

SPRING 2025

Safeguarding Matters

In this issue:

Child sexual abuse

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Online safety regulations



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Editorial



So, this is the last edition of *Safeguarding Matters* that I will write. The time has come for me to leave Hampshire. It has been a great honour to work with such amazing people in schools across Hampshire. It always amazes me that the designated safeguarding leads (DSLs) and headteachers that I come in contact with on a daily basis work so hard to ensure children stay safe. So, thank you very much for the opportunity to learn so much from all of you.

In this edition of *Safeguarding Matters* there is a summary of the annual 157/175 report including findings from the school visits which provided a focus on pupil voice. There is also an article around child sexual abuse and knife crime as well as increased regulation around online safety. As always, Hampshire Safeguarding Children Partnership (HSCP) provide articles which update schools on training as well as the annual DSL Conference.

As I have done in the last two editions of *Safeguarding Matters* I have summarised the HSCP education sub group minutes so that you are informed of what safeguarding topics are being discussed at a local authority strategic and operational level.

Hopefully, you are all on the distribution list that provides you with regular updates around current safeguarding issues. If you do not receive these please contact me and I will add you to the list.

Finally, I would like you to welcome my successor; Cindy Pritchard who is currently Headteacher at Whitchurch Primary School and will take up her post on the 22 April. To contact her please email her at: eandisafeguarding@hants.gov.uk.

Thank you also for reading this publication and providing such amazing feedback.

Best wishes for the future

Sue Savory

County Inspector/Adviser for Safeguarding and Computing, HIAS (Retired)

Child sexual abuse

There has been increased media coverage on recognising child sexual abuse. Aligned with this schools are contacting me about very young children enacting harmful sexual behaviour. The following article provides some insight and guidance within this context.

Keeping children safe in education

Let's start off with what *Keeping children safe in education* (KCSiE) says.

www.gov.uk/government/publications/keeping-children-safe-in-education--2.

Definition and recognition

- Child sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This includes physical contact and non-contact activities, such as involving children in looking at or producing sexual images.

Signs and indicators

- Staff should be aware of the signs of child sexual abuse, which can include changes in behaviour, physical symptoms, and direct disclosures from the child.

Reporting and responding

- All school and college staff have a responsibility to report any concerns about child sexual abuse to the designated safeguarding lead (DSL) or directly to children's social care if necessary.
- Schools must have clear procedures for reporting and responding to concerns, ensuring that all staff are trained and aware of these procedures.

Support for victims

- Schools should provide appropriate support for victims of child sexual abuse, including access to counselling and mental health services.
- It is important to create a safe and supportive environment where children feel able to disclose abuse.

Preventative measures

- Schools should implement preventative measures, such as educating children about healthy relationships and online safety.
- Regular training for staff on recognising and responding to child sexual abuse is essential.

Addressing child-on-child abuse: a resource for schools and colleges by Farrer and Co

www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf.

Farrer and Co have also produced some guidance for child on child sexual abuse which I always find useful and refer to if any concerns are raised with me. This is a summary of what it offers.

Practical advice and strategies to create safer educational environments.

Key sections

Background and context

The resource highlights the prevalence and serious nature of child-on-child abuse, emphasising the need for proactive measures in educational settings.

Policies and procedures

Detailed guidance on developing and implementing effective policies to prevent and respond to incidents of abuse between children.

Prevention

Strategies for creating a positive school culture that discourages abusive behaviour and promotes respect and inclusion.

Handling incidents

Step-by-step procedures for responding to reports of child-on-child abuse, ensuring that victims receive appropriate support and perpetrators are dealt with fairly.

Ongoing proactive work

Recommendations for continuous efforts to address and prevent abuse, including staff training, student education, and community engagement.

Additional resources

The guide includes appendices with key legal information, a glossary of terms, case studies, and further resources for schools and colleges to consult.

By following the guidance in this resource, educational institutions can better protect their students and foster a safer, more supportive environment. For more detailed information, download the full resource from the Farrer and Co website.

As always online risks are also a major consideration within any safeguarding concerns. The following supports schools in thinking about raising awareness around child sexual exploitation and abuse.

Guiding principles to combat technology-facilitated child sexual exploitation and abuse

A new report by the Digital Futures for Children Centre outlines essential principles for addressing the growing issue of technology-facilitated child sexual exploitation and abuse (CSEA).

Children's voices count

Explanation

It is essential to include children's perspectives and experiences when developing responses to technology-facilitated CSEA. Children are directly affected by these issues, and their insights can provide valuable information on how to create effective and supportive interventions.

Implementation

Engage with children through surveys, interviews, and focus groups to understand their experiences and needs. Ensure their voices are heard in policy-making and program development.

Language matters

Explanation

Using clear and consistent terminology is crucial to avoid misunderstandings and ensure effective communication among stakeholders. Different terms can lead to confusion and hinder collaborative efforts.

Implementation

Develop and adopt standardised definitions and language for discussing technology-facilitated CSEA. Provide training for professionals to ensure consistent use of terminology.

Context is crucial

Explanation

The context in which technology-facilitated CSEA occurs can vary widely. Understanding these contexts helps in developing tailored and effective interventions that address specific circumstances and challenges.

Implementation

Conduct thorough research to understand the different contexts of CSEA, such as cultural, social, and technological factors. Use this information to design context-specific policies and programmes.

Avoid blaming children

Explanation

It is important to focus on the perpetrators and systemic issues rather than blaming children for their victimisation. Children should be seen as victims in need of support, not as responsible for the abuse they suffer.

Implementation

Educate stakeholders about the importance of not blaming victims. Develop support systems that focus on helping children recover and preventing further abuse.

Future-proof policies

Explanation

Technology is constantly evolving, and policies need to be adaptable to future advancements and emerging threats. This ensures that protective measures remain effective over time.

Implementation

Create flexible policies that can be updated as new technologies and threats emerge. Invest in ongoing research and development to stay ahead of technological changes.

By adhering to these principles, schools and colleges can create a more effective and holistic approach to protecting children from online exploitation and abuse.

For more detailed insights, you can refer to the full report from the Digital Futures for Children Centre: https://eprints.lse.ac.uk/126219/1/van_der_Spuy_et_al_2024_Guiding_principles_for_addressing_technology-facilitated_CSEA.pdf.

New reforms to support victims of child sexual abuse

With increasing concerns about child sexual abuse, the UK Government has introduced significant reforms to better support victims of child sexual abuse, following recommendations from the Independent Inquiry into Child Sexual Abuse (IICSA). These changes aim to make it easier for victims to seek justice and receive the support they need.

Key reforms

- **Removal of time limit:** the three-year limit for victims to bring personal injury claims has been abolished. This change allows victims to come forward when they are ready, without the pressure of a strict deadline.
- **Shift in burden of proof:** the burden of proof has been shifted from victims to defendants. Now, defendants must prove that a fair trial cannot proceed if they wish to block a case, protecting victims from the trauma of reliving their experiences.
- **Encouraging apologies:** the Law of Apologies will be amended to encourage institutions to apologise to victims without fear of liability. This change aims to provide victims with the closure they need and deserve.

These reforms are part of the Government's broader mission to halve violence against women and girls and support their Plan for Change. By implementing these measures, the Government is taking crucial steps to ensure that victims of child sexual abuse receive the justice and support they need.

www.gov.uk/government/news/new-reforms-to-support-victims-of-child-sexual-abuse.

Sue Savory

County Inspector/Adviser for Safeguarding and Computing, HIAS (Retired)

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www.nationalarchives.gov.uk/doc/open-government-licence/version/3/.

Knife crime

Beyond the headlines: a data-driven look at the rise in fatal stabbings

The start of 2025 has seen a troubling increase in fatal stabbings among young people, making headlines across the country. The Youth Endowment Fund's latest update provides a comprehensive, data-driven analysis of this alarming trend and highlights the urgent need for action.

Key findings

- **Rising knife crime:** the number of knife-enabled crimes recorded by the police has been increasing steadily over the past decade, with over 50,000 incidents reported in 2023/24 alone.
- **Youth involvement:** a recent report shows that 1 in 20 teenage children in England and Wales have used a weapon to threaten or hurt someone in the past year. Additionally, over 2% of 13-17 year-olds have carried a knife.
- **Impact on daily life:** more than half of all teenage children report changes to their daily routines due to safety concerns, with a small but significant proportion joining gangs or carrying weapons for protection.

Hospital admissions

- **Contrasting trends:** while police-recorded knife crimes have risen, hospital admissions for knife assaults had been falling since 2018/19. However, the latest data shows a 9% increase in children admitted to hospital for knife assaults in 2023/24.

Government response

- **Commitment to action:** the government has pledged to halve knife crime over the next decade. Understanding the full extent of the problem and identifying effective strategies are crucial steps towards achieving this goal.

Call to action

- **Community involvement:** the Youth Endowment Fund emphasises the importance of community engagement and support from all sectors to address this crisis. Concrete actions and collaborative efforts are needed to protect young people and prevent further tragedies.

By shedding light on these critical issues, the Youth Endowment Fund aims to drive meaningful change and ensure a safer future for our children. For more detailed insights, visit the Youth Endowment Fund website.

<https://youthendowmentfund.org.uk/beyond-the-headlines-update-a-data-driven-look-at-the-rise-in-fatal-stabbings/>.

Sue Savory

County Inspector/Adviser for Safeguarding and Computing, HIAS (Retired)

Online safety regulations

Time for tech firms to act

There has been a lot of media coverage around the implementation of the online safety act. This article outlines the main points of the new regulation. As of 16 December 2024, tech firms are now legally required to take action against illegal and harmful content on their platforms.

Key points of the new regulations

Legal obligations for tech firms

- **Scope:** the regulations apply to social media firms, search engines, messaging apps, gaming and dating apps, and pornography and file-sharing sites.
- **Duties:** companies must conduct risk assessments to understand the dangers posed by illegal content, such as terrorism, hate speech, fraud, child sexual abuse, and content encouraging suicide.

Codes of practice and guidance

- **First edition published:** Ofcom has released its first-edition codes of practice and guidance, outlining over 40 safety measures for platforms to implement from March 2025.
- **Consultation process:** the codes were developed after extensive consultation with civil society, charities, campaigners, parents, children, the tech industry, and law enforcement agencies.

Implementation timeline

- **Risk assessments:** tech firms have until March 16, 2025, to complete their risk assessments.

- **Safety measures:** from 17 March 2025, platforms must start implementing the safety measures outlined in the codes.

Focus on children's safety

- **Enhanced protections:** the regulations emphasise protecting children from illegal harms online, ensuring that platforms are safer by design.

Impact and expectations

These new regulations mark a major milestone in creating a safer online environment for all users, especially children. By holding tech firms accountable and requiring them to take proactive measures, the UK aims to significantly reduce the prevalence of illegal and harmful content on the internet.

For more detailed information, visit the Ofcom website:

www.ofcom.org.uk/online-safety/illegal-and-harmful-content/time-for-tech-firms-to-act-uk-online-safety-regulation-comes-into-force/.

Sue Savory

County Inspector/Adviser for Safeguarding and Computing, HIAS (Retired)

Parent on a sex offender register?

Over the last few weeks I have been asked for advice on school access when a parent is on the sex offenders register.

The following outlines what needs to be considered in a risk assessment for a parent on the sex offenders register.

Identify risks

Presence on school grounds

Assess the risk of the parent being on school premises.

Interactions with children

Evaluate the potential risk of interactions between the parent and pupils.

Communication

Consider the risk of the parent communicating with children or staff.

Legal and policy compliance

Review legal guidelines

Ensure compliance with UK laws and regulations regarding sex offenders. The UK has specific guidelines under the Sexual Offences Act 2003 and the Child Sex Offender Disclosure Scheme (Sarah's Law).

- **Sexual Offences Act 2003**
 - **Notification requirements:** individuals convicted of sexual offences must notify the police of their personal details, including their address and any changes to their circumstances.
 - **Prohibited activities:** the Act may impose restrictions on the activities of registered sex offenders, including prohibiting them from entering certain areas or engaging in specific activities.

- **Child Sex Offender Disclosure Scheme (Sarah's Law)**

- **Disclosure requests:** parents, carers, and guardians can request information from the police about whether a person with access to a child has a record for child sexual offences.
- **Police assessment:** the police assess the risk posed by the individual and decide whether disclosure is necessary to protect the child.

School policies

Check existing school policies on visitors and parental involvement.

Safeguarding policies

- **School policies:** schools must have safeguarding policies in place that outline procedures for managing risks associated with sex offenders. This includes visitor policies, supervision requirements, and staff training.

Multi-Agency Public Protection Arrangements (MAPPA)

Risk management

MAPPA involves the police, probation, and prison services working together to manage the risks posed by violent and sexual offenders living in the community.

Information sharing

These agencies share information and co-ordinate actions to protect the public, including schools.

Reporting obligations

Incident reporting

Schools must report any suspicious behaviour or violations of access restrictions to the police and relevant authorities.

Co-ordination with authorities

Schools work closely with local authorities and law enforcement to ensure compliance with legal guidelines and to manage risks effectively.

Privacy and confidentiality

Handling sensitive information

Schools must handle information about sex offenders with confidentiality, sharing it only with relevant authorities and staff on a need-to-know basis.

Develop mitigation strategies

Restricted access

Limit the parent's access to school grounds and events. This might include specific times or areas where the parent is allowed.

Supervised visits

Implement supervised visits if necessary, ensuring the parent is always accompanied by a staff member.

Communication protocols

Establish clear communication protocols for interactions with the parent, ensuring all staff are aware of the procedures.

Training and awareness

Staff training

Train staff on how to handle situations involving the parent, including recognising and reporting suspicious behaviour.

Awareness programmes

Inform parents and pupils about safety measures without disclosing sensitive information.

Monitoring and review

Regular monitoring

Continuously monitor the situation and adjust strategies as needed. This might involve regular check-ins with local authorities.

Review meetings

Hold regular meetings to review the effectiveness of the risk assessment and make necessary changes.

Support and counselling

Support services

Provide support and counselling for pupils and staff who may be affected by the situation.

Open communication

Maintain open lines of communication with all stakeholders, ensuring transparency while respecting privacy.

Sue Savory

County Inspector/Adviser for Safeguarding and Computing, HIAS (Retired)

Thinking about artificial intelligence (AI)

Within my role I am being sent an increasing number of articles around the use of AI. There is no doubt that AI can be extremely positive but as practitioners in education we need to think about some of the risks and how we can support our young people in reducing those risks. This article summarises information from a number of articles from the NSPCC plus some very recent guidance from the government on extending filtering and monitoring capability to include AI.

This first part is about the increase in concern of AI generated child sexual abuse material (CSAM).

Protecting children in the age of generative AI

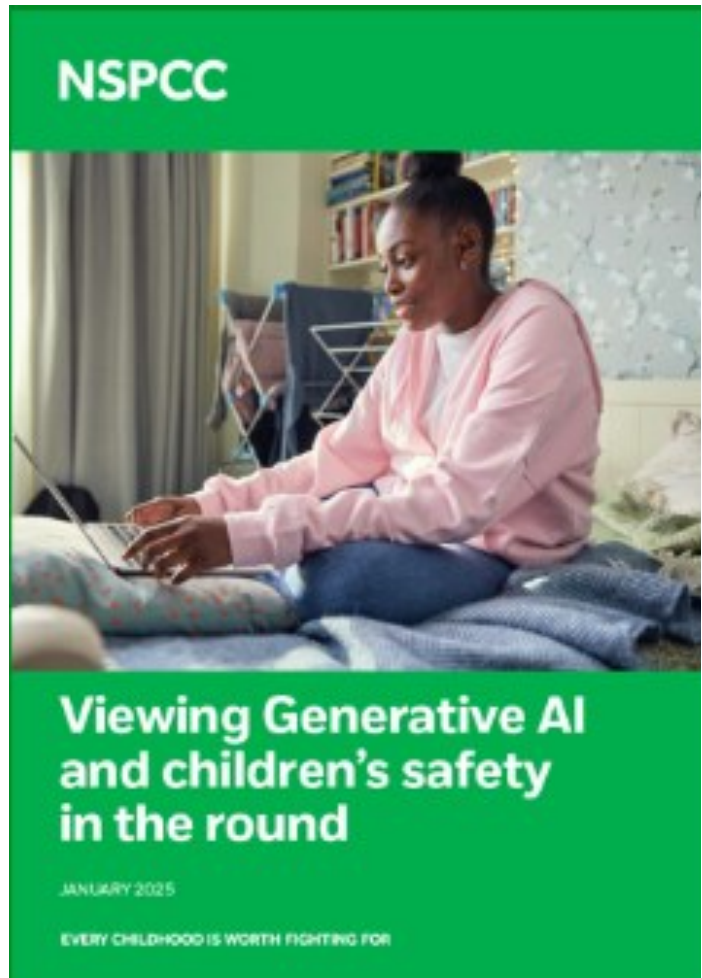
NSPCC's latest Insights

Viewing Generative AI and children's safety in the round

The NSPCC has released a comprehensive report on the impact of generative AI (Gen AI) on children's safety and wellbeing. As children are often early adopters of new technologies, understanding the risks and implementing protective measures is crucial. Here are the key findings and recommendations from the report.

Key findings

- **Risks of Gen AI:** generative AI, which creates new content like images and text, poses various risks to children. These include the creation of AI-generated child sexual abuse material (AI-CSAM), bullying, sexual harassment, grooming, extortion, and misinformation.
- **Children's experiences:** insights from Childline and consultations with young people reveal the range of harms children face from Gen AI.



Recommendations

- **Duty of care:** technology companies must prioritise children's safety in the design and development of Gen AI products. This includes conducting risk assessments and implementing effective solutions.
- **Legislative action:** governments should pass legislation that holds Gen AI companies accountable for child safety and empowers regulatory bodies to enforce protection measures.
- **Child-centric approach:** children's needs should be central to Gen AI decisions. Engaging with children to develop educational resources and guidance on safe AI use is essential.

- **Research and evidence:** investment in research to understand the impact of Gen AI on children and support evidence-based policies is crucial.

By following these recommendations, we can create a safer digital environment for children. For more detailed information, download the full report from the NSPCC website.

<https://learning.nspcc.org.uk/research-resources/2025/generative-ai-childrens-safety>.

The next section looks at some top tips for parents when children are using AI tools.

Keeping your children safe in the age of AI: essential tips for parents

As AI becomes increasingly integrated into our daily lives, it is important for parents to understand how to keep their children safe online. AI tools like chatbots, content generators, and AI-generated content are becoming more common, and while they offer many benefits, they also come with risks. The next part of this article outlines some essential tips from the NSPCC to help you navigate this new landscape:

- 1 **Talking to children about any safeguarding concern is really important and no less so about AI usage**
Start by having open conversations with your child about where they encounter AI tools and content online. Discuss the benefits and potential risks they might face.
- 2 **Remind them not everything is real**
It is crucial to remind children that not everything they see online is real. AI-generated content can look very convincing, but there are often subtle signs that something is not genuine. Teach them to look out for these indicators.
- 3 **Encourage critical thinking**
Help your child develop critical thinking skills by questioning the content they see online. Encourage them to ask questions like, *Is this information reliable?* and *Who created this content and why?*

- 4 **Set boundaries and guidelines**
Establish clear boundaries and guidelines for using AI tools. Make sure your child knows what is acceptable and what is not, and encourage them to come to you if they encounter anything that makes them uncomfortable.
- 5 **Use parental controls**
Take advantage of parental controls and privacy settings on devices and apps. These tools can help you monitor your child's online activity and limit their exposure to potentially harmful content.
- 6 **Stay informed**
Keep yourself updated on the latest developments in AI and online safety. The more you know, the better you can protect your child.

By following these tips, you can help ensure that your child has a safe and positive experience with AI technology. For more information and resources, visit the NSPCC website.

www.nspcc.org.uk/about-us/news-opinion/2025/artificial-intelligence-safety-tips-for-parents/?ac=202411.

And finally, the UK government has announced new measures to protect children from online predators using AI. Here are the key points:

- 1 **new AI offences:** the UK is the first country to create specific offences for generating AI child sexual abuse material (CSAM). It will be illegal to possess, create, or distribute AI tools designed for this purpose, with penalties of up to five years in prison.
- 2 **AI paedophile manuals:** possessing manuals that teach how to use AI to abuse children will also be illegal, punishable by up to three years in prison
- 3 **Website offences:** running websites that share CSAM or provide advice on grooming children will be punishable by up to 10 years in prison
- 4 **Border Force powers:** Border Force officers will have the authority to compel individuals suspected of posing a sexual risk to children to unlock their digital devices for inspection.

These measures are part of the Crime and Policing Bill and aim to address the growing threat of AI-generated child sexual abuse material.

www.gov.uk/government/news/britains-leading-the-way-protecting-children-from-online-predators

Ensuring safety in generative AI products for education

The UK Government has released new safety expectations for generative AI products used in educational settings. These guidelines aim to ensure that AI tools are safe and effective for students, providing a secure learning environment.

The UK Government has released new safety expectations for generative AI products used in educational settings. These guidelines aim to ensure that AI tools are safe and effective for students, providing a secure learning environment.

Key safety expectations

Filtering harmful content

- Generative AI products must effectively prevent access to harmful and inappropriate content. This includes integrating high standards of filtering and using additional solutions to ensure safety.
- Filtering should be adaptable based on risk levels, age, and user needs, including those with special educational needs and disabilities (SEND).

Content moderation

- AI tools must have robust content moderation capabilities, detecting and filtering prohibited content across multiple languages, images, and common misspellings.

- Moderation should be context-sensitive, ensuring that generated content is appropriate for the educational setting.

Monitoring and reporting

- Generative AI products must maintain comprehensive activity logging, recording input prompts and responses to monitor usage and detect potential issues.
- These logs help ensure accountability and provide insights into the AI's performance and safety.

Security and reliability

- AI products must be secured against malicious use and exposure to harm. This includes prioritising technical objectives such as reliability, security, and robustness.

Compliance and regulation

- These expectations help schools and colleges comply with existing regulations, such as the *Keeping Children Safe in Education* guidelines and the Online Safety Act 2023.
- Edtech developers and suppliers are encouraged to align their products with these safety standards to ensure they are suitable for educational use.

By adhering to these safety expectations, educational institutions can confidently integrate generative AI tools into their learning environments, knowing that they are providing a safe and supportive space for students.

www.gov.uk/government/publications/generative-ai-product-safety-expectations/generative-ai-product-safety-expectations.

Sue Savory

County Inspector/Adviser for Safeguarding and Computing, HIAS (Retired)

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HSCP Education Sub Group meeting notes – December 2024

I have had positive feedback about providing a summary of the Education Sub Group Meetings. The following is a summary from the meeting that took place in December 2024.

School readiness: Public Health perspective

Presented by Alice Godmon.

- **High priority:** school readiness is vital for long-term health and well-being, influenced by early development, home learning environment, parental mental health, and socio-economic factors.
- **Broad definition:** includes social and emotional development, physical development, speech, language and communication, cognitive skills, and approach to learning.
- **Impact:** children not school-ready by age five struggle with social skills, reading, maths, and physical skills.
- **Challenges:** deficit-based approach, impact on deprived children, inclusivity issues.
- **Risk factors:** maternal diabetes, smoking in pregnancy, younger age, not being breastfed, low birth weight.
- **Public health offers:** health reviews, school entry reviews, health visiting to school nursing transition, and programmes like *First 1001 Days* and *Hampshire Happy Talkers*.

Postvention protocol event

Presented by Sue Cochrane.

- **Public Health's role:** co-ordinates suicide prevention efforts across Hampshire.
- **Event objectives:** learn protocol stages, clarify roles, identify challenges, raise awareness of resources.

- **Support from agencies:** promoted awareness of support from agencies like Amparo, Step by Step, Papyrus, Educational Psychology Service, and CAMHS.
- **Future plans:** consider a repeat event in October 2025, produce a summary document for education settings.

School readiness: Services for Young Children (SfYP) perspective

Presented by Sarah Hunt .

- **Early Years Foundation Stage (EYFS) standards:** sets standards for health, safety, and educational progress.
- **Resources and activities:** healthy Early Years programme, curriculum support, *Getting ready to read* sessions.
- **Supporting transitions:** networks for vulnerable children to minimise exclusions.
- **Pilot scheme in Havant:** supports children with SEND before and during school start to prevent escalation.
- **Thrive Project:** focuses on preventing exclusions for children at risk.
- **National promotion:** emphasises promoting school readiness nationally, considering a social media campaign.

UK National Child Abuse Image Database (CAID)

Presented by Julian Radcliffe.

- **Database overview:** contains over 30 million images to help identify victims of online child abuse.
- **Uniform Intelligence Hub (UIH):** database of UK school uniforms to help identify child victims, used by all UK police forces.
- **School involvement:** schools can upload uniform images to the portal; local police or camera forensics may approach schools for updates.

Safeguarding checks for children not in school

(This guidance was included in a previous edition of *Safeguarding Matters*.)

Presented by Sue Savory.

- **Draft guidance:** incorporates statutory documents on school attendance, child safety, and missing education.
- **Multi-agency practice:** emphasises professional curiosity, corroboration of information, and challenging parents' views.
- **Safeguarding checks:** can be face-to-face or online, ensuring the child is seen on camera.
- **Child protection plans:** children on these plans should be seen by a safeguarding partner every 10 working days.

Transferring safeguarding records for pupils over 17

(This guidance was included in a previous edition of *Safeguarding Matters*.)

Presented by Sue Savory.

- **Draft guidance:** outlines responsibilities and procedures for safeguarding adults at risk.
- **Information sharing:** essential for identifying risk patterns; data protection allows sharing to keep individuals safe.
- **Role of consent:** seek consent from the adult at risk before sharing information; can share under public task if consent is not possible.

HSCP Partnership update

Presented by Debbie Key and Ellie Graham.

- **Upcoming resources:** new sections of the neglect toolkit and Early Help toolkit to be launched soon.
- **Every Child's Education Counts Event:** scheduled for January 2025, with multiple sessions.
- **DSL Conference:** scheduled for 10 June 2025, to be held online due to capacity issues.

Early findings from HSCP thematic audit

Presented by Debbie Key.

- **Confidentiality:** early findings are confidential until the final report is approved.
- **Themes identified:** relationships, domestic abuse, signposting vs referral, family patterns, whole family impact, neurodivergence, early help, cultural dislocation, protective factors, reduced hours provision, child's lived experience, Covid impact, young carers, CERAf, team around the child, reintegration plans, alternative provision, voice of the child.
- **Recommendation:** launch an Early Help toolkit early next year.

JTAI theme of domestic abuse

Presented by Debbie Key.

- **Inspection period:** September 2024 to May 2025.
- **Evaluation criteria:** HSCP Scrutiny Group may conduct evaluation work on multi-agency responses to domestic abuse.
- **Resources:** domestic abuse safeguarding practice week resources available on HSCP website.

Sue Savory

County Inspector/Adviser for Safeguarding and Computing, HIAS (Retired)

Bookings open for the 2025 DSL Conference



HSCP are pleased to announce that bookings are now open for the HSCP Designated Safeguarding Leads (DSL) Conference on 10 June 2025.

<https://hampshirescp.event-booking.org.uk/event-detail/%3DEDMyAzM/HSCP-Designated-Safeguarding-Leads-Conference-2025-BOOKING-PAGE>.

The full-day conference is designed to support those in the role of DSL in engaging with a child-centred, multi-agency response to safeguarding concerns. The conference will focus on the role of DSLs in identifying concerns and supporting children and families to access support early.

This is underpinned by the Hampshire Approach, which is a strengths-based way of working to help children and families to achieve sustained change. The conference will explore how this approach aims to respond to risk and keep children safe, develop positive relationships, identify and build on strengths and grow and strengthen support networks.

Themes covered during the day will include identifying and supporting children at risk of sexual abuse, children who are victims of domestic abuse and the role of schools in supporting children at risk of exploitation.

This virtual conference will fulfil refresher training requirements and is open to all DSLs in early years settings, schools, and colleges in Hampshire.

For further information on the conference and to book your space, please see the linked flyer:

https://www.hampshirescp.org.uk/wp-content/uploads/2025/03/DSL-Conference-Flyer-2025_compressed.pdf.

Sue Savory

County Inspector/Adviser for Safeguarding and Computing, HIAS (Retired)

Virtual learning



Hampshire Safeguarding Children Partnership (HSCP) have continued to develop and grow the HSCP virtual training offer over the 2024/25 training year, as part of its commitment to fostering a culture of reflective practice, learning and continuous professional development that supports partner agencies in achieving the best outcomes for children and families.

The Virtual Multi-Agency Learning Platform provides free training to all professionals working with children and families who live in the Hampshire local authority area.

www.hampshirescp.org.uk/professionals/training/.

HSCP have expanded the range of eLearning courses¹ that are available within the training offer, with a number of new courses being recently launched:

- Analysis of Risk – <https://hampshirescp.event-booking.org.uk/elearning-detail/%3DczNzYjM/Analysis-of-Risk-eLearning>.
- Communicating With Children About Child Sexual Abuse – <https://hampshirescp.event-booking.org.uk/elearning-detail/%3DczMyYjM/Communicating-With-Children-About-Child-Sexual-Abuse-eLearning>.
- Domestic Abuse Toolkit eLearning – <https://hampshirescp.event-booking.org.uk/elearning-detail/%3DMjMyUjM/Domestic-Abuse-Toolkit-eLearning>.

- Managing Risk and Trauma After Online Offending – <https://hampshirescp.event-booking.org.uk/elearning-detail/%3DgzMyYjM/Managing-risk-and-trauma-after-online-sexual-offending-eLearning>.

Upcoming training events

HIPS CSA Response Pathway Launch: in collaboration with the Centre for Expertise on Child Sexual Abuse, Hampshire, Isle of Wight, Portsmouth and Southampton Children's Partnerships are pleased to announce that a launch will be held on **1 April 2025** for the **Child Sexual Abuse Response Pathway**. This webinar is facilitated by the HIPS LSCPs in partnership with a member of CSA Centre team who was involved in creating the Response Pathway.

This webinar will help to ensure professionals working with children have a clear understanding of the specific actions and processes they should follow when they have concerns of child sexual abuse by utilising the CSA Centre Response Pathway².

The session gives advice and examples of how to use the Response Pathway and explains how it supports professionals to meet the needs of children and their families.

- 1 April 2025, 09.30am – 11am:
<https://hampshirescp.event-booking.org.uk/event-detail/%3DITNyAzM/HIPS-Child-Sexual-Abuse-Response-Pathway-Launch>.
- 1 April 2025, 1.30pm – 3pm:
<https://hampshirescp.event-booking.org.uk/event-detail/%3DMTNyAzM/HIPS-Child-Sexual-Abuse-Response-Pathway-Launch>.
- 1 April 2025, 6.30pm – 8pm:
<https://hampshirescp.event-booking.org.uk/event-detail/%3DQTNyAzM/HIPS-Child-Sexual-Abuse-Response-Pathway-Launch>.

How to get involved

HSCP will soon be launching the **HSCP Multi-Agency Safeguarding Practice Development Brochure for 2025 – 2026**.

Building on previous training brochures, this edition offers a holistic approach to safeguarding practice development. The brochure provides access to our complete range of learning and development resources, incorporating training, toolkits and policies/procedures related to specific safeguarding themes.

As the new training year begins in April 2025, HSCP will be hosting webinars on a range of safeguarding themes including learning from reviews, neglect and child sexual abuse.

- Learning From Reviews 2025/26 – 23 April 2025: <https://hampshirescp.event-booking.org.uk/event-detail/%3DADMyCjM/VIRTUAL-HSCP---Learning-from-Reviews-202526>.
- Supporting Children of Substance Misusing Parents – 23 April 2025: <https://hampshirescp.event-booking.org.uk/event-detail/%3DYjNzcjM/VIRTUAL-HSCP---Supporting-Children-of-Substance-Misusing-Parents>.
- Suicide Prevention Awareness Training – 30 April 2025: <https://hampshirescp.event-booking.org.uk/event-detail/%3DITM0cjM/VIRTUAL-HSCP---Suicide-Prevention-Awareness-Training>.
- Spotting the Signs and Indicators of Child Sexual Abuse – 30 April 2025: <https://hampshirescp.event-booking.org.uk/event-detail/%3DkzNzAzM/VIRTUAL-HSCP---Spotting-the-Signs-and-Indicators-of-Child-Sexual-Abuse>.
- An Introduction to Supporting Families in the Armed Forces – 30 April 2025: <https://hampshirescp.event-booking.org.uk/event-detail/%3DEzNzcjM/VIRTUAL-HSCP---An-Introduction-to-Supporting-Families-in-the-Armed-Forces>.
- An Introduction to Emotionally Unstable Personality Disorder – 30 April 2025: <https://hampshirescp.event-booking.org.uk/event-detail/%3DQTM0cjM/VIRTUAL-HSCP---Lunchtime-Learning---An-Introduction-to-Emotionally-Unstable-Personality-Disorder>.
- An Introduction to A Family Approach – 30 April 2025: <https://hampshirescp.event-booking.org.uk/event-detail/%3DIDMyCjM/VIRTUAL-HSCP---An-Introduction-to-A-Family-Approach>.
- Understanding, Identifying and Responding to Neglect – 30 April 2025: <https://hampshirescp.event-booking.org.uk/event-detail/%3DQDMycjM/VIRTUAL-HSCP---Understanding-Identifying-and-Responding-to-Neglect>.

View our Virtual Multi-Agency Learning Platform³ to view the full list of courses that are included within the training offer. Courses are currently available to book up until March 2026 and places are allocated on a first come, first served basis, so book now to secure your free place. Please note, professionals will need to register and create an HSCP training account to book training.

<https://hampshirescp.event-booking.org.uk/register>.

Sue Savory

County Inspector/Adviser for Safeguarding and Computing, HIAS (Retired)

References

- 1 <https://hampshirescp.event-booking.org.uk/elearning-list>.
- 2 www.hampshirescp.org.uk/professionals/toolkits/child-sexual-abuse/identification-reporting-assessment/response-pathway/.
- 3 <https://hampshirescp.event-booking.org.uk/events-list>.

Contact details

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Also from HIAS!

Publications: If you enjoyed reading this curriculum update why not take a look to see what other publications are produced by the Hampshire Inspection and Advisory Service. You will find a list of publications on our website at:

www.hants.gov.uk/educationandlearning/hias/curriculum-support.

Moodles: Have you visited the HIAS Moodles? The Moodle sites include top-quality resources, training and course materials – see: <https://hias-moodle.mylearningapp.com/>. Do not forget to sign up to our site news pages so we can keep you up to date with the latest news and training opportunities from the HIAS subject teams.

Moodle+ offers access to a wide range of high-quality resources for subject leads and teachers for all key stages in primary and secondary and is available by subscription. For more information email HIAS Publications: hias.publications@hants.gov.uk.