ST. CHRISTOPHER SCHOOL
LETCHWORTH GARDEN CITY

St Chris 7-Minute Safeguarding Briefing

7. Useful Links:

1. Safe use of generative AI in education
2. CEOP: Understanding and responding to AI-generated child sexual abuse material

6. Final messages and reflection

AI-generated harm is real harm. A fabricated image, conversation or video can have devastating consequences for a young person.

Our safeguarding responsibilities extend online and offline, day and night. This is particularly important in a boarding school, where pupils live alongside one another.

If in doubt, report it. We do not need to be experts in AI or investigate incidents ourselves. We need to recognise concerns, listen, record and refer.

5. What should we do if we become aware of an incident?

Our response should follow the same safeguarding principles that apply to any other concern.

- Listen calmly and take the pupil seriously.
- Reassure them that they have done the right thing by telling you.
- Explain that you cannot promise confidentiality and that you need to share the information with the appropriate safeguarding staff.
- Record the pupil's words as accurately as possible.
- Report the concern to the Designated Safeguarding Lead (DSL) or deputy immediately, following the school's reporting procedures.
- Consider immediate safety, emotional support and any risks to other pupils, including in the boarding environment.

DO NOT:

- Dismiss the incident as a joke or harmless experimentation.
- Assume an image is harmless because it is AI-generated.
- Ask pupils to forward or send you explicit images.
- Download, screenshot, copy or redistribute sexual images of children.
- Investigate the incident yourself or confront other pupils independently.
- Promise that the matter will remain secret.
- Assume that deleting a post or removing an image resolves the safeguarding concern.

If you become aware of an AI-generated nude or sexual image of a child, do not view, copy or forward it. Seek immediate advice from the DSL and follow the school's procedures and specialist guidance.

The DSL will coordinate the appropriate safeguarding response, including consideration of police or children's social care involvement where necessary.

1. What do we mean by generative AI?

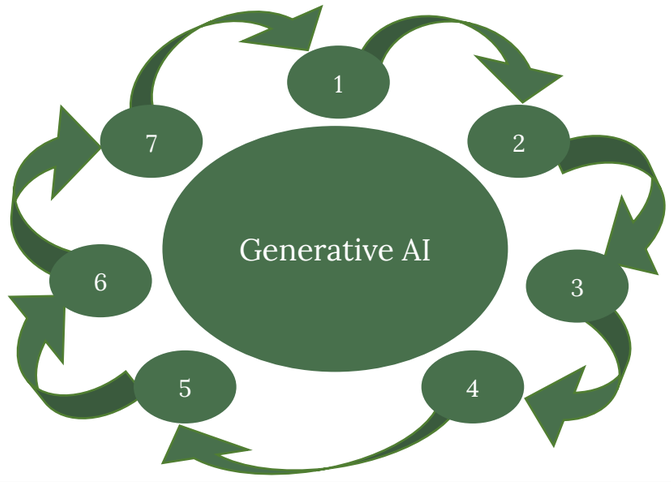
Generative AI refers to technology that can create new content, including:

- Text, conversations and emails.
- Photographs and realistic images.
- Audio, including cloned voices.
- Videos, including convincing deepfakes.
- Chatbots that simulate human relationships and conversations.

Examples include ChatGPT, image-generation tools, AI companions and applications that can manipulate existing photographs.

The technology is increasingly accessible to young people, often through their own smartphones and social media accounts.

The safeguarding challenge is that pupils may not always recognise when content is artificial, when they are being manipulated, or when their use of AI is causing harm to somebody else.



4. Prevention: what can we do as teachers?

Safeguarding is not just about responding to incidents. It is about creating an environment where pupils understand the risks and feel confident seeking help. There are several practical things we can do:

- Talk openly and appropriately about AI-generated content, misinformation and digital consent.
- Make clear that online behaviour has real-world consequences.
- Reinforce that consent applies to the use and manipulation of somebody's image.
- Encourage pupils to question what they see online rather than automatically believing it.
- Be alert to inappropriate use of devices during evenings and weekends.
- Make sure pupils understand that they can seek help without fear of being blamed or punished for reporting.

And importantly, as staff ourselves: We must use only school-approved AI tools for authorised purposes. Never upload identifiable pupil information, confidential safeguarding information or sensitive photographs into an unapproved AI platform.

Any AI-generated teaching material must be checked for accuracy, bias and appropriateness. AI must never replace our professional judgement or the relationships we build with pupils.

2. The principal safeguarding risks

There are five areas we should be particularly alert to.

1. **Sexual abuse and exploitation**
AI can be used to create sexually explicit images of children, including fabricated images produced using an innocent photograph of a pupil.

An image does not have to be genuine for the harm to be very real.

2. Bullying, humiliation and reputational harm
Pupils can use AI to create convincing but entirely fabricated photographs, videos, messages or audio recordings of other pupils or staff.

3. Grooming, manipulation and unhealthy relationships
AI chatbots can simulate friendships, romantic relationships or emotionally intimate conversations. Some pupils may begin to treat these systems as trusted confidants, particularly if they are lonely, anxious or struggling socially.

4. Exposure to harmful content and misinformation
AI can generate convincing but inaccurate information, including dangerous advice, discriminatory material, extremist narratives and content relating to self-harm.

5. Privacy, identity and data protection
Pupils and staff may upload photographs, personal information, confidential documents or sensitive conversations into AI platforms. This can expose personal information and create risks around privacy, consent and misuse of data.

3. What should we look out for?

A pupil becoming withdrawn, anxious or unusually distressed.
Sudden reluctance to attend lessons, activities or boarding-house events.
Increased conflict between pupils.
Pupils appearing frightened of their phones or receiving messages.
Changes in friendship groups or social dynamics.
Unexplained embarrassment, shame or concerns about photographs.

A pupil spending excessive time communicating with an AI chatbot or appearing emotionally dependent on it. Threats, rumours or references to fabricated images circulating online.

Remember that pupils may not use the language of AI, deepfakes or exploitation when disclosing a concern. They might simply say:

- "Someone has made a horrible picture of me."
- "People are sharing something about me."
- "I've been talking to something online and it knows everything about me."

Take these statements seriouslv.

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