

**Safeguarding in Education Network Bulletin – Edition 18, December 2017**

**Welcome to the 18<sup>th</sup> edition of the Safeguarding in Education Bulletin.**

The intention is to inform schools, settings and colleges of relevant news, guidance and publications and to share feedback and learning. Please help us share the information by circulating this bulletin to your colleagues and by displaying it on notice boards in your school/ college/ setting.

**We want to hear from you!**

Please contact us via email at [oscb@oxfordshire.gov.uk](mailto:oscb@oxfordshire.gov.uk) if you are interested in receiving the bulletin or have anything you would like us to include in the next issue.

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**The telephone number for MASH (MULTI AGENCY SAFEGUARDING HUB) IS:  
0333 014 3325 (NOT 0345 050 7666)**

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## 1.Key message from the last OSCB safeguarding in education meeting:

### **New chairing arrangements**

Chris Malone has taken on a role in Warwickshire and so this group is now being chaired by Annabel Kay (OCSB member representing secondary education) with Alison Beasley (LADO) taking on the role of vice chair.

### **“Safeguarding through effective supervision”**

#### **Supervision in Schools**

Whilst we recognise there is no requirement for supervision in schools, it has come to light through local and national serious case reviews, as well as internal reviews in Oxfordshire, that staff in a safeguarding role can be overwhelmed and feel isolated in the role.

Culturally, as this is not common practice in school, it seems there is not a shared understanding of how effective good supervision can be. It does not have to be bought in and it does not have to involve a school councillor. There are many examples where a regular hour or so of venting, problem solving and checking actions, can ensure that situations can be resolved effectively. Do not underestimate the value of checking you are doing the right thing.

The person giving supervision can be another professional from another agency, such as a school nurse, another teacher or member of SLT from a partnership school. They are simply there as an impartial listener, fresh pair of eyes, and as support for the individual.

#### **The benefits of supervision are:**

- The staff member feeling confident in their actions and decision making;
- The staff member feeling supported and understood in their role;
- An opportunity to offload;
- An opportunity to think of alternative solutions;
- A forum to ask for help and advice;
- An opportunity for the supervisor to ensure the staff member is coping with the workload.

#### **Models of school supervision:**

- The Headteacher not being the Designated Lead for Safeguarding in order that they can lead the supervision;
- Monthly group supervision of Designated Leads either within a school or within a partnership or MAT;

- A weekly student review meeting with either the school councillor/clinical specialist/ school nurse or other appropriate professionals to review the cases of children on TAFs, CIN, CP, LAC and with falling attendance;
- Minute each meeting with actions and review actions at each meeting;
- Random selection of open cases to review with the supervision meetings;
- Buying in outside services for regular meetings;
- Block out the time and stick to it;
- **Use supervision as a preventative measure, not reactive.**

### Early Years Supervision

There are requirements for supervision in the EYFS statutory framework:

#### **Staff qualifications, training, support and skills**

3.20. The daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

3.21. Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

3.22. Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children’s development or well-being, including child protection concerns
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

For further information see:

<https://shop.pre-school.org.uk/A158>

## **2. Early Years update**

### **Safeguarding audits for All Early Years Providers**

By signing the Early Education Funding agreement, EY Providers agree to complete the Early Years Safeguarding Audit annually. This year it has been renamed the Early Years Safeguarding Self-

Assessment. It can be downloaded from the [Early Education Toolkit](#) and should be completed now, either electronically or as a paper copy. We recommend that you print your completed copy, keep it in your safeguarding folder and review it at least every 6 months.

It does not have to be returned to the Early Years team *unless* requested to do so.

The Self-Assessment helps to ensure that you are up to date with current legislation, identifies safeguarding training needs and provides good evidence for Ofsted to show that you are meeting the safeguarding and welfare requirements of the [Early Years Foundation Stage \(EYFS\) April 2017](#).

[Please note: Schools complete the Annual Safeguarding Report for schools.](#)

### **Important Safer Recruitment information for Childminders who employ assistants**

When recruiting an assistant, you **must**:

- follow safer recruitment procedures.
- complete a *Declaration and Consent form (EY2)* for all individuals connected with a *registered provision* and return to Ofsted.
- have effective systems in place to ensure that any person who has regular contact with children in your care are 'suitable' (EYFS 3.9).
- make Ofsted aware of anyone working with you as an assistant including any family member working with you.
- keep and maintain records of all assistants including records of recruitment, DBS details, their name, address, training and qualifications.
- provide regular supervision meetings to discuss any issues including children's development/ well-being/ child protection concerns.
- ensure assistants attend OSCB Safeguarding Generalist training and have a good understanding of your policies and procedures.

The assistant must undergo a [DBS check](#).

You may leave assistants in sole charge of children, providing they hold a current paediatric first aid certificate, for up to two hours during a single day. However, to do this you must have written parental permissions and all necessary checks must be complete. It is good practice to keep records of those who have been caring for children throughout the day. This could be indicated on the daily register and would apply where assistants are left in charge of children or collect them from other settings.

[The Safeguarding Self-Assessment for Childminders \(Academic year 2017/18\)](#) will support you to meet the safeguarding and welfare requirements of the EYFS and will help you to assess the quality of your safeguarding practice.

### **Early Years Safeguarding Training**

Since April 2017 over 600 Early Years practitioners have received either Generalist or Designated Lead training at the dedicated early years training base at Hill End. You can continue to book this training through [OSCB](#).



The Early Years Team are also facilitating Early Help Assessment (EHA) training at several different locations around the county. EHA training can be booked through [Step into Training](#).

Early Years providers are advised to ensure all staff have completed the new [Home Office Prevent online training](#).

Coming soon – Safer Recruitment training for Early Years providers.

### **Early Years News**

The Department for Education, the Department of Health and Public Health England, with advice from a panel of early years and nutrition experts including the British Nutrition Foundation have produced [Healthy eating guidance for the early years sector](#). The example menus will contribute to the delivery of the government's ambitious Childhood Obesity Plan which aims to significantly reduce childhood obesity over the next decade.

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## **3.Oxfordshire updates**

### **Save the date: Working with dads and male care givers – 9<sup>th</sup> February 2018**

The OSCB learning event will cover the why, what and how of working with dads and male care givers. It will be on Friday 9<sup>th</sup> February 2018 at Unipart House, Garsington, Oxford. You can book on line on the training pages on the OSCB website from 1 January 2018.

### **Save the date: OSCB Annual Conference – 7<sup>th</sup> March 2018**

The OSCB annual conference will be on 7<sup>th</sup> March 2018. It is on the topic of neglect. Over 400 children in Oxfordshire are subject to child protection plans and neglect is a factor in approximately 60% of those cases. You can book on line on the training pages on the OSCB website from 1 January 2018.

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### **Risk and Resilience Toolkit for Oxfordshire**

The Safeguarding in Education Sub-Group of the Oxfordshire Safeguarding Children Board (OSCB) has been asked to provide a 'space' where education professionals can quickly and efficiently share and access appropriate resources to support the development of children's resilience. Evidence shows there are strong links between children being abused through child sexual exploitation and other behaviours (e.g. running away from home, bullying, self-harm, teenage pregnancy, truancy and substance misuse) with certain groups of children particularly vulnerable. The intention is to provide resources that will support schools to help children and young people manage risk, e.g. in situations related to alcohol, drugs domestic violence, bullying, exploitation

of all kinds; and to promote their health and wellbeing, especially mental and emotional health, so that they can reach their full potential.

This toolkit is currently under development and the draft version can be accessed via <http://schools.oxfordshire.gov.uk/cms/content/risk-and-resilience-toolkit> Please could you review the content and contact [SchoolImprovementTeam@Oxfordshire.gov.uk](mailto:SchoolImprovementTeam@Oxfordshire.gov.uk) if you have any suggestions for resources that you think should be added.  
For more information contact: [jo.brown@oxfordshire.gov.uk](mailto:jo.brown@oxfordshire.gov.uk)

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### **Oxfordshire Youth Conference & Anti-Bullying Week 2017**

More than 85 people (including more than 50 young people) attended the Anti-Bullying Youth Conference on Friday 17<sup>th</sup> November at Unipart Conference Centre. 14 Oxfordshire Secondary schools and settings were represented and all set action plans to address LGBT bullying in their schools. Highlights of the conference included:

- Official launch of **Project Q** video and presentation from The Warriner School students
- Presentations for Oxfordshire schools to share good practice (Wheatley Park and Matthew Arnold School)
- Youth workshop led by Pegasus Theatre and students from Matthew Arnold School;
- Presentation from My Normal Music Project and Dr Clara Barker, Oxford University Vice Chair of LGBT Society
- Adult workshop including good practice presentation from The Cherwell School
- Fire and Rescue Service, Thames Valley Police Lesbian and Gay Liaison Officers and the SAFE! Project
- Panel stories and Q & A including inspirational input from adults and young people

**Any secondary school who would like a copy of the Project Q film and accompanying guidance** and resource pack to support your work to address LGBT bullying please contact [jo.brown@oxfordshire.gov.uk](mailto:jo.brown@oxfordshire.gov.uk) for a free copy

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### **Oxfordshire Anti-Bullying Week Competition**

There is still time for schools to take part in the Anti-Bullying Week Competition. This year we are running two competitions that support this year's theme "All Different, All Equal". Please see this [flyer \(pdf format, 222Kb\)](#) for more details. Closing date for the competition **Friday 21<sup>st</sup> December 2017**.

For more information contact: [jo.brown@oxfordshire.gov.uk](mailto:jo.brown@oxfordshire.gov.uk)

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### **Oxfordshire Trans Toolkit for schools**

Oxfordshire has been working with several other local authorities to develop a trans toolkit for schools. This is now complete and is awaiting final approval before being circulated to schools. The content is useful to both primary and secondary schools. The launch of the toolkit will be announced on Schools New. If you need any support in relation to inclusion and support of trans and gender questioning children, please contact [jo.brown@oxfordshire.gov.uk](mailto:jo.brown@oxfordshire.gov.uk) . You can also find further information and guidance in the [Homophobic, biphobic and transphobic bullying toolkit \(pdf format, 295KB\)](#)

For more information contact: [jo.brown@oxfordshire.gov.uk](mailto:jo.brown@oxfordshire.gov.uk)

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### [The OSCB training pool of volunteers has been shortlisted for the NSPCC and BASPCAN Child protection training award](#)

NSPCC and BASPCAN have launched a joint conference specifically for professionals who design and deliver child protection training. 'Inspiring good practice through training' takes place on Tuesday 16 January 2018 at Double Tree by Hilton, London-West End, and will feature the presenting of the inaugural Child Protection Trainer of the Year award.

For more information on training: [kay.bishop@oxfordshire.gov.uk](mailto:kay.bishop@oxfordshire.gov.uk)

**Further information and to book:** [Inspiring good practice through training child protection Safeguarding In Schools](#)

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### ['Safeguarding Children in Banbury' Group](#)

Thames Valley Police and local partners have set up this group in Banbury. It came about following increasing concerns being raised by schools and other partners about exploitation of children. The aim is to provide a coordinated response to key safeguarding themes across schools.

Schools can determine the themes in their locality in consultation with Police and other partners based on identified need. The majority delivery of the safeguarding work in schools is done by the schools themselves. Teachers are empowered to do this work with support/ training being coordinated by key partners such as Police, LCSS-Early Help teams. The intention is that resources for preventative work in schools should increase and improve over time.

There are currently 16 Primary and 5 Secondary schools involved across different existing school partnerships. Police and partners such as LCSS/Aquarius and the Council are supporting the group and helping schools identify suitable resources. Three key themes have been identified and to focus on for a term: child sexual exploitation; substance abuse and internet safety.

For more information contact: [John.Batty@thamesvalley.pnn.police.uk](mailto:John.Batty@thamesvalley.pnn.police.uk)

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### [Safer Internet Day 2018](#)

The UK Safer Internet Centre have recently announced that Safer Internet Day 2018 will take place on **Tuesday 6th February 2018** with the slogan "Create, Connect and Share Respect: A better internet starts with you". If you want to find out more about what's taking place visit the Safer Internet Day website <https://www.saferinternet.org.uk/safer-internet-day/2018> This is an opportunity to refresh and update what you are doing to empower children and young people to keep safe on the internet which should be part of an embedded e-safety curriculum in schools. Please see the <http://schools.oxfordshire.gov.uk/cms/content/internet-safety-and-cyberbullying> web pages for advice and guidance and particularly the current [E-safety cyberbullying toolkit \(pdf format, 314KB\)](#)

I would also welcome feedback on the [Current OSCB E-safety Action plan \(pdf format, 315Kb\)](#). Please have a look at the plan and contact [jo.brown@oxfordshire.gov.uk](mailto:jo.brown@oxfordshire.gov.uk) with any comments.

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### [Cybercrime – successful Oxfordshire bid](#)

We have recently been successful in securing funding from the Police and Crime to commission an applied theatre production from AlterEgo Creative Solutions (who produced Chelsea's Choice) which would be aimed at Year 6 in schools (and possibly Year 5 if appropriate)

This bid arose out of work by Oxfordshire County Council in relation to concerns about management of Youth Produced Sexual Imagery (Sexting) and the fact that current strategies to educate young people didn't appear to be working. The need for an early intervention approach was identified.

The aim of the project is therefore the prevention and reduction of cybercrime, specifically understanding what constitutes a healthy relationship online, considering topics such as grooming, sharing of inappropriate images and cyberbullying.

**Aims:**

- Understanding what constitutes a healthy relationship online
- Understanding pressure to conform with peer group in terms of online behaviour
- Understanding potential risk in relation to sharing of inappropriate images online including online grooming, cyber-bullying, peer pressure and other online abusive behaviour
- Understanding the impact of online abusive behaviour and reflect on own behaviour with a view to developing empathy
- Understanding coercion and control within online relationships and consider strategies for managing this
- Signposting information and support

This is a Thames Valley wide project but will start in Oxfordshire early next year with the following timings.

Initial reading/preview of performance – Oxfordshire - **February 2018**

Oxfordshire Conference Day and tour – **Conference day - 8th June 2018** (Anti-Bullying Conference including play performance) followed by a 4-week tour providing 40 performance commencing 11<sup>th</sup> June, finishing on Friday 6<sup>th</sup> July 2018 in Oxfordshire primary schools.

The following information is therefore sought from schools:

1. What experience any primary schools have had in relation to the aims of the project e.g. any situations that have arisen where children have been at risk online, have shared inappropriate information or images etc.? We would like to compile some case studies to support with developing this piece of work
2. What secondary school colleagues feel that young people need to be made aware of before transitioning to secondary school?

Please contact [jo.brown@oxfordshire.gov.uk](mailto:jo.brown@oxfordshire.gov.uk) as soon as possible if you can provide any information to support with the development of the project

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## 4. News updates from national sources

### [NSPCC online course to help primary schools manage harmful sexual behaviour](#)

The NSPCC has launched a new course to equip school staff with the confidence and skills to identify and respond appropriately to sexualised behaviour. It includes practical information and advice on how to recognise, respond to and report cases of unhealthy sexualised behaviour.

Save **20%** with discount code **EducationMSB** (Enter code at checkout. Offer ends 20 December 2017)

**Further information:** [Managing sexualised behaviour in primary schools - online course](#)  
[NSPCC e-learning harmful sexual behaviour safeguarding in schools child protection](#)  
[Nov 29th, 2017](#)

- [NSPCC Safer Recruitment in Education training](#)

### **Adopted children: school exclusion**

Adoption UK has published a report on findings from a survey of adoptive parents in the UK asking about their children's experiences in school with a specific focus on exclusions. Findings from 2,084 survey responses, each relating to one individual adopted child include: 23% of children had received a fixed period exclusion and 14.5% of these had been excluded more than ten times in their school career; and compared to national statistics from the Department for Education and devolved governments, adopted children are over-represented in exclusions statistics in all nations.

**Source:** [Adoption UK](#) **Date:** **11 November 2017**

**Further information:** [Adoption UK'S schools & exclusions report \(PDF\)](#)  
[Exclusions survey infographic \(PDF\)](#)

### **Foster children in England**

Barnardo's has published an analysis of referrals made by local authorities in England to their fostering services for 2016. Analysis of the characteristics of 630 children and young people referred from 18 local authorities found that: 16% of children referred had issues relating to child sexual exploitation, often in addition to violent behaviour, self-harm, experience of domestic violence or drug use; 17% of children referred were unaccompanied asylum seekers or had been trafficked; and 6% of referrals for children indicated harmful sexual behaviour.

**Source:** [Barnardo's](#) **Date:** **16 November 2017**

### **The NSPCC will be running face-to-face safer recruitment in education training courses**

These take place in Leicester - 25 January 2018, Leeds - 20 February 2018 and London - 27 March 2018. The NSPCC also has [online](#) safer recruitment courses.

[Child Protection Safeguarding In Schools Schools and Education](#)  
[Nov 29th, 2017](#)

### **DfE to draft clearer guidance on home education**

The Government has announced plans to draft revised guidance documents on elective home education for local authorities and parents. The changes will make clearer to councils the powers available to them and will inform parents about their rights and responsibilities.

[Schools and Education](#)

### **Questions to ask children about online safety**

TES has published an article with three important questions that teachers can ask children about online safety. These have been suggested by an assistant headteacher, as a way to open up discussions on the topic. They relate to how children's use of the internet has changed in the past year, what advice they would give to others, and what their own experiences have been.

[online safety Schools and Education](#)

### **Consultation for teachers about PSHE and RSE in a digital age**

Childnet has invited teachers in England and Wales to take part in a consultation on PHSE and RSE education in schools. They are seeking to find examples of best practice and identify gaps and challenges, and are keen for PHSE and RSE to be brought up to date with the digital age.

**Source:** [UK Safer Internet Centre](#)

**Further information:** [Take part in the survey \(England\)](#)  
[online safety](#) [child protection](#) [safeguarding](#) [PHSE](#)

### **Run, Hide, Tell teaching resources**

Counter Terrorism Policing, the PSHE Association and Girlguiding have produced a Run, Hide, Tell resource pack for teachers to use to inform 11-16 year olds on how best to react to a gun or knife terror attack. The resource includes training films, lesson plans for key stage 3 and key stage 4 as well as teacher guidance on how to deliver this material confidently and safely.

**Source:** [National Counter Terrorism Security Office](#) **Date:** 14 November 2017

**Further information:** [Run, Hide, Tell](#)  
[Schools and Education](#) [child protection](#) [Safeguarding In Schools](#)

### **Cyberbullying teaching resources**

The Royal Foundation's taskforce on the prevention of cyberbullying has launched the Stop, Speak, Support campaign. The NSPCC along with other organisations and young people have developed guidance for teachers designed to support them to deliver Stop, Speak, Support to 11-16 year olds in their schools.

**Source:** [The Royal Foundation of The Duke and Duchess of Cambridge and Prince Harry](#) **Date:** 16 November 2017

**Further information:** [School pack for KS3 & 4](#)  
[cyberbullying](#) [Schools and Education](#) [bullying](#)  
[Nov 20th, 2017](#)

### **Children would like teachers to talk more about bullying**

A survey of more than 1,500 children in England by the Anti-Bullying Alliance and the National Children's Bureau has revealed that 36 per cent of children think their teachers do not do enough to educate them about bullying. The survey also revealed that children are worried about being bullied for being different. 40 per cent of children said they would hide aspects of themselves for fear of being bullied.

**Source:** [National Children's Bureau](#) **Date:** 10 November 2017

**Further information:** [NSPCC anti-bullying resources](#)  
[anti-bullying](#) [Schools and Education](#) [child protection](#) [Safeguarding In Schools](#)  
[Nov 14th, 2017](#)

### **Prevent referrals most likely to come from schools**

Home Office statistics have revealed that in 2015-16 a third of Prevent referrals came from the education sector. The figures also show that a total of 7,631 individuals referred to Prevent in 2015-16 and the majority (56 per cent) were aged 20 or under.

In September 2017, the Home Office launched a new counter-extremism commission to help to train schools and colleges to spot signs that young people are being radicalised.

**Source:** [TES](#) **Date:** 09 November 2017

[radicalisation](#) [Schools and Education](#) [child protection](#) [Safeguarding In Schools](#)  
[Nov 14th, 2017](#)

### Rise in sexting cases

According to police figures the number of sexting cases involving children has more than doubled in two years with around 17 offences being reported a day. A senior officer has said that lack of universal Relationship and Sex Education is compounding the problem.

In March 2017 the government announced that a new Relationship and Sex Education (RSE) curriculum will be introduced in September 2019.

**Source:** [BBC News](#) **Date:** 06 November 2017

[sexting Schools and Education Safeguarding In Schools Nov 13th, 2017](#)

### School-based charity reports rapid rise in safeguarding interventions

The annual impact report of education charity School-Home Support (SHS) has revealed that the proportion of safeguarding interventions it undertakes has more than tripled in the last six years. The charity stated that less support from councils and rising child protection thresholds have caused a rapid increase in the proportion of safeguarding cases it is involved with.

22 per cent of safeguarding interventions made in 2016/17 were related to domestic violence, 10 per cent involved neglect and nine per cent where a child has experienced physical abuse.

**Source:** [School-Home Support](#) **Date:** 01 November 2017

**Further information:** [SHS Impact Report 2016/17](#)

[Schools and Education child protection Safeguarding In Schools Nov 13th, 2017](#)

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### DfE developing “fundamental British values curriculum”

Schools Week has reported that academies minister Lord Agnew has sent a letter to education professionals informing them of plans to develop new resources and guidance for teachers on building pupils’ resilience to extremist ideologies. This will be delivered through existing curriculum subjects such as RE, PHSE and Citizenship. Once developed, the resources will be published on the [Educate Against Hate](#) website. This comes after feedback from teachers that they lack confidence and knowledge in promoting fundamental British values through the mainstream curriculum.

**Source:** [Schools Week](#) **Date:** 27 October 2017

**Further information:** [NSPCC - Protecting children from radicalisation](#)

[Schools and Education radicalisation prevent duty child protection Safeguarding In Schools Oct 31st, 2017](#)

### Working together to safeguard children consultation

The Department for Education has launched a consultation on the statutory guidance Working Together to Safeguard Children and revisions relating to the Children and Social Work Act 2017. It is proposed that Local Children Safeguarding Boards (LCSBs) will be replaced with local safeguarding partners, a new national Child Safeguarding Practice Review Panel will be established and the transfer of responsibility for child death reviews from Local Safeguarding Children Boards to new Child Death Review Partners. The deadline for responses is 31 December 2017.

The NSPCC has published a [briefing on the consultation](#).

**Source:** [DfE](#) **Date:** 25 October 2017

**Further information:** [Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children \(PDF\)](#)

[Working together to safeguard children: revisions to statutory guidance \(PDF\) child protection Schools and Education](#)

### **Mental health and wellbeing in schools conference**

This conference, organised by Optimus Education, will take place on 08 November 2017 in London and 23 November in Manchester.

**Source:** [Optimus Education](#) **Date:** 23 October 2017

**Further information:** [Mental health and wellbeing in schools conference](#)  
[mental health in schools](#) [Schools and Education](#)  
[Oct 23rd, 2017](#)

### **Keeping children safe online**

TES published a safeguarding special in their online issue on 13 October 2017. They have now added it to their website as a download.

It includes advice on what to do when pornography is brought into schools, guidance on how pupils can fight online threats, advice on approaches to classroom discussions on the ethics of pornography.

**Source:** [TES](#) **Date:** 20 October 2017

**Further information:** [TES online safety special](#)  
[online safety](#) [Schools and Education](#) [child protection](#)  
[Oct 23rd, 2017](#)

### **Schools must keep victims of sex attacks and their attackers apart**

Schools Minister Nick Gibb has announced that schools are to keep victims and perpetrators of alleged sexual offences apart, in interim advice being issued this term.

The government will launch a consultation in November on changes to the Keeping Children Safe in Education guidance.

**Source:** [TES](#) **Date:** 11 October 2017

**Further information:** [Child sexual abuse](#) [school and education](#) [Safeguarding In Schools](#) [child protection](#)  
[Oct 18th, 2017](#)

### **Trainee teachers unclear about safeguarding responsibilities**

This summer understanding safeguarding was one of the areas for improvement flagged up from the first stage inspections of initial teacher training according to Ofsted.

Some trainees did not understand what safeguarding was or what their responsibilities were for safeguarding as a teacher.

**Source:** [TES](#) **Date:** 17 October 2017

**Further information:** [NSPCC Child protection in schools online course](#)  
[school and education](#) [child protection](#) [Safeguarding In Schools](#)  
[Oct 18th, 2017](#)

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## **5.Ten most frequent learning points from case reviews in Oxfordshire**

**Following analysis of case reviews in Oxfordshire over the last few years the following points were highlighted as being the most frequent in the county:**

1. The role of the fathers in the family system together with communication with and involvement of fathers and male carers;

2. The need for curiosity about family history, relationships and current circumstances that moves beyond reliance on self-reported information;
  3. More challenges are faced by professionals working with vulnerable families where neglect is an embedded issue;
  4. The impact of the parent's mental health problems on the safety and wellbeing of children;
  5. Understanding of substance misuse and interventions, the changing levels of risk, and the impact on the child;
  6. Normalising and misinterpreting behaviour - linked to Special Educational Needs;
  7. Identifying the increased safeguarding risks for children with learning disabilities and Special Educational Needs;
  8. Identification of physical abuse and following safeguarding processes thoroughly;
  9. Multi-agency work must be well co-ordinated in order to share planning and better understand what is happening to the child. Effective risk management requires systematic planning across the multi-agency partnership;
  10. The capacity of adolescents to protect themselves can be overestimated and a tendency to view teenagers as adults rather than children can mean that proactive steps to protect them are not always taken.
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## **6.Designated officer (LADO) and school safeguarding team Contacts:**

Alison Beasley

Local Authority Designated Officer and schools safeguarding team manager (interim)

Email: [Alison.Beasley@Oxfordshire.gov.uk](mailto:Alison.Beasley@Oxfordshire.gov.uk)

Phone: 01865 815956

Mobile: 07833 436649

Donna Crozier

Assistant designated officer and member of the schools safeguarding team

Email: [Donna.Crozier@Oxfordshire.gov.uk](mailto:Donna.Crozier@Oxfordshire.gov.uk)

Phone: 01865 816382

Mobile: 07901 331799

Hannah Holland

Assistant designated officer and member of the schools safeguarding team

Email: [Hannah.Holland@Oxfordshire.gov.uk](mailto:Hannah.Holland@Oxfordshire.gov.uk)

Phone: 01865 813032

Mobile: 07867467822

Sandra Pasquet

Assistant designated officer and member of the schools safeguarding team

Email: [Sandra.Pasquet@Oxfordshire.gov.uk](mailto:Sandra.Pasquet@Oxfordshire.gov.uk)

Phone: 01865 323457

Mobile: 07785453264