

# Safeguarding Briefing

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*Monday 22nd September 2025*

## **Webinar: Children and Friendships - ACAMH Learn**

Making relationships with other children is one of the prime purposes of the educational system. Particularly in lower key stages, the social aspect of schools is vital to the socialisation of children at important points of their lives. Properly socialised children make for properly socialised adults, who in turn make excellent citizens in later life. That being said, for some children it may be easier said than done. Navigating the topsy-turvy of these nascent relationships is not for the faint hearted, yet it must be done. ACAMH Learn has produced a webinar with Dr. Eileen Kennedy-Moore to explore some of the ways this can be helped.

You can watch the webinar here: [10.13056/acamh.13732](https://10.13056/acamh.13732)

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## **Cyber-Essentials - National Cyber Security Centre**

Cyber-attacks are an integral part of 21st century life for corporations and state organisations alike. Over the course of 2025, 7.7 million cyber-attacks were registered. Cyber-essentials is a new government certification scheme aiming to keep your organisation's data safe. This is particularly important for schools which keep data on under-18s. Data which would be exceedingly valuable to unscrupulous hands. Cyber essentials is designed to produce a general standard of cyber-security across the UK organisational landscape.

If interested in finding out more, please follow the link: <https://www.ncsc.gov.uk/cyberessentials/overview>

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## Question of the Week

**Question:** A Year 7 student has started arriving to school unusually early and seems reluctant to go home at the end of the day. They've become quieter in lessons and you've noticed they're wearing the same clothes more frequently. What might this indicate, and what would be your next steps?

### Possible answers:

#### What this might indicate:

- Possible neglect or inadequate care at home
- Potential family difficulties, domestic violence, or unsafe home environment
- Financial hardship affecting basic needs like clothing/washing facilities
- Emotional abuse or family breakdown
- The child may be taking on caring responsibilities for others at home

#### Immediate steps:

- Observe and document - Keep detailed, dated records of what you've noticed (times, appearance, behaviour changes)
- Build rapport - Continue to be a safe, consistent presence for the student
- Listen without interrogating - If the child does share information, listen supportively but don't probe for details
- Maintain normal expectations - Don't lower academic or behaviour standards, as routine can be reassuring

#### Next steps:

- Report to the DSL promptly - Share your concerns and documented observations
- Continue monitoring - Keep noting any changes or additional concerns
- Coordinate with colleagues - Check if others have noticed similar patterns
- Follow school safeguarding procedures - Let the DSL determine if external referrals are needed

#### Key principles:

Trust your instincts - these cumulative signs matter

- It's not your job to investigate, but it is your job to notice and report
- Early intervention can prevent escalation
- The child's welfare is paramount

**Three follow up questions:**

1. What if the student directly asks you not to tell anyone?
2. How might your response differ if this were a Year 11 student versus a Year 7 student; or a Year 3 child?
3. What assumptions might we unconsciously make, and how could these affect our response?

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## **Beyond the Classroom: Making Educational Visits Work for Autistic Pupils (Andrew Hall)**

For many children with autism, the unpredictable can be very challenging. This can mean that exploring new places is difficult and including them in field trips, residential learning experiences and visits can be hard to arrange.

In July, I asked schools to tell me about their experiences support autistic children to take part in out-of-school learning. Nearly five hundred schools took part in that research and their stories helped me to identify common issues and solutions.

Download the quick read report here: [Beyond the classroom Quick Read](#)

Download the full report here: [Beyond the Classroom Full Report](#)

## **OEAP National Guidance: Participants with autism**

The report's outcomes have been used by the Outdoor Education Advisors' Panel (OEAP) to develop national guidance for participants with autism.

## **The safety benefits of planning for autistic learners**

When autistic learners feel secure and well-prepared, they are far less likely to experience distress that could lead to shutdowns, meltdowns or attempts to leave the area. Anticipating and reducing factors that cause stress is part of ensuring a safe and successful visit for all participants.

For many autistic learners, the unfamiliar nature of off-site environments can present barriers that, if not recognised and addressed, may lead to distress, exclusion or missed opportunities.

The OEAP national guidance can be found here: [4.4r Participants with Autism](#)

### **FREE Webinar: Safer educational visits for autistic pupils Andrew Hall**

**Wednesday 1st October 2025 11am - 12pm**

EVOLVE, the specialist educational visits advisory service run a series of free webinars aimed at Educational Visits Coordinators, school leaders and all those responsible for educational visits in schools.

I'm thrilled to say that I have been invited to speak at their next webinar on Wednesday, 1st October 2025 talking about my report 'Beyond the Classroom: Safer Educational Visits for Autistic Pupils'.

You can register for the webinar here:

<https://www.evolveadvice.co.uk/webinars/2025/10/visits-autism-research>

*EVOLVE are a specialist educational visits advisory service who support thousands of schools to deliver safe, legally compliant, and educationally valuable trips each year.*

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### **Fraud Awareness - Department for Education**

Fraud is an increasing risk in state organisations. Monies lost in the education sector are particularly valuable, since each loss is a loss to children's learning potential. The Department for Education has recently increased its focus on fraud prevention. The guidance is aimed at supporting educational establishments to report and prevent fraud.

For more information, go

to: <https://www.gov.uk/government/publications/fraud-awareness-good-practice-for-education-and-training-providers/fraud-awareness-good-practice-for-education-and-training-providers>

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### **Forthcoming Courses**

**Advanced Safeguarding for Designated Safeguarding Leads**

*"I just wanted to say that I thought today's training was absolutely fantastic. By a mile it was the most engaging training I have done."*

**Next live online Advanced Safeguarding Course:**

**Friday 10th October 2025** [Book Online](#)

The on-demand version is available year-round and is updated regularly [Book Online](#)

**Take a look at our other courses here:**

<https://www.safeguardingschools.co.uk/availablecourses>

Many of our online courses are available in [Safeguarding.Pro](#) with full-year access included.

**Are you a busy DSL with no time?**

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