as we progress through the academic year, at each INSET, we'll focus on a specific safeguarding concern.

Alongside this, the monthly National College training will support with key topics. If you've any questions, do seek a DSL for clarity...



## Section 1

**What is safeguarding?**



# Safeguarding means ...

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

**Protecting** children from maltreatment within or outside the home, including online

**Preventing** impairment of children's mental and physical health or development

Making sure children receive **safe and effective care**

Taking action to enable all children to have the **best outcomes**

# Abuse is more common than you may think

We don't know how many children experience abuse, and we may never know.

However, data suggests that:

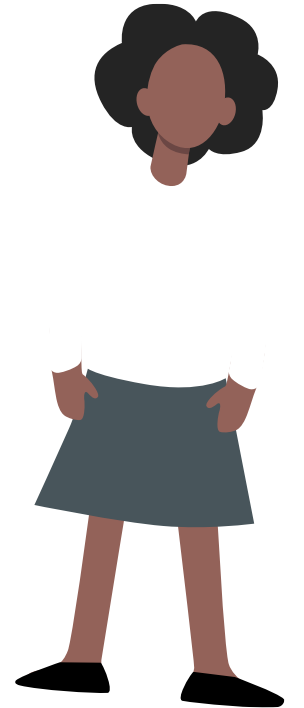
1 in **20** children in the UK have been sexually abused

1 in **14** children in the UK have been physically abused

1 in **10** children in the UK have experienced neglect

Around **a third** of child sexual abuse is by other children

Online grooming crimes against children have increased by **89%** in 6 years





## Section 2

**What does safeguarding  
mean for me?**



# Disinformation, misinformation and conspiracy theories

- Disinformation, misinformation and conspiracy theories are **online safety risks for children**
- They refer to the spread of false information or ‘fake news’ online
- Children can be more at risk of taking this content at face value
- Advanced AI tools can be used to present the information as fact, making it appear realistic, including the use of AI-generated images and videos
- As school staff we **all** have a role to play to ensure pupils are kept safe online from this risk
- It’s important that we find opportunities to discuss where pupils get their information from, so they understand the risks



# Filtering and monitoring and the use of AI

- As a school, our filtering and monitoring procedures also apply to the use of generative AI
- We need to make sure pupils are using gen-AI safely, and should monitor any use of AI in the classroom closely
- It's important that any AI products pupils are using in school have the highest standards of filtering possible
- We also need to make that if we are asking pupils to use AI in lessons, that they're not accessing harmful or inappropriate content
- If you find that pupils are able to access inappropriate content while using an AI tool, report this to a DSL as soon as possible

# Look out for changes in a child

Difficulty concentrating  
and not doing as well at  
school

Becoming withdrawn

Mood or behaviour  
changes

Risk-taking behaviour



Mental health needs

Tiredness

Self-harming

Increased absence from  
school or lessons

Using drugs or alcohol

# Summary: key points about what safeguarding is and what it means for you

- Safeguarding means making sure children **grow up safe, happy and healthy**
- Always assume **'it could happen here'**
- We **all** have a role to play in safeguarding children
- Be alert to **changes** in a child
- The **safeguarding team is here to listen** to any concerns you have



## Section 3

**Some pupils are more vulnerable than others**



# Some children are more vulnerable than others

Have a special educational need or disability (SEND), or another health need

Have social, emotional and mental health needs (SEMH)

Are persistently absent from education

Are frequently missing from care or home



**Remember:** any child can be a victim of abuse, so we need to stay alert to the signs

Are LGBTQ+

Are privately fostered

Have been in care

Have a parent or carer in custody or are affected by parental offending

# Some children are more vulnerable than others

Live in challenging family circumstances

Are at risk of abuse linked to faith or belief

Are at risk of radicalisation

Are at risk of modern slavery, trafficking or exploitation

Are misusing drugs or alcohol



Are young carers

Are involved in a gang

Are being drawn into antisocial or criminal behaviour

Are educated at home

Have a family member experiencing poor mental health

# Be even more alert to our ...

## Children with SEND and SEMH needs

They can be more vulnerable because they might:

- **Rely on others** more, or 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**

Signs of **abuse might also be missed** or dismissed.

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



**Always use professional curiosity: think 'Why?' or 'What might be going on here?'**

# Be even more alert to our ...

## Children who are LGBTQ+

They can 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**

# Summary: some pupils are more vulnerable than others

- Remember that all children are vulnerable, but some groups are more vulnerable than others
- Be even more alert to pupils with SEND, SEMH and children who are LGBTQ+ (or perceived to be LGBTQ+)
- Remember, **all** pupils can be victims of abuse, so we need to stay alert to the signs

## Section 4



**How we can all act in our pupils' best interests**



# If a child makes a disclosure ...

## Do ...

Find a calm, quiet space to talk

Let the child lead the conversation

Practise 'active listening'

Ask open questions

Reassure them that they're not in trouble and will be kept safe

Reflect on what they're saying

Be clear about what you'll do next

Ask the child if it's OK for you to take notes, or to write down what they've told you afterwards

If you think a child won't feel comfortable if you're taking notes, try to do this immediately after the conversation instead.

# If a child makes a disclosure ...

## Don't ...

Give the child the impression they're creating a problem

Blame the child for what's happened, in any way

Ask leading questions that suggest an answer


Make promises about keeping things confidential

Make further investigations yourself


Criticise the alleged perpetrator

Be overly emotional


# Things you might say when a child makes a disclosure:




Can you tell me a bit more about that?



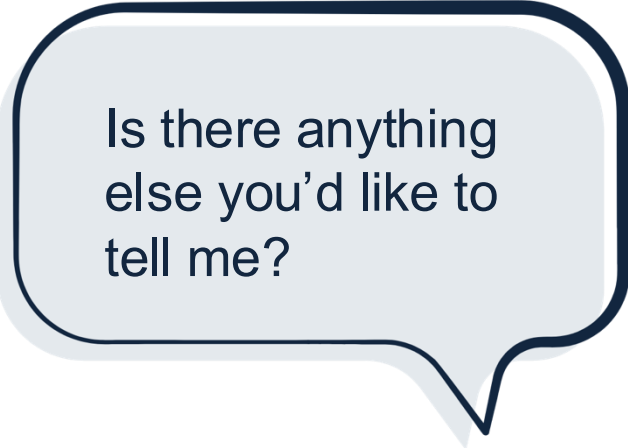
When did this happen?



I'm going to have to tell a DSL so we can help keep you safe.



I'm so sorry that that's happened to you.



Is there anything else you'd like to tell me?

# Children might try to communicate abuse in different ways:

Self-harm

“I don’t want to go home”



Writes stories featuring abusive families

Acting inappropriately for their age

Changes in behaviour

# How to write a robust safeguarding report every time

- ✓ Think **who, what, where** and **when**
- ✓ Include as much detail as possible, including the **child's own words**
- ✓ Stick to the **facts**
- ✓ Make the report **as soon as possible**

At home, over the last few months.

Ben's stepbrother has been shouting at him and threatened him with a piece of glass last week.

Ben said his stepbrother has been coming into his room and throwing things at him.

Date: 8 September 2025  
Time: 1.30pm

# Key points about how we can all act in our pupils' best interests

- Take a child seriously if they tell you about abuse they've experienced
- Reassure them they'll be kept safe
- Be alert to children trying to communicate abuse in other, more indirect ways
- Always report any concern you have – no matter how small – immediately
- A good report:
  - Includes much detail as possible about **what** happened, **when** and **where**
  - Uses the child's own words, as far as possible





## Section 5

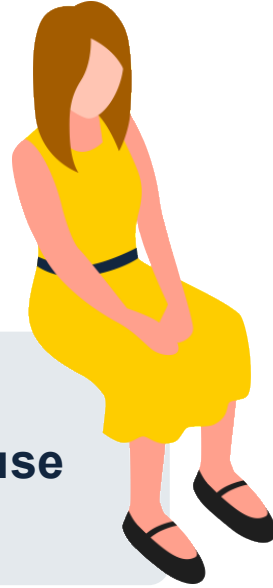
**The 4 main types of abuse  
and signs to look out for**



# Let's take a look ...

- Abuse is a form of maltreatment of a child, where someone inflicts harm on a child, or fails to act to prevent harm
- 'Harm' can include ill treatment that isn't physical, as well as the impact of witnessing the ill treatment of others
- Children can be at risk of abuse in situations both outside and within their families
- It can happen online and offline

**Physical abuse**



**Neglect**



**Sexual abuse**



**Emotional abuse**



# Neglect: what to look out for

Severe and persistent illnesses and infections

Missing school, or consistently being collected late

Being a carer for siblings or other family members

Signs of malnutrition

Not having appropriate clothes, shoes or equipment for school

Affluent neglect

Poor medical and dental care

Being hungry, stealing or hiding food

Issues with hygiene – regular cases of head lice, long fingernails, dirty skin



# Neglect and material poverty

- More than 1 in 4 children are living in poverty
- Families are still struggling to afford food, heating and electricity
- Poverty can cause children's mental and physical health to worsen, and they are more likely to be exposed to crime and violence



**Poverty and financial hardship are not the same as neglect – but they do increase the risk of experiencing neglect**

# Physical abuse: what to look out for



Bruises, cuts,  
scratches or scars

Fractures

Bite marks

Burns or scalds

Vomiting,  
drowsiness or  
seizures

Breathing  
problems

Suspicious  
illnesses

# Emotional abuse: what to look out for

Behaviour, language or knowledge you wouldn't expect for their age

Low self-esteem or self-confidence

Language delay

Negative interactions with parents or carers

Lacking social skills or friends

Struggling to control their emotions, such as having outbursts

Trying to make people dislike them, or bullying other children

Issues with mental health



# Sexual abuse: what to look out for

Changes in behaviour

Avoiding a particular person

Sexually inappropriate behaviour

Difficulty concentrating at school

Needing the toilet a lot

Difficulty sitting

Dropping hints or mentioning 'secrets'

Pregnancy and STIs

Secretive online behaviour



# Remember: abuse happens online, too



Social media (e.g. Snapchat, TikTok)

Online chatrooms

Online gaming

AI (e.g. text-to-image systems)

Texts and messaging apps (e.g. WhatsApp)

Email

Streaming sites (e.g. Twitch)

# Emotional abuse online

Being excluded  
from online games



Cyber-bullying

Being made fun of on social  
media (e.g. fake accounts,  
hurtful videos)

Receiving constant  
messages from parents  
or carers while at school

# Sexual abuse online

Being forced to make or look at indecent images



Being forced to take part in sexual activity to be put online

Grooming

AI-generated sexual abuse imagery

'Sextortion'

# Look out for ...

Spending more time online or offline



Unsupervised times on devices

More emotional responses to being online

Being secretive about their phone or what they do online

Signs of sexual abuse

## Section 6

**How to spot the signs of poor mental health and support pupils who are struggling**



# What is mental health?

- > Everyone has mental health, just like we all have physical health
- > Mental health is a state of mental wellbeing that lets people:



Cope with the stresses of life



Realise their abilities



Learn well and work well



Contribute to their communities

# Mental health is everyone's responsibility

- We all have a responsibility to safeguard children, as explained in KCSIE. This includes:
  - Preventing impairment of children's mental and physical health or development
  - Taking action to enable all children to have the best outcomes
- The quicker we spot the signs of poor mental health, and then act on them, the quicker pupils can get the help and support they need

# Signs that a child might be struggling

Excessive fears  
and worries

Being hyperactive

Changes in sleep  
habits

Emotional changes

Decline in school  
attendance,  
performance  
or behaviour

Loss of interest in friends  
or favourite activities

Loss of appetite and  
weight changes

Being withdrawn

Being angry or irritable

Physical changes, such  
as feeling sick, sweating  
or shaking

Self-harm

# Key points about pupil mental health

- Supporting pupil mental health is everyone's responsibility, as part of our safeguarding duties outlined in KCSIE
- The quicker we report a concern the quicker pupils can get the right support
- **Always report concerns to a DSL**
- If a child is in immediate danger, stay with the child and have someone contact a DSL
- If the DSL/deputy DSL isn't available, you can make a referral to CAMHS, the child's GP or call 999 if appropriate

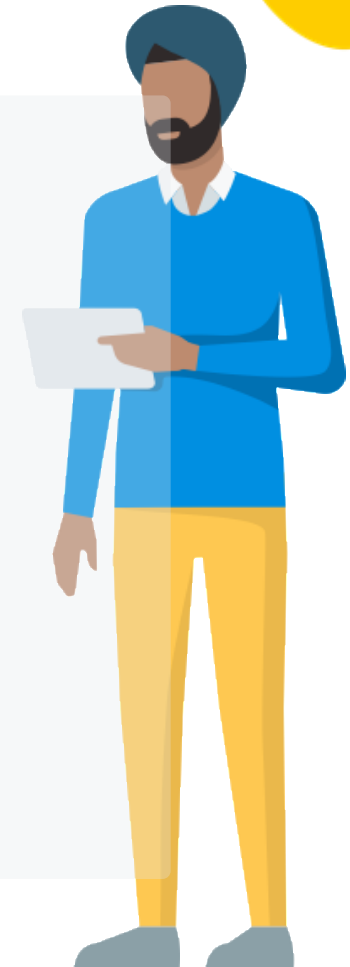


## Section 7

**Specific forms of abuse and safeguarding issues you might see in our school**



# Missing school can be a vital warning sign of a safeguarding issue



# There's no 1 path to radicalisation, or 1 type of person who can be radicalised

Understand who might be susceptible



Look out for changes in behaviour, mood or appearance



Know where and how to report concerns



# ➤ Female genital mutilation (FGM)

- FGM involves the deliberate partial or total removal of female genitals for non-medical reasons
- It is a criminal offence in the UK and a form of child abuse
- FGM is typically carried out on girls aged between the ages of 0 and 15, often during school holidays to allow time for to heal

# Teachers have a legal duty to report FGM

**For known cases** of FGM, teachers **must**:

- Call **101**
- Say you're **making a report** under the FGM mandatory reporting duty
- Have our **DSL's contact details** and the **girl's age** and **address** to hand, as well as **your contact information**
- Take note of the **reference number** you're given



**Remember:** girls might use terms like 'cut' to tell you what's happened

# FGM

## Signs a child might be at risk:

Requests for extended holidays



Talking about a special ceremony or trip abroad



Mentioning 'becoming a woman' or a secret procedure



## Signs that FGM may have already taken place:

Changes in behaviour



Obvious discomfort



Reluctance to go to the toilet



# Online grooming

## What is it?

- Grooming involves someone building a relationship with a child and gaining their trust, in preparation for abuse
- Online platforms make it easier for groomers to target several children at once, which can make the grooming process quicker
- After making contact online, a groomer may convince a child to meet in person or persuade them to take part in online sexual activity

## Who is at risk?

- Grooming can affect any child, regardless of age, gender, race or socio-economic background
- However, some children are more vulnerable than others



# Online grooming: what to look out for ...

Unexplained gifts, or having more money than usual

Spending less time with friends

Spending more or less time online than usual

Signs of sexual abuse

Being secretive about their devices, or what they do online



“He was really nice to me when no one else was. I thought he was my friend ... I didn’t think I needed to tell anyone because I didn’t think he was doing anything wrong, at first anyway.

“I didn’t tell anyone because I thought I’d get in trouble. He said no one would believe me, and I didn’t want my mum to be angry with me.”

# > Misinformation online and toxic masculinity



# Be alert to key vocabulary, including:

Incel

80/20 rule

Red pill/redpilled

Chad and Stacey

Pickup artists  
(PUA)



**100**



# What signs of radicalisation should I be alert to?

- Becoming more isolated from friends and family
- Not being willing or able to talk about their views
- Becoming more angry
- Talking as if from a script, or using new phrases
- A sudden disrespectful attitude towards women and girls
- Being more secretive, especially about their internet use





# Artificial intelligence (AI): concerns to be aware of

Hacking and scams

AI-generated child sexual abuse images

'Deepfake' pornography

'Catfishing' and sextortion

Fake news and misinformation

Relationships with chatbots



# Deepfake images and videos

Can be used for bullying, pranks or spreading misinformation



Children may encounter or share deepfakes without realising they're fake

Can convincingly imitate the faces, movements and voices of 'real' people

Are easy to create and share via the use of apps and websites



# Sextortion

## What is it?

Sextortion is a form of online blackmail where someone threatens to share sexual images or information unless the victim complies with their demands.

It might begin with grooming, where an offender has built up a relationship of trust with the victim first.





I don't really know why, but I sent some pictures of myself to this man online ... Looking back it seems obvious, but at the time I felt I had to. He then said I had to buy him all these online gift cards, or he'd share the photos. I had no clue what to do.”



# Sextortion: what are the warning signs?



Sudden changes  
in mood

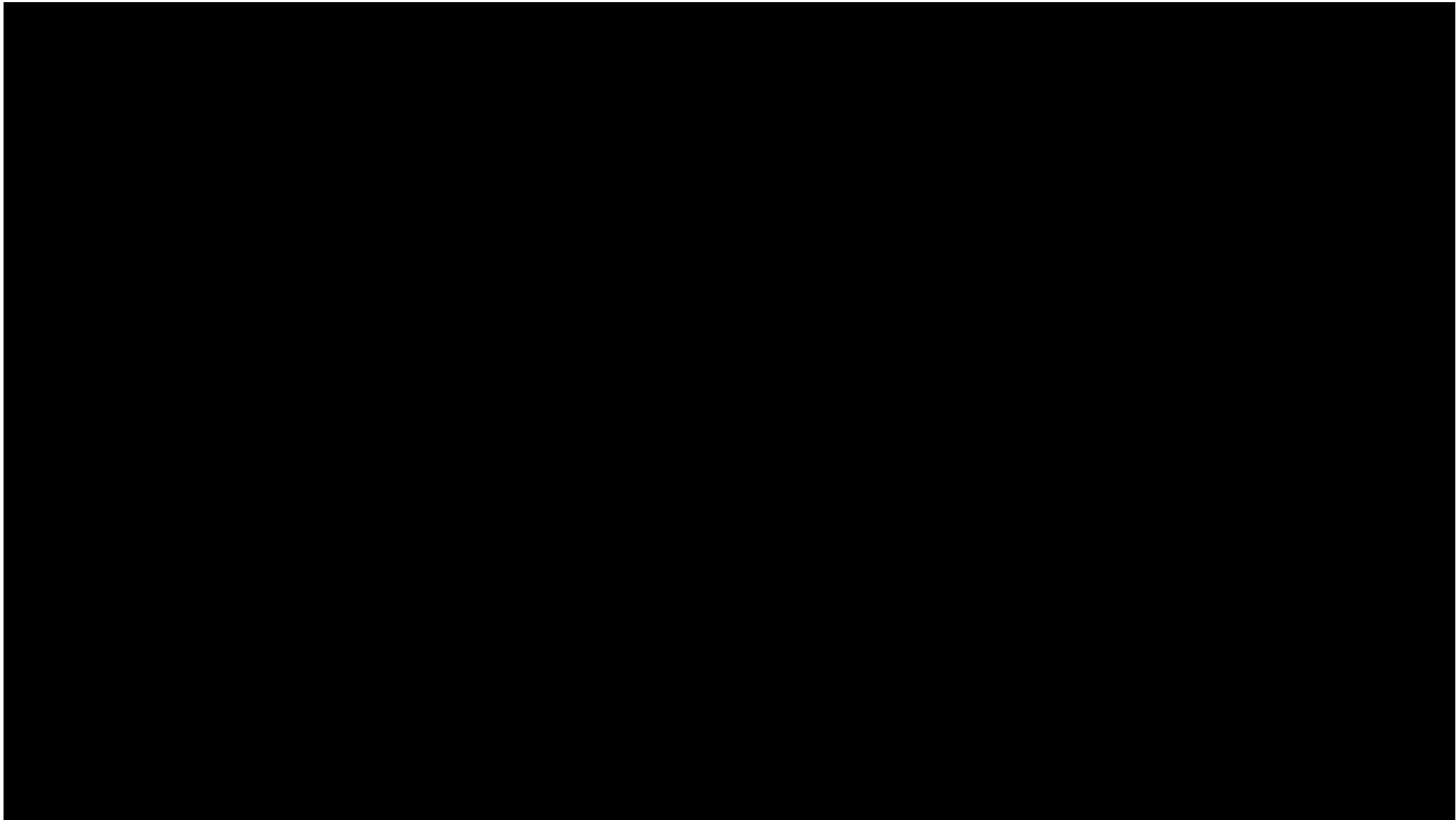


Excessive  
secrecy about  
online activity



Signs of being distracted,  
upset or afraid after being  
online

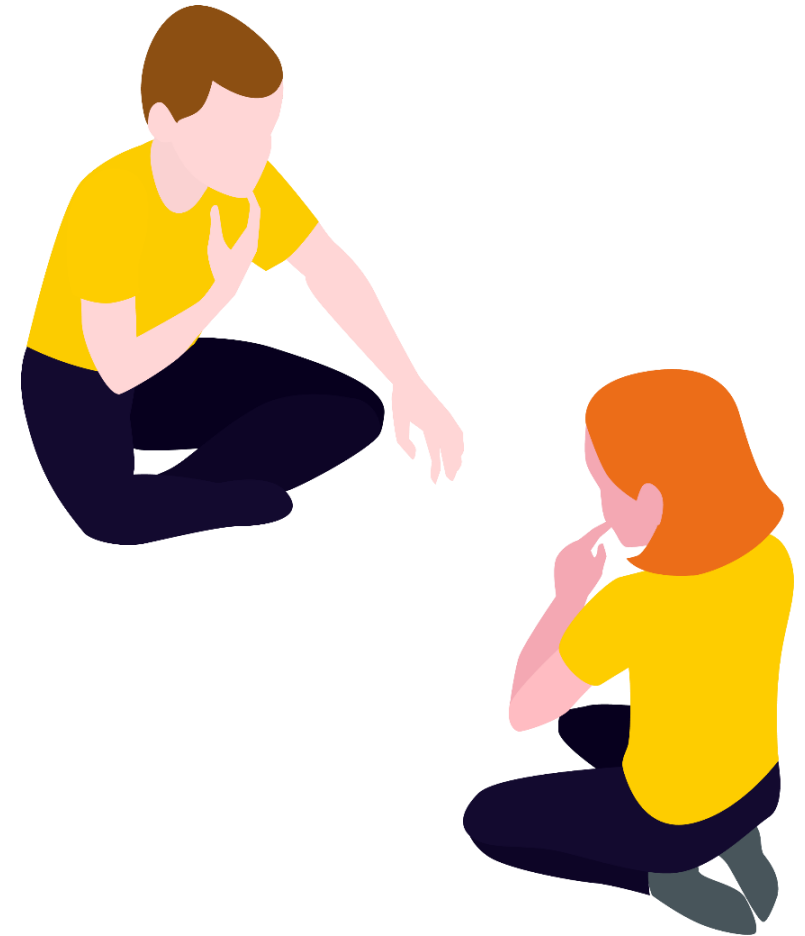
Report concerns to a DSL



## > Child-on-child abuse

Child-on-child abuse is abuse between children.

It can happen in and outside of school, and online.



# Child-on-child abuse can include:

Bullying

Abuse in intimate personal relationships

Physical abuse

Sexual violence

Sexual harassment

Sexual activity without consent

Upskirting

Sharing nudes or semi-nude images

Initiating or hazing-type violence and rituals

Gender violence

Where a child shows harmful sexual behaviours towards another child, it could be a sign that they themselves have been abused and need support, too.

# Child-on-child abuse



**Act immediately** on any concerns or disclosures



**Reassure** the child they'll be supported and kept safe



**Don't dismiss** or downplay any reports



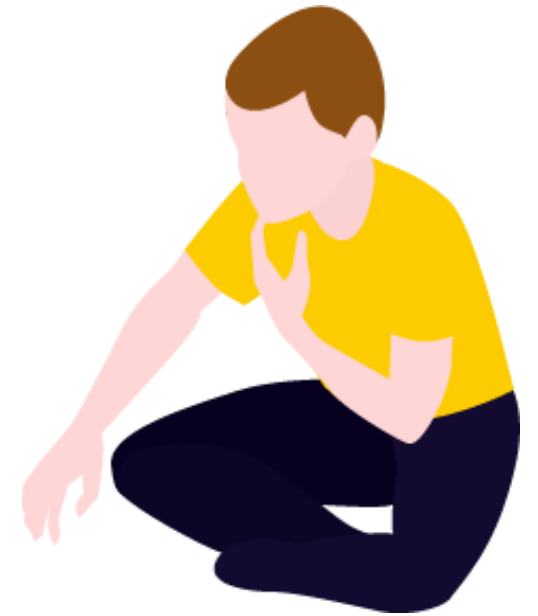
# > Child criminal exploitation (CCE)

## What is it?

Child criminal exploitation (CCE) is a form of abuse where a child is coerced, manipulated or deceived into taking part in criminal activity.

It's often linked with serious violence, such as knife or gun crime. The exploitation could be:

- > In exchange for something the child needs or wants (like money)
- > For the financial gain of the perpetrator(s)
- > Through violence, or the threat of violence, to children or their families



# County lines: in more detail



## What is it?

A form of criminal exploitation where children are coerced and forced into moving, storing and selling drugs and drug money

## Who is involved?

Children are groomed in person or online (for example, through social media gang 'influencers') and then threatened into staying

## Signs to look out for

- Going missing and being found in areas away from their home
- A decline in school attendance, results or performance
- Signs of unexplained wealth such as new clothes or devices
- Receiving lots of texts, phone calls or having a 'burner phone' – these are often older phones with unregistered SIM cards
- Spending time with older children or adults

# > Bullying, including cyberbullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally causes physical or emotional harm, or both.

It can happen in person or online, both in and out of school, and can be prejudice-based or discriminatory.



# What are the warning signs?

Not wanting to go to school or feeling 'ill' every morning

Physical injuries

Belongings getting 'lost' or damaged

Not doing as well at school

Being nervous, losing confidence, or becoming distressed and withdrawn

Being nervous or secretive when using their mobile phone or computer

Problems with eating or sleeping

Bullying behaviour towards others

# How to act on bullying

**Always follow our school's anti-bullying and child protection policy and procedures:**

- Report any concerns as soon as possible to a DSL
- Find our anti-bullying policy and child protection policy via the hub
- **Remember**, always report safeguarding concerns to our DSL and don't delay getting help if a child is at risk of harm, or in immediate danger





# Eating disorders

## What are eating disorders?

- Eating disorders can be serious mental health conditions
- They're characterised by disturbances in behaviours, thoughts and feelings around body weight, appetite and/or food
- It takes an expert to decide whether somebody meets the diagnostic criteria for an eating disorder
- There are different types of eating disorders, and they don't all manifest in the same way, but there are some common factors



# Signs that a pupil may have some form of disordered eating:

Changes in weight

Changes in eating habits

Exercising more

Lying about their eating or weight

Absence from school or lessons

General changes in behaviour

Refusing to change their clothes in front of others

Wearing loose-fitting clothes

Going to the toilet a lot after eating





# Safeguarding 2025/2026

Please ensure you have completed the online form for our mandatory Safeguarding section ([click here](#)). \*You will need to sign in with your school credentials.