

## **Safeguarding in Education Network Bulletin – Edition 20,** **July 2018**

**Welcome to the 20<sup>th</sup> edition of the  
Safeguarding in Education Bulletin.**

*This e-bulletin aims 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.*

**If you no longer wish to receive the bulletin, please notify us by email at [OSCB@oxfordshire.gov.uk](mailto:OSCB@oxfordshire.gov.uk)**

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## 1. Safeguarding in Education Update

### Keeping Children Safe in Education

The 'role of schools in keeping children safe' has been a key learning theme from Serious Case Reviews throughout the year. The various learning points are:

- The need for effective management of records and sharing them when children transfer schools;
- The need for effective escalation of concerns.
- The fact that children are safest in full time education. Oxfordshire serious case reviews indicate that children on part time time-tables, children absent from school and children educated at home are at increased risk. School attendance is a critical factor to support opportunity, well-being and safety

The attached paper has been produced by the County Council as part of a series of breakfast briefings for head teachers.



Engagement  
briefing.pdf

### CAMHS Transformation Briefing

Oxfordshire Child and Adolescent Mental Health Service (CAMHS) model has undergone some changes.

The new CAMHS Single Point of Access (SPA) is now live and picking up all referrals made to Oxfordshire CAMHS in a centralised way, covering the whole of Oxfordshire and all of the CAMHS services offered.

Please see the attached briefing for further information:



Oxon CAMHS  
Transformation.pdf

### Retention of records and good practice guidance

The NSPCC has published guidelines on child protection records retention and storage. The guidelines cover the storage of child protection records; retention periods; recording concerns about adult behaviour; disclosure and barring checks; and the destruction of child protection records. See, [here](#).

Oxfordshire County Council Law and Governance have also drafted guidance on consent and the GDPR, please see below;



## **Practitioners toolkit and Self-harm toolkit**

The Practitioner Toolkit contains information and tools for issues arising in work with children, young people and families.

The page contains resources for issue-based work, organised by topics, linked to searches for local organisations which can support work around that topic. Links to national services are also included.

Information included here is suitable for those children, young people and families about whom you have a concern, but which do not reach thresholds for safeguarding intervention.

### [Practitioner Toolkit](#)

Self-harm refers to a behaviour where a person harms themselves. This can happen habitually or at times of stress, and levels of self-harming can change over time. Types of self-harm can include doing things that are deliberately risky or psychologically harmful as well as self-injury such as cutting or burning.

Self-harm increases the risk of severe self-injury and suicide. Risky sexual or relationship behaviours or substance abuse can also form part of a pattern of self-harming, as can food restriction, medication abuse and over-exercising.

Northampton Mental Health Gateway, created the self-harm toolkit below (Ask Normen)

### [Self-harm toolkit](#)

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## **2. Community Around the School Offer**

The purpose of the Community Around Schools Offer is to:

- Develop strong relationships across the agencies who are working with and within schools to provide clarity of roles, and avoid duplication.
- Offer coordinated multiagency support, consultation and training to schools with a view to supporting schools to identify and manage emerging concerns around safeguarding, mental health and wellbeing of young people, thus preventing escalation and developing resilience in children, young people and families.

This offer pulls together the resources already available to your schools within the local community, with LCSS leading on the co-ordination of any Community around your Schools meeting as and when required.

Please see the links below which set out the offer to educational settings within Oxfordshire:

[North CASO](#)

[Central CASO](#)

[South CASO](#)

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### 3. Early Years Update

#### Welcoming Visitors

Don't forget to follow these guidelines when people visit your setting

- ✓ Ask visitors for ID. Make sure this is checked and recorded in the visitor's book
- ✓ Get visitors to sign the visitors book – ask for date, time in (and out), the organisation they are visiting from, the reason for the visit and that they have read the Health and Safety information and are aware of the mobile phone policy
- ✓ Make visitors aware of emergency evacuation procedures and fire exits
- ✓ Make visitors aware of who the on duty Designated Safeguarding Lead is

It is a good idea to put a copy of your Health and Safety information and mobile phone policy in the front of the signing in book. A leaflet or poster with Safeguarding information on including a photograph of the Designated Lead is an effective way of ensuring it is clear who to report to about Safeguarding issues.

#### Keeping Safe in Hot Weather



At the time of writing the weather is incredibly hot. Young children can be especially vulnerable in hot weather.

The National Heatwave plan and Public Health England guidance on looking after young children in hot weather can be found [here](#)  
NHS advice on Sunscreen and Sun Safety can be found [here](#)

#### Risk Assessments and Risk Benefits – what does Ofsted say?

Recently, Amanda Spielman, Ofsted's Chief Inspector discussed the importance of the early years and developing a love of reading at the 2018 Pre-school Learning Alliance conference. She also discussed the importance of Physical Development in early childhood especially in relation to school readiness and the role that risk plays.

She said

'Of course we expect you to take risk seriously and to supervise children properly. But equally, don't take away the climbing frame in case someone falls or avoid journeys to the park for fear of crossing the road. Some level of risk is part of a proper childhood. And without it, we stifle children's natural inquisitiveness and their opportunities to learn'.

She went on to say

'Our inspectors have also had some refresher training on how we look at safeguarding. Going back to what I said earlier about physical play and trips out, this is because we want to make sure that we are being clear with you about those acceptable managed risks and the more serious child protection end of safeguarding. And I do expect future inspection frameworks to be more explicit about the balance between risk and safety, always keeping in mind the requirements of the [EYFS \(early years foundation stage\)](#).

You can read the full speech [here](#).

- ✓ Ensure you carry out regular and thorough risk assessments for both inside and outside areas but also think about how you can a build risk benefit analysis into these.

## Transitions

Serious Case reviews have found that in neglect cases, a particular risk point is transition periods.

This includes:

When a child is moving from nursery or pre-school to primary school, from primary to secondary school, from secondary school to college or when a family moves away / moves into the area.

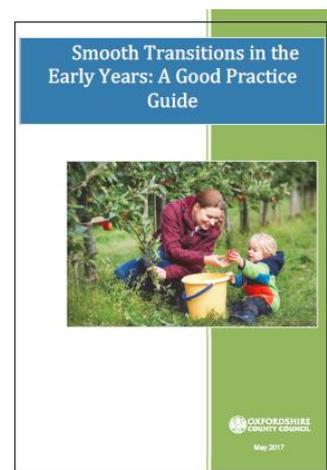
To support you in developing smooth transitions you can access a good practice guide [here](#).

## Attendance

Poor attendance and punctuality, even at the earliest age, can affect achievement later in life. Establishing good habits from the start helps children to settle more quickly into new settings and routines. It also helps them to make and maintain friendships which is important for self-esteem and well-being.

Here are some ideas to help you to review how you ensure good attendance is a high priority within your setting

- ✓ A strong Key Person approach allows for positive relationships to develop
- ✓ Positive relationships enable practitioners and parents to talk in a constructive way about issues of lateness or irregular attendance
- ✓ Ensure your information for parents – prospectus, policies, website, registration forms - explain why attendance and punctuality is important.



- ✓ Ensure parents are clear about procedures for non- attendance
- ✓ Ask parents to telephone on the day their child is absent, preferably within half an hour of the start of the session
- ✓ Tell the parent if they don't let you know that you will be following this up with a phone call on the day and that this is not about checking up on families but rather about ensuring the child is safe and well
- ✓ Make sure that absence is followed up on every occasion and reasons for absence are recorded
- ✓ Monitor attendance records
- ✓ Follow up on poor punctuality or attendance with parents in a way that is sensitive and supportive – think about the timing of these conversations.

You can find more information on attendance on the [Early Years Toolkit](#)

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## **4. Schools Safeguarding Team, Oxfordshire County Council Update**

### **Keeping Children Safe in Education 2018 Updates**

#### **Allegation Outcomes**

'Unfounded' has been reintroduced to reflect where there is no evidence or proper basis which supports the allegation that has been made.

KCSIE has introduced the terms 'must' and 'should' throughout the guidance, we use the term 'must' when the person/setting in question is legally required to do something and 'should' when the advice set out should be followed and is deemed as best practice.

The availability of DSL's has been changed slightly and now requires a DSL to be contactable and available during school hours to support. Previous guidance was very clear that the DSL must be on the site at all times. The change allows the DSL to be away from site, but contactable, in exceptional circumstances.

#### **Training Updates**

The updated Powerpoint will be sent out over the summer break to all Lead Trainers ready for the inset days at the start of the new term.

We are developing an Allegations Management training package which will be a ½ day session and will be delivered by the LADO team jointly with HR. Details when available will be on Schools News.

#### **DSL Forums**

The Autumn term forums will be advertised on Schools News soon so please keep an eye open for date/location.

We wish you all a relaxing summer break.

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## **5. Anti-Bullying Update**

### **Keeping Children Safe in Education**

Updated guidance comes into effect September 2018. The following aspects are relevant to bullying and online safety:

- **Children with SEND**

The updated guidance puts an increasing emphasis on meeting the needs of children with SEND. There's a concern that for children with SEN and disabilities, that their SEN or disability needs are seen first, and the potential for abuse second.

The guidance also states that children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Schools are encouraged to make sure that children with SEN and disabilities have got a greater availability of mentoring and support. Whilst most schools do offer that, this guidance is very clear that should happen.

- **Online Safety**

For online safety, there is a recognition in this guidance that most children are using data on their phones, on the 3G or the 4G network. In schools, this means that not only must staff think about filtering and monitoring within the school's infrastructure, they also need to have a policy about children accessing the internet whilst they're at school.

- **Peer on Peer Abuse**

A key theme in the guidance is around peer-on-peer abuse, and in particular, sexual violence and sexual harassment. Peer-on-peer abuse includes bullying, physical abuse, sexual violence and sexual harassment, sexting, and so-called initiation ceremonies. The guidance is very clear that the schools approach to these issues must be referred to in child protection policies. The policy should state:

- how the school deals with peer on peer abuse
- how the risk of peer-on-peer abuse is going to be minimised
- how incidents are recorded, investigated and dealt with
- how the victims, and perpetrators, are supported.

It is made clear that this abuse should always be treated seriously, and never just as banter or part of growing up. Staff need to understand what's meant by peer-on-peer abuse, and how the school is dealing with it.

- **Sexual Violence and Sexual Harassment**

The 'Sexual violence and sexual harassment between children in schools and colleges' guidance, which was published by the government in December 2017, has now been republished with a May 2018 date. A summary of the document has now been included in Keeping Children Safe in Education (2018) as Part 5, which gives it statutory status. Schools need to make sure that all their systems and policies, procedures, and training includes sexual violence and sexual harassment.

Further information can be found here:

<https://www.safeguardingschools.co.uk/sexual-violence-sexual-harassment-children-schools-colleges-dfe-2017/>

### **Anti-Bullying Charter**

Oxfordshire have worked in partnership with the Anti-Bullying Alliance to produce Oxfordshire's Anti-Bullying Charter. Any school can sign up for the charter if they support the 10 key principles. We will provide you with an A3 copy signed by Councillor Hilary Hibbert-Biles (Cabinet Member for Education) and a frame.

You can also achieve further recognition for your Anti-Bullying practice by signing up for the Oxfordshire Anti-Bullying Charter Mark (renewable annually) if your school has committed to the following:

1. Appointed an Anti-Bullying lead staff member and Anti-Bullying lead Governor.
2. Completed an Anti-Bullying audit and having an action plan in place to prevent and tackle bullying (either the Oxfordshire Anti-Bullying self-assessment and action plan or the Anti-Bullying Alliance audit tool).
3. Taken part in the Oxfordshire online bullying survey (or other agreed survey e.g. the Anti-Bullying Alliance well-being survey) and using the survey to identify patterns, measure impact and inform and update the action plan.

Please contact [jo.brown@oxfordshire.gov.uk](mailto:jo.brown@oxfordshire.gov.uk) if you would like to sign up for the Anti-Bullying Charter.

### **Online Bullying and Cyber-safety Surveys**

These surveys are available all year round, with individual links for your school, to provide you with information about children's experience of bullying and online. These surveys also provide an opportunity to actively involve children and young people by consulting them and engaging them in follow up activities. You can also have separate links for individual year groups, allowing you to have year group and combined results to target intervention.

### **Trans Inclusion Toolkit for Schools**

Last year, Oxfordshire worked with other local authorities to provide guidance to support schools to ensure their practice is inclusive of trans and gender questioning children and young people. This guidance was launched in November 2017. The toolkit is recommended to schools by both the LADO & School Safeguarding Team and the Oxfordshire Children Safeguarding Board. The toolkit includes information

about schools' legal responsibilities, whole school approaches to promote inclusion, practical advice for schools, preventing and responding to bullying and links to local and national organisations that can provide further support. You can find the toolkit [here](#)

### **Take part in the Equality Champion School Award**

To support and celebrate good practice, you can also take part in the Oxfordshire Equality Champion Award. Because the online bullying survey shows this is one of our most vulnerable groups. We have prioritised the Equality School Champion Award as part of our development of awards to promote good Anti-Bullying Practice. This award is suitable for Primary, Secondary and Special Schools and colleges. We now have 5 Equality Champion Schools – Dr Radcliffe's Primary School (Gold Award); Carterton Primary School (Silver Award) and Banbury Academy (Bronze Award); Chalgrove Primary (Gold Award); St Blaise Primary School (Gold Award) and a number of schools are currently submitting applications.

For further support in relation to bullying and online safety contact [jo.brown@oxfordshire.gov.uk](mailto:jo.brown@oxfordshire.gov.uk)

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## **6. OSCB Training Update**

It's been a very busy year for the OSCB Training Pool, according to our end of year figures, we have delivered:

- ✓ 81 core safeguarding courses delivered over three terms
- ✓ 2040 multi-agency practitioners trained in core safeguarding
- ✓ 451 multi-agency practitioners trained on mental health, child sexual exploitation, working with men and boys, drugs and alcohol and sexual abuse
- ✓ 417 multi-agency practitioners trained on early help assessments
- ✓ 38 multi-agency practitioners trained on female genital mutilation/cutting
- ✓ 697 early years multi-agency practitioners trained on safeguarding
- ✓ Total of 3854 multi-agency practitioners trained on abuse and neglect; safeguarding and think family



We have also received a 'Highly Commended' Recommendation in the **NSPCC/BASPCAN Child Protection Trainer of the Year Award 2018**; of course, we are VERY proud of that achievement and we would like to shout out a **HUGE**



to all the trainers who are part of delivering the safeguarding messages to the workforce of Oxfordshire.

**OSCB COURSES COMING UP**

Please remember that all OSCB courses are free of charge and are bookable via the OSCB website via <http://oscb.training@oxfordshire.gov.uk>

Each training delegate must be a registered user on the site, and once registered, each delegate is then able to book their place on courses. It is worth noting that there will be a charge for late cancellation of a place or non-attendance on the day. It is essential that delegates read the terms and conditions of booking for further information.

DATE	COURSE	TIMES	VENUE
11.09.18	Consent and Sexual Health Awareness	09:30 – 12:30	North venue tbc
11.09.18	Drugs and Alcohol – Increasing Knowledge and Reducing Risk	09:30 – 16:30	South venue tbc
14.09.18	Female Genital Mutilation/Cutting	09:30 – 13:00	Jubilee House, Oxford
19.09.18	Working with LGBT Young People	13:00 – 17:00	Bodicote House, near Banbury
24.09.18	Safeguarding Young Carers	09:30 – 16:30	County Hall, Oxford
26.09.18	Child Sexual Exploitation	09:30 – 16:30	South venue tbc
28.09.18	Young People and Mental Health	09:30 – 16:30	County Hall, Oxford
30.10.18	Healthy and Unhealthy Sexual Behaviours	09:30 – 12:30	County Hall, Oxford

We look forward to seeing you at a training event soon.

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## 7. Useful information/updates

### **Social Media and Children in Oxfordshire**

The following report was compiled in May 2018 by Jeremy Day, Digital Safeguarding Lead. It includes information provided by the Oxfordshire Sexting and Cyberbullying Surveys, national reports by the NSPCC, Safer Internet Centre and RSPH and collected from young people, workers and teachers by the SMART project and through the Oxfordshire County Council Anti-Bullying Coordinator.



Social Media and  
Children in Oxfordsl

### **Oxford Against Cutting Summer campaign launch**

Oxford Against Cutting have launched their latest summer campaign to raise awareness and connect girls who are at risk of undergoing the practice with frontline services. The campaign across Oxfordshire, East Berkshire, West Berkshire and Buckinghamshire will see eye-catching posters displayed in bus stops, schools, GP surgeries, hospitals, community centres, a billboard and panels in buses. Our latest summer poster campaign is being rolled out alongside the expansion of the charity's school safeguarding training on FGM across the Thames Valley, working with new local community partners. The posters' appearance coincides with what is known as "cutting season" when many girls around the UK may be at higher risk of undergoing FGM during the summer school holidays. See [here](#) for the campaign press release and poster.

### **Children's Society Criminal Exploitation Toolkit**

The Children's Society have developed a toolkit for professionals working with young people affected by criminal exploitation. This toolkit both raises professionals' awareness of the issue of 'county lines', and gives them the necessary skills and information to protect young people from it. Please see the link below:

[https://www.childrenssociety.org.uk/sites/default/files/publications/toolkit\\_criminal\\_exploitation\\_and\\_county\\_lines.pdf](https://www.childrenssociety.org.uk/sites/default/files/publications/toolkit_criminal_exploitation_and_county_lines.pdf)

### **Water and Window Safety**

The Clinical Commissioning Group East of Berkshire produced the following short video clip in 2017 regarding water and window safety during hot weather spells. The video highlights increasing concerns about the distractions of mobile phones and

how the use of electronic devices may impact on risks to supervision of babies and children.

Could you please consider how you may be able to use the clip across your agencies; feel free to share this widely, especially over the summer months.

[https://drive.google.com/open?id=0B5\\_LTEfun\\_oNV0c1ZEptdndrUVU](https://drive.google.com/open?id=0B5_LTEfun_oNV0c1ZEptdndrUVU)

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## 8. Horizon scanning/national news

### **Parents in Sport Week 2018**

The NSPCC Child Protection in Sport Unit (CPSU) is running its national campaign Parents in Sport Week for its third year from 1-7 October 2018. The campaign aims to highlight the important role parents play in youth sport and encourage parents to get involved in their child's sporting journey. The NSPCC is asking schools to spread the word about the campaign to parents and carers and encourage them to take a look at the resources for parents we have to offer. Sign-up to receive regular updates about the event.

**Source:** [CPSU: Parents in sport](#)

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### **Helping schools deliver relationships and sex education**

The NSPCC's Impact and evidence insights series features a blog by NSPCC senior consultant Kay Joel and Jenny Fox, subject specialist at the PSHE Association, introducing a new resource to help schools teach relationships and sex education (RSE). The resource includes lesson plans for teachers spanning Key Stages 2, 3 and 4 (age 10-16). Age-appropriate lessons cover topics including: transition to secondary school; online safety and online friendships; consent; sexualised behaviour; unhealthy relationships; and sharing sexual images. The resource includes a guide for teachers on creating a safe learning environment for the lessons, what to do if they receive a disclosure and where young people can go for further help.

**Source:** [NSPCC insights and evidence impact blog](#) **Date: 04 June 2018**

**Further information:** [NSPCC: Making sense of relationships](#)

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### **Report shows support for compulsory PSHE**

A report published by a coalition of teaching organisations and children's charities, including the NSPCC, calls for the entire subject of personal, social, health and economic education (PSHE) to be made statutory. At present there are only plans to make relationships and sex education (RSE) compulsory from 2019.

**Source:** [PSHE Association](#) **Date: 06 June 2018**

**Further information:** [Statutory PSHE education: meaningful change supported by busy teachers & school leaders](#)

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### **Gender separation in mixed schools**

The Department for Education (DfE) has published non-statutory guidance on what mixed schools must consider when separating classes by gender. The guidance is for school leaders, school staff and governing bodies in all mixed maintained and independent schools, academies and free schools.

**Source:** [DfE](#) **Date:** 28 June 2018

**Further information:** [Gender separation in mixed schools: non-statutory guidance \(PDF\)](#)

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### **Disqualification under the Childcare Act 2006: statutory guidance**

The Department for Education (DfE) has published statutory guidance for local authorities, maintained schools, academies and free schools relating to disqualification under the Childcare Act 2006. The guidance sets out: disqualification criteria: relevant offences and orders; staff covered and relevant settings; and disqualification by association. The guidance removes disqualification by association for individuals working in childcare in non-domestic settings (e.g. schools and nurseries): disqualification by association will continue to apply for individuals providing and working in childcare in domestic settings (e.g. where childcare is provided in a childminder's home). This statutory guidance comes into force on 31 August 2018, and will replace the current version of Disqualification under the Childcare Act 2006, which was last issued by the Department for Education in June 2016. Employers must continue to follow the current guidance dated June 2016 until then.

**Source:** [DfE](#) **Date:** 02 July 2018

**Further information:** [Disqualification under the Childcare Act 2006: draft statutory guidance for local authorities, maintained schools, academies and free schools \(PDF\)](#)

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### **Redefining the word 'bully'**

The Oxford, Cambridge and Collins dictionaries will no longer define bullies as strong and their targets as weak, in response to a campaign by the anti-bullying charity Diana Award. The new definition of 'bully' will state: a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.

**Source:** [The Diana Award](#) **Date:** 05 June 2018

**Further information:** [BBC](#)

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### **Approaches to preventing and tackling bullying**

The Department for Education (DfE) has published a report on the prevalence of bullying across several case studies and schools in England. Common strategies identified included: a whole school approach involving teaching and non-teaching staff, pupils, parents and carers and governors; preventative practices such as a focus on positive behaviours and attitudes, with rewards and recognition systems for behaviour and achievement; and empowering pupils through anti-bullying roles such as Anti-bullying Ambassadors, prefects, playground monitors or 'worry busters'.

**Source:** [DfE](#) **Date:** 13 June 2018

**Further information:** [Approaches to preventing and tackling bullying: case studies \(PDF\)](#)

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### **Bullying in schools**

The Department for Education (DfE) has released findings from research into the prevalence and nature of bullying. Based on interviews with 10,010 young people in year 11 at schools across England, the research compares students' responses to responses from the same students when they were in year 10; and with the responses from year 11 students from 2006. Key findings include: in 2015, a smaller proportion of year 11 pupils reported having been bullied than they did the year before, when they were in year 10 (37% compared with 30%); females are more likely to report being bullied than males (35% vs 26%), though males are more likely to experience violent bullying; and name calling remains the most common type of bullying (15%).

**Source:** [DfE](#) **Date:** 13 June 2018

**Further information:** [Bullying: evidence from LSYPE2, wave 3 research brief \(PDF\)](#)

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### **Anti-bullying strategies for schools**

The Equality and Human Rights Commission (EHRC) has published advice and guidance for schools and education authorities on how to address bullying in schools with a focus on using data to improve anti-bullying strategies. The guide covers: creating an anti-bullying culture in schools; finding ways for students and staff to report bullying incidents; .finding ways to record and review the data on bullying; and .communicating the anti-bullying messages.

**Source:** [EHRC](#) **Date:** 19 June 2018

**Further information:** [Using data to inform and evaluate anti-bullying strategies \(PDF\)](#)

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### **Hygiene poverty**

In Kind Direct has released findings from a survey of 2,000 parents with children up to the age of 11 and 100 primary school teachers looking at hygiene poverty amongst children across the UK. The survey found that: 16% of parents fear their child may be bullied, teased or picked on due to personal hygiene; and 46% of teachers reported that they see children who are bullied due to hygiene issues with 54% observing that it causes low self-esteem.

**Source:** [In Kind Direct](#) **Date:** 20 June 2018

**Further information:** [Guardian](#)

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### **Fake news**

The National Literacy Trust, in partnership with the All-Party Parliamentary Group on Literacy, has highlighted the impact of fake news on children and young people in the UK. Findings include: half of children are worried about not being able to spot fake news; and almost two-thirds of teachers believe fake news is having a harmful effect on children's well-being by increasing levels of anxiety, damaging self-esteem and skewing their world view.

**Source:** [National Literacy Trust \(including PDF report\)](#) **Date:** 20 June 2018

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### **Young people and their foster carers' experience of education**

TACT (The Adolescent and Children's Trust) has published a report of its annual survey of children and young people and their foster carers' experience of education. 81 children and young people were interviewed and 89 foster carers surveyed. Key findings include: most children and young people interviewed feel supported at school, with 92 per cent able to name someone they could talk to if they had a problem; 30 per cent of foster carers said they did not get to choose which school their foster child attended – not reflecting changes in the admission process, which enable looked after children to get their first school choice. Recommendations include: tutoring from a Qualified Teacher Status (QTS) tutor in the home to further support education outcomes.

**Source:** [TACT](#) **Date:** 04 June 2018

**Further information:** [Reaching for the best? What children in care and their carers really think about education \(PDF\)](#)

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### **Social and emotional wellbeing of adopted children in school**

Adoption UK has published a report looking at how effectively the social and emotional wellbeing of adopted children is supported in schools. Findings from a survey of more than 2,000 adoptive parents and 2,000 adopted young people include: 79% of adopted children and young people agreed with the statement "I feel confused and worried at school"; 47% said they had been bullied or teased because they are adopted; and 74% of secondary-aged adopted children feel that their teachers do not fully understand and support their needs.

**Source:** [Adoption UK](#) **Date:** 27 June 2018

**Further information:** [Bridging the gap: giving adopted children an equal chance in school \(PDF\)](#)

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### **Education outcomes for looked after children in Scotland**

The Scottish Government has published statistics on the attainment, post-school destinations, and the school attendance and exclusion rates of all looked after children in 2016/17. Key findings include: education outcomes for looked after children have improved, however there are still gaps compared to all pupils; and looked after children with the most positive education outcomes are those in foster care, those with fewer care placements in the year and those who have been looked after for the whole year, rather than just part of it.

**Source:** [Scottish Government](#) **Date:** 19 June 2018

**Further information:** [Education outcomes for looked after children 2016/17 \(PDF\)](#)

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### **Factors affecting children's mental health**

The Children's Society and Barnardo's have published a study that explores how factors at age 10 and 11 can affect children's mental health at age 14 and 15. Data was analysed from the UK Household Longitudinal Study (UKHLS) and a new longitudinal analysis. Key findings include: children with poor family relationships at age 10 are more likely to have mental health problems like

depression and anxiety by age 14. Recommendations include: training for mental health leads in schools to identify and act on problems that can harm children's mental health; and more advice and services for parents worried about their teen's mental health.

**Source:** [The Children's Society](#) **Date:** 04 June 2018

**Further information:** [Factors affecting children's mental health over time \(PDF\)](#)

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### **Child mental health**

Teenage mental health charity stem4 have released findings from a survey of teachers looking at children and young people's mental health issues in schools. Findings from an online survey of 300 teachers working in primary and secondary schools, and further education colleges in the UK show that: 78% of teachers said that at least one of their pupils has experienced a mental health issue over the past year; 14% said that at least one of their pupils has experienced suicidal thoughts and behaviours over the past year; 66% reported a pupil has suffered anxiety, and 45% have witnessed a student with depression.

**Source:** [stem4](#) **Date:** 23 June 2018

**Further information:** [Guardian](#)

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### **Website launched to help tackle online hate speech**

The Social and Emotional Learning for Mutual Awareness (SELMA) project, which aims to tackle online hate speech by promoting mutual awareness, tolerance and respect, has launched a website. The website is targeted at 11-16 year olds, and aims to help young people better understand the phenomenon of online hate and provide them with tools and strategies to act against hate speech.

**Source:** [UK Safer Internet Centre](#) **Date:** 15 June 2018

**Further information:** [SELMA](#)

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### **Recording and monitoring of bullying incidents in schools**

The Scottish Government has published supplementary guidance setting out a consistent and uniform approach to assist schools and local authorities in recording and monitoring bullying. The guidance covers: why it is important for schools to cover bullying incidents; when bullying incidents should be recorded; and what information should be recorded.

**Source:** [Scottish Government](#) **Date:** 28 May 2018

**Further information:** [Respect for all: supplementary guidance on recording and monitoring of bullying incidents in schools \(PDF\)](#)

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### **Protecting children from county lines exploitation**

The revised DfE guidance Keeping children safe in education now includes a section highlighting the issue of county lines exploitation, where children are used to transport or sell drugs from the city to suburban areas. To identify county lines exploitation, the guidance says schools should look out for

missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

**Source:** [TES](#) **Date:** 17 May 2018

**Further information:** [Keeping children safe in education: statutory guidance for schools and colleges \(PDF\)](#)

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### **School referrals for mental health treatment**

The NSPCC has released figures from a Freedom of Information (FOI) request to NHS Trusts in England looking at the number of referrals by schools seeking mental health treatment for pupils between 2014/15 and 2017/18. Figures show that: 123,713 referrals were made by schools during the period; 56% of referrals came from primary schools; and on average 183 referrals were made per school day in 2017/18.

**Source:** [NSPCC: School referrals for mental health treatment rise by over a third](#)

**Date:** 14 May 2018

**Further information:** [NSPCC Are you there? campaign](#)

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### **Resources on preventing teenage relationship abuse**

The PSHE Association has published teaching resources designed to support the government's Disrespect NoBody campaign to help prevent abusive behaviours within young people's relationships.

**Source:** [PSHE Association](#) **Date:** 17 May 2018

**Further information:** [Disrespect NoBody campaign](#)

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### **Department for Education areas of research interest**

The Department for Education (DfE) has set out areas where it is interested in more research and new evidence. Areas identified include looking at: how schools can identify children's mild to moderate mental health needs, and the role early intervention can play in preventing escalation; what factors are associated with teacher and pupil wellbeing, and what interventions and approaches are effective in supporting and promoting wellbeing in schools and colleges; and children's routes through the care system, and how this impacts on later life outcomes, such as educational achievement, wellbeing and labour market outcomes.

**Source:** [DfE](#) **Date:** 17 May 2018

**Further information:** [Areas of research interest \(PDF\)](#)

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### **Supporting bisexual young people in secondary schools**

Stonewall has published guidance for secondary schools providing insight into the experiences of bisexual young people in schools and highlighting issues that bisexual people of all ages face. The guidance includes: definitions of terms including biphobia and bi-erasure; ways in which schools can tackle these issues as part of their wider work on LGBT inclusion; and practical tips on training school staff, to talking about bi issues with students, and building an inclusive school environment.

**Source:** [Stonewall](#) **Date:** 08 May 2018

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**Further information:** [Celebrating bi inclusion in secondary schools \(PDF\)](#)

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**Mental health in schools and colleges**

The Department for Education (DfE) has published a report looking at how schools and colleges incorporate teaching about mental health into the academic curriculum. Findings from case study research in 36 schools, colleges and other educational institutions across England provide examples of the range of activities used to deliver support for mental health provided in schools and colleges.

**Source:** [DfE](#) **Date:** 08 May 2018

**Further information:** [Supporting mental health in schools and colleges: pen portraits of provision \(PDF\)](#)