

Safeguarding Matters

FAO Headteachers, Governors, Designated Safeguarding Leads and key professionals

All Schools

We would like to take this opportunity to again thank everyone for their hard work and dedication to supporting our most vulnerable children and young people during what has been another challenging academic year. We have been inspired by how all school staff have risen to meet these additional challenges. We hope that everyone has a well-earned summer break when it begins.

Best wishes

Phil and Nicky

In this e-briefing:

- Autumn Term Training
- Changes to the Ofsted Handbook
- Changes to Keeping Children Safe in Education

Autumn Term Training

Our training programme can be found [here](#) including:

- Autumn term Headteachers' Safeguarding Briefings
- Statutory Designated Safeguarding Lead Training
- New to the Role of Designated Safeguarding Lead

If a Headteacher is also the Designated Safeguarding Lead then they should attend both the Headteachers' briefings **and** the statutory refresher training for Designated Safeguarding Leads.

It is our intention to hold these sessions 'face to face' if restrictions allow. We feel this is the best way to deliver and discuss sensitive safeguarding issues. However, if this is not possible, they will be delivered online. In order to provide a blended training offer, where appropriate, the final Headteachers' Safeguarding Briefing will be an online session.

As always, schools can participate in multi-agency safeguarding training with other key agencies by contacting their local safeguarding children partnership website.

Whilst Ofsted have not yet updated their guidance '[Inspecting safeguarding in early years, education and skills](#)' they have made changes to the [School Inspection Handbook ready for September 2021](#) in light of the revised changes to the DfE statutory guidance '[Keeping Children Safe in Education](#)'.

Guidance

School inspection handbook for September 2021

Updated 28 June 2021

Schools are reminded that they must provide key information to the inspection team by 8am on the day of inspection. This includes a number of areas that relate to safeguarding:

- records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation
- the single central record for the school
- records and analysis of sexual harassment or sexual violence
- records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents
- a list of referrals made to the designated person for safeguarding in the school and those that were subsequently referred to the local authority, along with brief details of the resolution
- a list of all pupils who have open cases with children's services/social care and for whom there is a multi-agency plan
- up-to-date attendance analysis for all groups of pupils

Paragraphs 295-311 set out Ofsted's approach to judging whether safeguarding is effective or not. It begins by setting out that 'All schools should have a culture of safeguarding. This means they should have effective arrangements to:

- always act in the best interests of children, pupils and students to protect them online and offline, including when they are receiving remote education or self-isolating due to COVID-19
- identify children, pupils and students who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by their peers), grooming or exploitation
- secure the help that children, pupils and students need, and if required, referring in a timely way to those who have the expertise to help
- manage safe recruitment and allegations about adults who may be a risk to children, pupils, students and vulnerable adults'

Ofsted also provide examples of what ineffective safeguarding might include:

- Safeguarding allegations about staff members are not being handled appropriately.
- Children, pupils and students or particular groups of children, pupils and students do not feel safe in school/the setting.
- Children, pupils and students have little confidence that the school/setting will address concerns about their safety, including risk of abuse.
- For schools: pupils are frequently missing from school (including for part of the school day), but this is not addressed appropriately by staff.
- Incidents of bullying or prejudiced and discriminatory behaviour are common.

Changes to the Ofsted Handbook

Ofsted have included a new section in their handbook following the revised guidance in respect of 'Sexual violence and sexual harassment between children in schools and colleges'. The Ofsted handbook now states:

Sexual harassment, online sexual abuse and sexual violence

As part of assessing safeguarding, inspectors will consider how the school handles allegations and instances of sexual harassment, online sexual abuse and sexual violence. This includes checking:

- that the school has appropriate school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions in place
- that the school's policies are reflected in its curriculum (see the ['relationships, sex and health education' section](#)), which specifically addresses sexual harassment, online abuse, sexual violence and issues of consent
- that the school's staff have appropriate knowledge of part 5 the government's ['Keeping children safe in education' guidance](#)
- that all pupils are supported to report concerns about harmful sexual behaviour freely
- that concerns are taken seriously and dealt with swiftly and appropriately, and pupils are confident that this is case
- that comprehensive records of all allegations are kept

Inspectors will also look at how schools work to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationships, sex and health education curriculum. Inspectors will expect schools to be alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children). Inspectors will also seek to understand how any barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed.

As set out in ['Inspecting safeguarding in early years, education and skills settings'](#), inspectors will expect schools, among other things, to:

- assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports, and put in place a whole-school approach to address them
- where incidents are reported, understand how to handle reports of sexual violence and harassment between children, both on and outside school premises, in line with the DfE's guidance, and train their staff accordingly (including teachers delivering relationships, sex and health education)
- have good awareness of the signs that a child is being neglected or abused, as described in ['What to do if you're worried a child is being abused'](#)
- be confident about what to do if a child reports that they have been sexually abused by another child
- ensure that children are taught about safeguarding risks, including online risks
- support pupils to understand what constitutes a healthy relationship, both online and offline

Inspectors will not investigate allegations of harmful sexual behaviour themselves, but will ensure that allegations are reported to the appropriate authority, where that has not already happened.

Where schools do have not adequate processes in place, it is likely that safeguarding will be considered ineffective. This will impact on the leadership and management judgement, as explained below. Inspectors may also, depending on the circumstances, take this evidence into account when considering personal development and behaviour and attitude judgements (particularly in respect of pastoral support and pupils feeling safe respectively).'

To support schools' work we have produced a Sexual Violence and Sexual Harassment staff training PowerPoint which can be found [here](#).

Changes to Keeping Children Safe in Education

There have been significant changes to [Keeping Children Safe in Education](#) although at times the document has only been re-worded to make existing responsibilities more explicit. We welcome the fact that the document is now 48 pages longer than the 2020 version which indicates the increased level of detail provided by the DfE.

School Improvement Liverpool has recently shared with all our schools the following updated model policy templates reflecting the changes to Keeping Children Safe in Education:

- Model Child Protection Policy
- Model Managing Allegations Policy
- Model Safer Working Practices Code of Conduct for Adults
- Model Safer Recruitment Policy and Procedures



To support school leaders, governors and Designated Safeguarding Leads' understanding the key changes to Keeping Children Safe in Education are summarised below, however we would still recommend reading the revised document in full.

- Whilst it has always been the expectation that all staff, volunteers and third-party staff that work in a school should read and understand **Part One of Keeping Children Safe in Education**, the DfE are clear that governing bodies should ensure that mechanisms are in place to assist staff not only to understand Part One but to discharge their responsibilities as set out in Part One.
- The DfE have now introduced a new Annex A to Keeping Children Safe in Education which provides a summative version of Part One. It is anticipated that this condensed version may be used where staff or volunteers themselves have English as a second language or they do not work directly with children. We anticipate most schools will continue to ensure that the vast majority of staff and volunteers are provided with the full Part One.
- The DfE are now explicit that the child protection policy should include the school's procedures for managing incidents of peer-on-peer abuse. Similarly, the behaviour policy should include measures to prevent bullying, such as cyber-bullying, prejudice-based and discriminatory bullying. The DfE remind us that the staff code of conduct/behaviour policy should also set out the acceptable use of technologies, including the use of mobile phones, staff/pupil relationships and communications including the use of social media.

- Schools should ensure that all staff are clear as to the school's policies and procedures with regards peer-on-peer abuse and the important role they have to play in preventing it and responding to it.
- Part One revisits the key message throughout Keeping Children Safe in Education that all staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Additional information has been added to Part One of Keeping Children Safe in Education to develop everyone's understanding of Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). The DfE rightly point out that children may still be criminally exploited, even if the activity appears to be something they have agreed to consented to. It is widely recognised that children involved in criminal exploitation will often commit crimes themselves although they are not recognised or treated as victims by the adults who are charged with protecting them. The DfE also point out that both boys and girls who are criminally exploited may be at a higher risk of sexual exploitation, although the experiences of girls and boys who are criminally exploited may be very different. It is important to remember that child exploitation can occur over time or be a one-off occurrence without the child's immediate knowledge. Increasingly, children are harmed online. Child Sexual Exploitation can affect any child who has been coerced into engaging in sexual activity, even if they are 16 or 17 years old and can legally consent to having sex. Again, some children may not realise they are being exploited.
- The DfE reiterate that any safeguarding assessment of a child should consider where children are being harmed in contexts outside of the home, ensuring there is a contextual approach to address such harm.
- Keeping Children Safe in Education is now more explicit about what safeguarding and child protection records should include, reminding us of the importance of keeping a separate file for each child. The DfE state that records should include:
 - a clear and comprehensive summary of the concern
 - details of how the concern was followed up and resolved
 - a note of any action taken, decisions reached and the outcome
- **Part 2 of Keeping Children Safe in Education, which focuses on the management of safeguarding**, sets out that governing bodies should facilitate a whole school approach to safeguarding whereby child protection is at the forefront and underpins all relevant aspects of process and policy development. The DfE state that ultimately all systems, processes and policies should operate with the best interests of the child at their heart. Importantly, where there is a safeguarding concern, schools should be able to demonstrate how they have ensured the child's wishes and feelings are taken into account when determining what actions, support and services are needed. It is key that the systems in place for children to report concerns should be well promoted, easily understood and accessible. Schools will want to consider what evidence they have to demonstrate their processes are well understood by staff and children and that they can evidence that children feel confident that any concerns raised will be treated seriously.
- Keeping Children Safe in Education is now much more explicit about what an effective child protection policy should include and how it should be reviewed and shared publicly. For example, the policy where appropriate should reflect the impact of serious violence upon children and should always cover online safety, peer-on-peer abuse and children with special educational needs and disabilities.
- Given that the absence of effective information sharing is often cited as a concern in serious case reviews, the DfE rightly reminds us that schools have clear powers to share, hold and use information in order to protect children and promote their welfare, including their educational outcomes.

- Given that many children are either harmed online or mobile phones and other devices are utilised in the harm of children, the DfE has expanded its expectations around the teaching of online safety. In particular, they are explicit that governing bodies should ensure that staff undergo regular updated training, including online safety, that is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.
- As part of their approach to ensure that children are taught about safeguarding, including online safety, schools should recognise that a 'one size fits all' approach may not be appropriate for all children and a more personalised or contextual approach for more vulnerable children, victims of abuse and some SEN children might be needed.
- Throughout Keeping Children Safe in Education the DfE provide helpful links to other guidance or resources. As examples, in respect of online safety, the DfE links to:
 - [UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
 - [The UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors](#)

Practitioners are strongly urged to review the different links within Keeping Children Safe in Education.

- The DfE quite rightly advocate the need for an effective whole school approach to online safety that empowers a school to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. They state that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
 - content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
 - contact: being subjected to harmful online interaction with other users; for example: peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
 - commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)

Schools will want to evidence that their whole school approach is effective. Schools will want to also ensure that online safety is a running and inter-related theme which is reflected in all relevant policies. The issues surrounding online safety should be considered when:

- planning the curriculum and any teacher training,
- reviewing the role and responsibilities of the Designated Safeguarding Lead
- developing parental engagement.
- Schools are reminded that their approach to online safety should be reflected in the child protection policy. Schools are encouraged to draw upon the 4C's above to develop their own online safety policy. Any policies should reflect the school's approach to the use of mobile and smart technology, recognising that many children have unlimited and unrestricted access to the internet via mobile phone networks. This sadly provides opportunity for some children to sexually harass their peers, share indecent images both consensually and non-consensually, and

view and share pornography and other harmful content. Schools' online safety policies and the child protection policy should reflect on how schools manage these issues on their premises.

- Following some concerns raised by schools the appendices of this e-briefing include some recent guidance that was shared with schools surrounding online safety.
- Paragraph 127 of Keeping Children Safe in Education reviews the previous DfE guidance about remote learning, signposting schools to the NSPCC guidance 'Undertaking Remote Teaching Safety During Closures' and the PSHE Association's Coronavirus Hub.
- In addition to reminding schools about their responsibilities to ensure under the Prevent Duty they have [appropriate filtering and monitoring IT systems](#) in place, schools are also signposted to national guidance to help them have an appropriate level of security protection in order to safeguard their systems, staff and learners from cybercrime. Schools are also signposted to further guidance to help them review the effectiveness of their approaches to online safety, including a [free online safety 360 review tool](#) and [UKCIS' 'Questions from the Governing Body.'](#)
- The DfE describes how peer-on-peer/child-on-child abuse should be reflected in the school's child protection policy. The procedures should always aim to minimise the risks of peer-on-peer abuse and support how victims, perpetrators and other children affected by peer-on-peer abuse will be supported. The policy should make clear that even if there are no reported cases of peer-on-peer abuse, it may still be occurring and simply not being recorded. The policy should make clear that there should be a zero-tolerance approach to peer-on-peer abuse it is always unacceptable and any concerns will be taken seriously. The DfE defines different forms of peer-on-peer abuse recognising that abuse can also occur in intimate personal relationships between peers.
- Schools are now expected to ensure that when they hire or rent out the school's facilities or premises to third-party organisations or individuals that they should ensure that the appropriate arrangements are in place to keep children safe. The governing body should seek assurances that the organisation has appropriate safeguarding and child protection policies and procedures in place. The school should inspect these as needed and ensure that arrangements are in place to liaise with the school on these matters where appropriate. Any lease or hire agreements should set out the safeguarding requirements.
- The paragraphs in Keeping Children Safe in Education in respect of Elective Home Education (EHE) not only remind schools of the need to inform the LEA of all deletions from their administration register when a child is taken off roll, but emphasise that some children who are home educated are less visible to services that are there to keep them safe and support their needs. Given this, schools are urged to work with partner agencies and meet with the child and family before a final decision is made for Elective Home Education. This is particularly important where a child has SEND or is vulnerable and, for example, has a social worker.
- The DfE have revised the paragraphs concerning 'Children requiring mental health support'. Whilst the role of the senior mental health lead is not yet mandatory in schools, the DfE sets out the importance of this role being undertaken by a member of the leadership team and could be a pastoral lead, SENCO or Designated Safeguarding Lead. Paragraph 175 of Keeping Children Safe in Education signposts schools to additional resources to help them develop a whole school approach to mental health.
- **Part Three of Keeping Children Safe in Education, 'Safer recruitment'**, has had additional guidance added although many schools will already be familiar with this additional advice if they have undertaken recent training in respect of safer recruitment and follow the guidance provided by the Safer Recruitment Consortium. There are no changes to schools' statutory responsibilities within Part Three although much more detail is now provided, covering:
 - undertaking employment history and reference checks
 - selection and shortlisting processes

As an example, the DfE sets out that only shortlisted candidates should be asked to complete a self-declaration of their criminal record or provide information that would make them unsuitable to work with children. Schools will undoubtedly want to ensure that all those who are involved in recruitment processes are made aware of this guidance and their safer recruitment policies and procedures updated.

- Following the DfE making available the facility on the Teacher Regulation Agency website for schools to undertake a separate standalone children's barred list check, the DfE (in para 229) have outlined the only circumstances in which schools are entitled to do this. Schools can only undertake a children's barred list check:
 - for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced Certificate with Barred List information from the Disclosure and Barring Service (DBS)
 - where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to that person's appointment to the organisation

In both cases all the other relevant DfE pre-employment checks should be carried out.

- The wording of paragraph 237 has also been updated to provide further clarification as to when a Section 128 check should be undertaken.
- The DfE has in paragraph 262 reiterated its expectations for making checks on those individuals who have lived or worked outside of the UK. It clarifies that following the UK's exit from the EU, schools should apply the same approach for any individual who has lived or worked outside the UK regardless of whether or not it was a European Economic Area country or the rest of the world. Where available, these checks could include obtaining an overseas criminal record check or obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming they have not imposed any sanctions or restrictions and/or that they are not aware of any reasons why they may be unsuitable to teach.
- Schools should set out in any contract between themselves and third-parties what the safeguarding requirements are.
- Paragraphs 281 to 286 clarify the expectations regarding different types of visitors and third-party staff who come on to the school site. As an example, for visitors who are there in a professional capacity schools should check the person's ID and be assured that the visitor has the appropriate DBS check. The visitor's employer can provide written confirmation of appropriate checks. Paragraph 286 states that schools' safeguarding policies should set out the arrangements for individuals coming on to their premises which may include an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks should be required.
- **Part Four of Keeping Children Safe in Education** has now been separated into two separate sections. Both sections apply to teachers, supply staff, other school staff, volunteers and any other contractors or third-parties working at the school or with the school's children. The two new sections cover firstly 'Allegations that may meet the harms threshold' and secondly 'Concerns that do not meet the harm threshold'. Whilst schools will be familiar with Section One as this is in keeping with the previous guidance in Keeping Children Safe in Education, Designated Safeguarding Leads and school leaders are urged to read the detail of paragraphs 406 to 427 which cover how schools will consider low level concerns about staff and volunteers' behaviours that do not meet the harms threshold. Schools will need to update their child protection policy and code of conduct to reflect the school's procedures for dealing with low level concerns. Examples of such behaviour could include but are not limited to:
 - being over friendly with children
 - having favourites

- taking photographs of children on their own mobile phones
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language
- As part of their whole school approach to safeguarding, schools should ensure that they promote an open and transparent culture in which all concerns about adults working in or on behalf of the school are dealt with promptly and appropriately. This should enable schools to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse and ensure that adults working with children are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the setting. To achieve this schools should:
 - ensure staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour
 - empower staff to share any low level safeguarding concerns with the Designated Safeguarding Lead (or deputy) or in their absence, Headteacher
 - address unprofessional behaviour, supporting the individual to correct it at an early stage
 - provide a responsive, sensitive and proportionate handling of low level concerns when they are raised
 - help identify any weaknesses in the school's systems
- Staff should be encouraged to self-refer when they find themselves in a situation when their behaviour could be misinterpreted, might appear compromising to others or when they themselves recognise that their behaviour has fallen short of expected professional standards.
- Paragraphs 419 to 427 of Keeping Children Safe in Education set out expectations about how concerns should be recorded, how information should be reviewed and retained and when it is appropriate to include concerns in a reference. Additional guidance is offered to support schools to respond to low level concerns.
- **Part Five of Keeping Children Safe in Education covers child-on-child sexual violence and sexual harassment** and should be read alongside the existing departmental advice: [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#). Both have been updated. School leaders and Designated Safeguarding Leads are strongly encouraged to read both Section Five and the additional guidance again to enable them to ensure the school's policy and practice reflect the updated expectations. Part Five acknowledges that some schools may not be recognising, acknowledging or understanding the scale of the harassment and abuse at their setting. They may also be downplaying some behaviours related to abuse that can lead to a culture of unacceptable behaviour and unsafe environment and, in worse case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it or feeling their concerns will not be taken seriously. It is important to note that children may not feel it easy to tell staff about their concerns verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a staff member may overhear a conversation that suggests a child may have been harmed. As with any concern about a child's welfare, staff should be encouraged to act immediately rather than wait for a disclosure. Schools should consider whether they can demonstrate that they have a clear zero-tolerance approach to sexual violence and harassment. Schools will want to reflect on lessons learnt when issues arise as this will give the school opportunity to consider wider cultural issues within the school that may have enabled the inappropriate behaviour to occur. This could lead to additional appropriate extra teaching time or staff training being delivered to help minimise the risk of it happening again.
- There have been a number of changes to the annexes of Keeping Children Safe in Education. Annex A is now a condensed version of Part One of Keeping Children Safe in Education. Annex B

'Further information' was originally Annex A and has been expanded slightly to include additional references, for example the implications of the Domestic Abuse Act 2021. Much of the guidance contained within Annex D surrounding online safety is now contained within the main body of the document. Annexe C covers the role of the Designated Safeguarding Lead. Information has been added about keeping and storing records, where a concern about a child has been identified. In addition, some text has been re-worked to reduce duplication. Annexe G contains a helpful summary of the substantive changes to guidance.

Appendices:

Appropriate Online Behaviours (June 2021)

Dear Headteachers and Designated Safeguarding Leads

Given some concerns have recently been raised it may be worth all schools reminding children and young people of the importance of acting respectfully and responsibly whilst online so that hurtful and harmful comments are not made to others.

The posters '**ThinkB4UClick**' and '**It's Cool to Be Kind**' were shared sometime ago to support positive conversations within schools. They can be downloaded from the School Improvement Liverpool website [here](#).

It would be worth everyone re-visiting the words of Carolyn Flack:
'In a world where you can be anything, BE KIND.'

Children, young people and adults themselves should be encouraged to use the BBC [Own it App and Keyboard](#) which helps to regulate someone's message before they actually post or send them.

Children and young people should be taught how to **Block, Report or Ignore** inappropriate messages whilst on online platforms.

Further advice about online bullying can be found here:

[Anti-bullying alliance -online bullying](#)
[NSPCC online bullying](#)

Reporting Harmful Content

Children, young people and adults should also be taught how to [Reporting Harmful Content Online](#) including inappropriate sexualised images.

[CEOP](#) provides advice if you 'are worried about online sexual abuse or the way someone has been communicating with you online'.

Monitoring children's online behaviours

In keeping with the Prevent Duty schools should have appropriate 'filtering and monitoring' in place that block children from accessing harmful content but also identify children who are making 'concerning' searches.

It is vital parents and carers are encouraged to actively monitor what their children are viewing online in order to protect them and also to ensure their child's own behaviours are appropriate.

Parents and carers would be advised to watch the following short videos created in New Zealand:

[Keep It Real Online - Pornography](#)
[Keep it Real Online - Bullying](#)
[Keep it Real Online – Grooming](#)
[Keep it Real Online – Parental Controls and Supervision](#)

Parents and carers should also ensure ‘parental settings’ are in place not just on smartphones but also on any device that connects to the internet.

Merseyside Police recently shared the following message with the whole community:

“We would strongly advise parents to be satisfied that they know who their children are engaging with, be that via social media or through gaming on Xboxes and PlayStation and want to raise awareness of the importance of setting parental controls on computers, games consoles and electronic devices to keep children safe, so they are not exposed to potentially harmful and inappropriate material online.”

Guidance about parental controls can be found here:

[Internet Matters - parental controls](#)
[NSPCC – parental controls](#)

The NSPCC have partnered with O2 to provide [O2 Guru](#) where parents can seek further practical advice.

Other online advice for families can be found here:

[NSPCC online safety resources](#) and guidance particularly for families.

[UK Safer Internet Centre resources](#) including guidance for young people, parents/carers and school staff.

[Childnet](#) online safety activities that you can do from your home.

[Internet Matters](#) starter tips to keep kids safe online.

[UKSIC & Facebook Release a New Guide for Schools using Apps](#)

[UKSIC Social media guides](#)

Further guidance for professionals including resources for children can be found here:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

[London Grid for Learning: Safeguarding during remote learning and lockdown](#)

[London Grid for Learning online resource centre](#)

[‘Think You Know’ Online home activity packs](#) [‘Think You Know’ professionals resource bank](#)

[‘Think You Know’ Jessie & Friends: online safety education for 4-7s’](#)

[‘Think You Know’ Band Runner game and website for 8-10s](#)

[‘Think You Know’ Send me a pic? Three sessions for 12-14 year olds on issues around nude image sharing](#)

[‘Think You Know’ New Online blackmail resource for 15-18 year olds](#)

