# KS3 Safety Evening

26th November 2025

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Safeguarding…everyone's responsibility

Allana Howard
Assistant Headteacher
Safeguarding (DSL),
Personal Development,
Diversity

Social, Emotional and Mental Health Support
- Inclusion Team
- MHFA team
- Cluster Support

Curriculum
- Personal Development lessons
- PSHE/ RSHE
- Morning Meeting assemblies
- Friday News of the Week

Safeguarding
- Designated Safeguarding Officers KS3/4/5
- CP trained staff- Inclusion
- Safer Schools Police Officer (Tues, Thurs, Fri)

Attendance
- Attendance Officer

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BENTON PARK
A MOORLANDS LEARNING TRUST ACADEMY

What measures do we have in place for our students?

- Pastoral team on zones and available for support throughout the day

- Dedicated First Aid team

- CCTV

- Additional staff on break/lunch duty

- Fencing around school

- Bespoke support for vulnerable students

- 6th form Peer Mentors

- Check in tutor support

- MM check ins with HOY

- Dedicated PWO and SLT link for every year group

- Year group email to get support from HOY and year team

- Dedicated advice and support pages on the school website with external resources

- Safer Schools Officer

- Cluster lead and support for families

- External agency support in school- LFIS, Mindmate, Women's Health Matters, Forward Leeds

- MHFA team- drop ins on Tues

- MM Ambassador student support team – Weds Drop in

- Student support email- studentsupport@bentonpark.mlt.co.uk

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Personal Development, PSHE & RSHE

KS3 PSHE/RSHE Curriculum

Personal Development

PSHE

Careers

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Where else is PSHE/ SMSC?

Outside of the main curriculum, the following add value to PSHE and SMSC within the wider school context:

- RE and other subject lessons (e.g. science, computing, history)
- Big Read
- MM Assemblies and check in sessions
- School charities and community projects
- Benton Park Youth Council
- Invited visitors/guest speakers
- Pupil leadership positions, e.g. MM ambassadors, sports leaders, or mentoring
- Whole school events e.g. careers days, enterprise day, LS19
- Educational visits and school trips e.g. Duke of Edinburgh
- The Anne Frank Trust Ambassador program
- Extra curricular clubs and opportunities, school shows, Rotary competitions
- Sport teams, sport leaders, sports day
- RED day / Great Iftar

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KS3 PD curriculum

- Covers statutory elements of RSHE

- Wider PD topics including citizenship, health and wellbeing, careers, finance and online safety.

- Parent communication and support for these topics- through the parent bulletin, website, letters home prior to RSHE topics

	Personal Development (PD)	Relationships (RSE)	Health and Wellbeing	Living in the wider world
Year 7	Democracy Citizenship rights and responsibilities Being good citizens Change in our communities	Celebrating Diversity Bullying and Cyber Bullying Protected characteristics Building relationships Discrimination	Mental Health and Well being Dealing with Grief and loss Coping with change Puberty FGM Consent	Screen Addiction Online Safety Enterprise Charity Finance and skills
Year 8	Democracy Respect Exploring British values Citizenship and hate crimes	Identity Relationships Sexting and the law Discrimination Racism Equality	Healthy lifestyle Addiction School Food Champion Project Cancer identification Drugs	Charity Careers Aspirations Online Safety- misinformation, AI, critical thinking Finance and life skills
Year 9	Democracy Human Rights and war The environment	Sexual consent and the law Safe Sex Same sex relationships Domestic violence Challenging misogyny Sextortion	Gangs and county lines Peer pressure Energy drinks Healthy living Mental health	Charity Online Stress Enterprise Fraud education Finances

Benton Park School Special Recognition

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Our PSHE Resources Providers
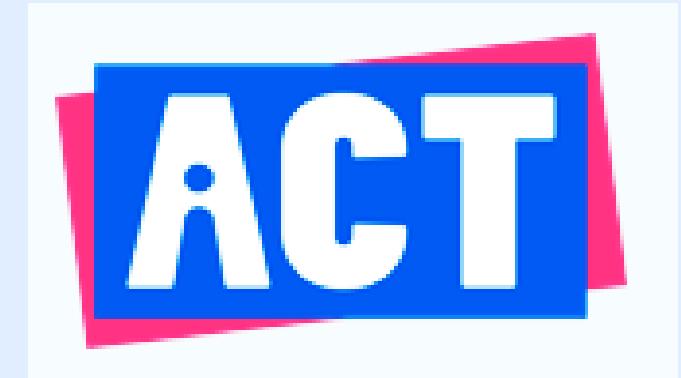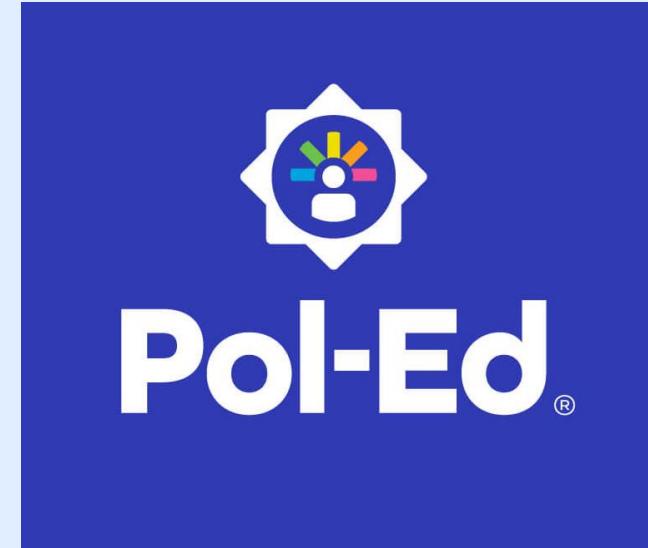
Our Support links
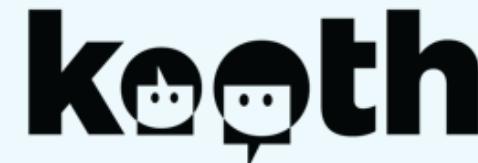
IT and online safety support and advice

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School e-Safety Systems

There are two key responsibilities held by schools with regards e-Safety provision.

- Filtering – this is software responsible for blocking access to inappropriate websites, 'filtering' out the ones we don't want students accessing.

- Monitoring – this is software used to monitor what students (and staff) are typing in to school devices. This include key stroke monitoring

- Any concerns raised by the systems are reported onto CPOMS and a dedicated member of pastoral (behaviour concerns) or safeguarding staff will pick up the students for a further conversation- parents will also be advised of this.

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Online Gaming

Online games are very popular amongst children and young people. 60% of children aged 3-17 playing video games. Popular games include Fortnite, Minecraft and Roblox. For those who play games, 64% of 8-17s use the in-game chat function to talk to their friends or people they know in person.

In-game chat can help teams achieve objectives or simply facilitate fun. For the most part, children are able to use in-game chats to have safe conversations with their friends.

Talk with your child about gaming. Talk with your child to learn the games they like and the content and features of these. This will help you to understand more about how your child plays games and how appropriate different games are. You can use NSPCC's online safety hub to find out more information on safer gaming.

Set boundaries and safety settings. Internet Matters provides step-by-step guides for putting safety settings in place for each console or device. Spend time setting these up with your child and make sure they know how to block and report on the games they are playing. You should also talk with your child to create an agreement for gaming; think about how much time they can spend, which games they can access, if you will allow in-app purchases and what spaces they can play in.

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How risky is in-game chat?

Gaming is often a social activity for children and talking with friends is part of their enjoyment. However, in-game chat can pose risks such as:

● **chatting with people they don't know.** This can include adults that are seeking to make contact with children with the intention of sexual grooming.

● **inappropriate or unmoderated chat.** Whilst a lot of chat is moderated, chat is live and there is a risk of exposure to sexual language, swearing or bullying.

● **requests to make chat private**. Once chat is moved off a monitored platform, no one is moderating it. This can be used to pressurise children into sharing personal information, photos, video or chat that they don't want to.

● **offering gifts or trades (including loot boxes/skins)**. This may be used by offenders to build trust and a relationship with a child, as part of the grooming process.

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Risks of AI

AI can be used in connection with:

> **Hacking, scams and fraud** – using chatbots to create convincing emails and messages

> **Creating child sexual abuse images** – using text-to-image programs to digitally create this material

> **'Deepfake' pornography** – using sophisticated AI programs to splice an image of a person's face on to pornographic material

> **Financially motivated sexual extortion ('sextortion')** – using AI to pose as someone else to get nude or semi-nude images from a young person, then using those images to blackmail them

> **Spreading disinformation and radicalising vulnerable people** – using AI-generated text, images or video to create and spread fake news

> **Chatbots and AI 'relationships'** – young people treating AI chatbots as friends, which can have a negative impact on mental health

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Social media and phones

o More students than ever have mobile phones/ latest technology

o Access to different apps, which are constantly changing

o Constant connection to friends/ peers

o Can be used as a platform to be unkind to others

o Cyberbullying/ trolling

o Parental and student responsibility

13 year olds and upwards

| TikTok | Instagram | Facebook | Snapchat | Twitter |

16 year olds and upwards

WhatsApp
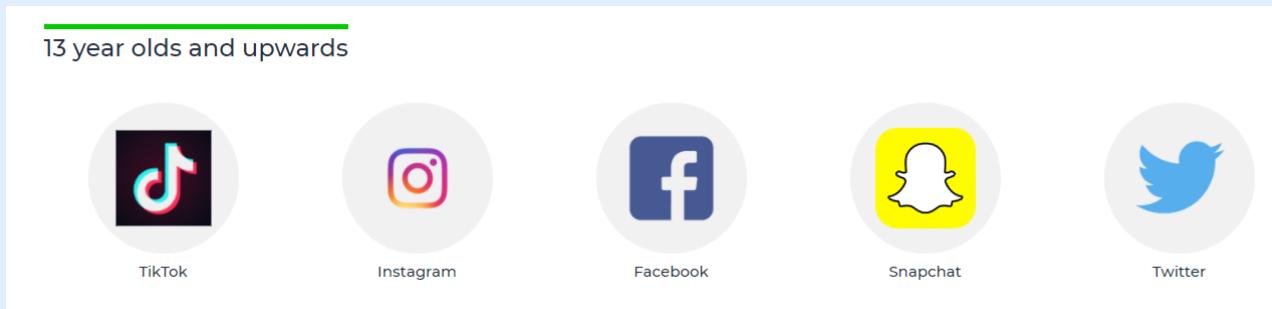
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- **Tiktok**
  - Billions downloads to date, currently the 'in' app for teens
  - Age limit 13+
  - Encountering inappropriate content
  - Exposure to personal, sensitive and dangerous content e.g. self harm, suicide
  - Creating accounts using others name/ image
  - Goods being sold via tiktok shop including vapes and other substances such as edibles- targeting young people

Removal of content is <u>not straight forward</u>

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Bullying or harassment online/ via messaging apps

If you've seen or experienced bullying on social media or through messages such as Watsapp, it's important to:

- o report what's happened on the site or app
- o block the people bullying you
- o take screenshots of nasty messages, but don't reply to them
- o tell someone you trust, like your parent, carer or a teacher
- o Report to the police

- **Inappropriate Images / Content**
  - o Circulated around year group/ school
  - o Posted online

It is a crime to take, make, possess, show or distribute indecent images of any person below the age of 18, including those created and shared with 'consent'.

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TikTok

New DM Rules: What Parents Need to Know

TikTok has just updated Direct Messages (DMs). These changes mean that teens over 16 can now send voice notes and up to nine images or videos privately to friends, either from their camera or photo gallery. Previously, TikTok DMs were limited to videos, text, gifts and stickers.

Here are the main changes:

- Users can now send voice notes in DMs, up to 60 seconds long.
- You can share up to nine images or videos at once in a DM, either taken with the camera or selected from the phone's gallery.
- Images and videos can be edited before sending.

It's important to remember that many children do not sign up with their correct date of birth. This means the feature may be accessible to them, potentially exposing them to risks such as sextortion, inappropriate content, and contact from predators.

What to do:

- Delay access to social media.
- Ensure your child's account is set up with their correct date of birth.
- Use parental controls
- Talk about image sharing, what's ok, whats not
- Remind your child how not everyone online is who they say they are and only to ever connect with people they have met and know in real life.

What can you do as a parent?

- Use parental controls on your broadband, devices and apps.
- Keep having open, ongoing conversations about what your child is seeing online.
- Build digital resilience – talk through what to do if something upsetting appears, so they know how to handle it and feel confident coming to you.

Age checks are one helpful layer of protection, but your involvement and connection with your child will always be the strongest safeguard.

Age checks online – what parents need to know

Under the Online Safety Act, websites that host pornographic or harmful content must use age checks (such as ID verification or age estimation) to block under-18s.

This is a positive step, but it is not foolproof — and it's important that we don't rely on these measures alone to keep children and young people safe online.

Remember, pornographic material can be found in many places — even on Spotify. Social media and gaming platforms are also full of sexual and graphic content.

New School Year, New Online "Friends"

At the start of a new school year, many children make new friends — and often add new contacts online. The risk is that not everyone behind a profile is who they claim to be. With AI tools, it's now easier than ever to create fake profiles and images that appear completely real. These two people don't exist — they're AI-generated images.

Show your child how easy it is to be tricked using this-person-does-not-exist.com. Every refresh creates a new "face" — none of them belong to real people.

QUICK TIPS

TOP TIP:

Keep the conversation open. Ask, "How do you know this person?" and remind your child that a profile picture alone is never proof that someone is who they claim to be.

In today's digital world, building critical thinking skills is just as important as setting up parental controls.

If children learn early on that not everything — or everyone — online is real, they'll be far better prepared to spot red flags and come to you when something feels wrong.

How to support your child if they see distressing content online.

In recent weeks it has been highlighted again how fast and easily really distressing content can spread online. This is not new unfortunately.

Even if your child doesn't have social media or a phone, they may still be shown upsetting content by friends or told what to search for online.

Here's how to support them:

- **Talk to them directly.** Explain that a very disturbing video is going viral, and if anyone sends it or mentions the name of a particular person or event, they should avoid watching.
- **Check in.** Many children may have already seen it but not said anything. Changes in mood or behaviour could be them trying to process what they've seen.
- **Remind them not to share.** Stress why it's harmful to spread content like this. If you see the video yourself, report it and then focus on supporting your child.
- **Stay calm.** Anger or panic will only make them less likely to come to you next time.
- **Reassure them.** It's not their fault if someone sent it to them or they came across it online.

Even if platforms eventually remove this type of content, it's already been shared widely. This is another reminder that social media companies do not prioritise child safety — and why conversations at home matter most.

PC Dempsey
Safer Schools Officer

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Safer Schools programme

Most Schools in Leeds have an SSO attached to their school, we work closely with Youth Justice, Early Action and partner agencies to engage with young people. Scheme part funded by schools, part by Police.

Role of a Safer Schools Officer:
- Keep everyone within school safe
- Provide crime advice to staff, students and parents if needed
- Provide educational inputs with students
- Engage with young people within the school
- Conduct restorative sessions with young people for low-level incidents
- Pol-Ed- assemblies etc

What a Safer Schools Officer is NOT:
- Member of staff here to sanction young people for bad behaviour
- Here to criminalise the students
- Going to record a crime for anything that happens in school

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Focus Areas within Leeds

Police and Crime plan – focuses
- Safety of women and girls
- Early Intervention and Prevention
- Equality Diversity and Inclusion

Youth Focuses
- Child Sexual Exploitation
- Child Criminal Exploitation/County Lines
- Youth Violence/Weapons
- SSO reactive Intervention
- Project work- 90 Minutes

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Thank you all for your ongoing support

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