

Safeguarding In Schools

with Specialist Safeguarding Consultant, **Andrew Hall**



Safeguarding Briefing - 23rd June 2025

AI in Education: How evidence-based are the DfE's new AI support materials?

At the weekend, I attended an excellent webinar on the use of AI in schools. The presenters, Dr Lucy Rycroft-Smith and Darren Macey, offered a sharp critique of the recent Department for Education support documents on AI in education.

Although the webinar was free to attend, there is unfortunately no recording available to share. Rycroft-Smith and Macey expressed particular concern that the materials place undue responsibility for safety on schools and teachers.

Some of their key points are raised in their recent article for *Schools Week*: 'The DfE's new materials dangerously underplay AI's risks' which you can find here:

<https://schoolsweek.co.uk/the-dfes-new-materials-dangerously-underplay-ais-risks>

KCSIE Key Points Poster 2024

I know it's taken a while, but the updated safeguarding poster is finally ready.

Many people downloaded and used the original version in their schools, so I wanted to make sure this new version included the revised definition from *Keeping Children Safe in Education*, which changed last year. Unfortunately, the original format made updating it more difficult than expected.

I recently realised I'd never actually updated it, so this is a belated fix.

There will be a new version again in September to reflect the *KCSIE 2025* update once it goes live. I promise not to take so long next time!



Download the poster here:

<https://6282.s3.eu-west-1.amazonaws.com/Keeping+Children+Safe+KCSIE+Key+Points+Poster+-+September+2024.pdf>

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Question of the Week

How do we make sure that everyone, including part-time, supply, agency staff and volunteers, knows what to do if they have a safeguarding concern? How do we ensure that all permanent staff take shared responsibility for helping make that happen?

Possible answer

Model Answer:

We ensure that everyone — including part-time, supply, agency staff and volunteers — knows what to do if they have a safeguarding concern by providing a clear, accessible safeguarding induction for all adults working on site. This includes:

- A printed safeguarding quick guide or lanyard card showing who the Designated Safeguarding Lead (DSL) and deputies are, with names and photos.
- A one-minute briefing given on arrival by a designated staff member, often the receptionist or duty DSL, covering how to report concerns and the expectation to act immediately if something doesn't feel right.
- For longer-term temporary or agency staff, we ensure they receive a safeguarding summary sheet with key information and reporting flowcharts.

We also foster a culture where safeguarding is seen as everyone's job — not just the DSL's. Permanent staff are reminded that they play a key role in helping new or visiting colleagues feel confident to raise concerns. For example:

- All staff are encouraged to introduce themselves to visiting adults and check whether they know who the DSL is.
- If a colleague seems uncertain or unfamiliar, staff are expected to offer a reminder or point them towards the safeguarding information on display.
- During staff briefings, we occasionally pose questions or run short scenarios to reinforce this shared responsibility and keep it part of our everyday conversations.

By embedding this into our culture — not just our procedures — we reduce the risk that someone misses something because they were new, part-time, or unsure

Martyn's Law and Protective Security

Martyn's Law – formally the Terrorism (Protection of Premises) Act 2025 – is named in memory of Martyn Hett, one of the 22 people killed in the

2017 Manchester Arena bombing. The law introduces new duties to help reduce harm from terrorist attacks. All UK schools, including early years, primary, secondary and further education, are classed as 'standard tier' premises and have two years to prepare before enforcement begins in 2027.

Schools will need to:

- Appoint a 'responsible person' to oversee compliance,
- Register their premises with the Security Industry Authority (SIA), and
- Develop proportionate procedures such as lockdown and evacuation plans.

To prepare, schools can:

- Identify a suitable responsible person
- Review and test emergency procedures
- Access the free ACT for Education e-learning module
- Audit visitor access and site security

Many of these steps already feature in the Department for Education's Protective Security and Preparedness for Education Settings guidance. This non-statutory guidance offers practical templates, SEND considerations and low-cost strategies that align closely with Martyn's Law.

Premises and events do not need to hire consultants or third party companies to comply with Martyn's Law. Government guidance will help you understand how to meet the relevant duties to make informed decisions without external support. (Note that the Home Office and NaCTSO do not endorse any third-party products or providers.)

Protective Security and Preparedness for Education Settings can be found here:

<https://www.gov.uk/government/publications/protective-security-and-preparedness-for-education-settings>

A fact sheet about Martyn's Law can be found here:

<https://homeofficemedia.blog.gov.uk/2025/04/03/martyns-law-factsheet>

Further guidance is also available at:

<https://safeblog.lgfl.net/martyns-law-how-can-schools-prepare>

<https://www.protectuk.police.uk/martyns-law>

ACT for Education e-learning module

<https://www.protectuk.police.uk/group/99>

Watch the Home Office's short explainer animation to help you understand the scope and requirements of Martyn's Law:

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- Safeguarding for Governance
- Safeguarding Induction for New Staff
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Until next time, keep safe!

Andrew Hall

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