

Oxfordshire Safeguarding Children Board



Safeguarding in Education Bulletin

Issue 22: April 2019



Welcome to the Oxfordshire Safeguarding Children Board (OSCB) quarterly bulletin.

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1. Welcome from the OSCB Chair

Dear all

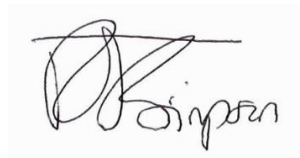
It is my pleasure to provide an introduction to this ebulletin. We hope that you find the content useful. As ever, we welcome feedback and if you have any, I would encourage you to contact Carole Kinnell. Over the coming weeks, we will be looking at how we communicate with you all. This will include improvements to the website, looking at more regular and shorter briefings about key messages, introducing a Twitter feed and so on, so any thoughts and ideas that you can feed in really will help to shape how we communicate with you.

Some of you will be aware that the way the OSCB functions is changing, with greater oversight and accountability to the so-called Big Three of the County Council, the CCG and the Police. They do want to maintain much of what they and others feel is working, so the current Board will remain, although there will be changes to the current Executive and it is proposed that the Area Safeguarding Groups cease to exist. These arrangements are due to be submitted to the Department of Education at the end of April and then we will look to implement them very soon after that.

Now that I have completed almost all of my initial meetings with Board Members, it is my intention to start to get out and see more of our Safeguarding Work in other agencies, including the Hospitals and other Health Services, so I look forward to meeting some of you soon. What I have welcomed in my relatively short time is that some of you have written to me via the LSCB office to raise issues directly with me. Please do feel able to continue to do so and I am utterly committed to ensuring you get a personal reply from me.



Best wishes

A handwritten signature in black ink, appearing to read 'C. Kinnell', written over a light blue rectangular background.

Chair of Oxfordshire Safeguarding Children Board

2. Board News

This is the first of what I plan will be a series of short communications from myself as Independent Chair of Oxfordshire Safeguarding Children Board.

I felt compelled to write following my recent experience of “Practice Week” in Oxfordshire and for two principal reasons. Firstly, I was blown away by the quality of the work that I witnessed and the staff and managers that I met during my two days “at the coalface”. During this time I had the opportunity to:

- Witness a Family Group Conference where a number of the family members did not have a great deal of English
- Participate in a case mapping exercise of a bit of a stuck case
- Meet several frontline social workers and managers
- Visit an additional needs unit within a Mainstream school
- Observe some direct work with a young man at risk of Drug Exploitation

I very much enjoyed practice week and was immensely impressed by the high levels of commitment and morale evident in the workforce and the thoughtful, considered answers that people gave to my questions. I simply met some good people, doing good work with a good heart in challenging circumstances.

I also heard some of your concerns, including the widespread anxiety around the Criminal Exploitation of Children and Young People. This truly is one of the challenges of our time. I and my colleagues have come away with some of the challenges and difficulties faced by the workforce that are set out in the detailed feedback that I would encourage people to read.

Secondly, I was struck that there was a bit of a gap in some people's knowledge about what the Safeguarding Board do and I came away with my own personal mission of narrowing the gap a little between the work of the Board and you folks working away to protect, support, treat and help the children of Oxfordshire and their families.

These are interesting times for the OSCB at present. Last year, the government issued a new version of Working Together. This was not simply a revision of the guidance, but ushered in a new approach to the leading and coordinating of local multi-agency safeguarding. From now on the Multi-Agency Safeguarding Arrangements must be jointly led by the Chief Executive of the County Council, the Chief Executive of the Clinical Commissioning Group and the Chief Constable of Thames Valley Police.

As often is the case (certainly from my experience since I became chair), Oxfordshire are well ahead of the game in being very close to publishing their new arrangements which was one of the key items on the recent Board agenda. One of the proposed changes will see the Area Safeguarding Groups coming to an end. However, we are very keen, through emails such as this and other mechanisms that we will set out soon in a Communications Plan, to keep people informed about the work of the Board and key safeguarding messages and briefings – more in my next communication.

In addition, we looked at a current Serious Case Review that is very close to completion and received a report on Safeguarding in Education. We also looked at the whole issue of the significant number of people dropping out of, or not turning up for, Safeguarding Courses that they have signed up for. The Board agreed that we will look to charge agencies for staff who drop out of Courses at very short notice without sufficient cause.

Any feedback about this short briefing or suggestions about things I might cover in the future would be most welcome. In the mean-time know that I and my fellow Board

Members really do understand the pressures, stress and challenges of working in public service in 2019 and we are committed to do everything we can to promote and encourage the circumstances that facilitate good multi-agency safeguarding practice with children and their families in Oxfordshire.

3. Safeguarding in Education updates

MASH Education Representative

The MASH receives, on average, 800 enquiries per month = 1000 children. The last couple of months have been busier with approximately 1200 enquiries received each month.

The majority of enquiries the MASH receives, (around 40%) come from Police.

Recent themes of other enquiries are around mental health (of the parent or the child), self-harm and potential CDE/CSE risks and vulnerabilities.

Professional calls to the MASH are usually around physical chastisement. Other professional calls range from mental health to housing and neglect, medical and dental.

The MASH Education Representative calls the relevant school when an enquiry has been raised by the MASH, following a referral being made. The type of information needed is usually but not exclusively, based around the following:

- Attendance (including lateness and any unauthorised absences)
- Academic levels (including any SEN, diagnosis and support the student may be receiving)
- Behaviours (in and out of the classroom and any changes seen in school.)
- Friendships
- Parental contact (what's the relationship like between school and parents?)
- Presentation
- Any previous safeguarding concerns raised

The vast majority of schools are superb at returning information in a timely manner, so thank you! One school was not aware of the green and amber coding. When an enquiry is graded amber it means the information needs to be returned that day. If it is green, the information is appreciated within two days.

Schools are able to contact Katrina to find out the status of a case that is open to them, or to find out who the social worker is should it have gone to assessment. The best thing to do is email Katrina on Katrina.Johnston@oxfordshire.gov.uk and she will respond as soon as possible.

Schools Safeguarding

Overview of the Annual Section 175 School Safeguarding Report

- 100% of returns received for 2017/18
- Template policy updated annually and will be circulated via schools news
- Alison Beasley will be working on an updated electronic return with ICT for 2018/19
- The annual report will be used for the annual audit
- 150 children on reduced timetables within the last academic year
- Single central record and recruitment – recording of checks to be improved
- A safeguarding file checklist is to be developed
- LADO team is asking schools to address issues within the school truthfully and for governors to challenge
- Action plans for individual schools are listed in the report

There has been a significant increase in LADO referrals which raised a challenge in balancing the expectations from schools. LADO team is looking at updating the statement of purpose and role of the team, working alongside the Education Advisory Team, to ensure statutory responsibilities are met and quality of service.

Anti-Bullying

Anti-Bullying Co-ordinator moving on – interim arrangements

Jo Brown moved on from Oxfordshire County Council on April 29th and is no longer available to offer support to schools. The Anti-Bullying Co-ordinator post is being moved into the Learner Engagement Team and the post is being recruited to. In the meantime, I've updated all the toolkits and templates to support you with managing bullying effectively with the main toolkits and templates available on <http://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance> .

If you have a serious issue which requires local authority support after 30th April 2019, please e-mail anti-bullying@oxfordshire.gov.uk . This e-mail will be monitored and responded to by the Learner Engagement Team.

Further resources for supporting management of bullying and online safety can be found at:

<http://schools.oxfordshire.gov.uk/cms/content/homophobic-biphobic-and-transphobic-bullying>

<http://schools.oxfordshire.gov.uk/cms/content/internet-safety-and-cyberbullying>

<http://schools.oxfordshire.gov.uk/cms/content/special-needs-and-disability-bullying>

<http://schools.oxfordshire.gov.uk/cms/content/resources>

Oxfordshire County Council Wins Stonewall Education Equality Index!

I am pleased to announce Oxfordshire were joint winners (with North Yorkshire County Council) of the Stonewall Education Equality Index. This is for the work we have been doing, including strong support from partners, to tackle LGBT bullying. This relates to our submission on work done up until July 2018. There was a delay in the award being assessed and the results were finally announced on February 18th, 2019 with our award being made on April 2nd. **Oxfordshire scored 151/154 which is a total of 97.4%!**

This is the press release that went out to cover our success.

Oxfordshire County Council named the best for tackling anti LGBT bullying.

Oxfordshire County Council has been named the joint best council in the country for tackling anti-LGBT bullying in schools.

Stonewall, Britain's lesbian, gay, bi and trans equality charity, listed the council in joint first place alongside North Yorkshire County Council in its Education Equality Index 2019, which rates local areas for combating this form of bullying and celebrating difference in schools.

The council, which was also highly placed in last year's Index, is a member of Stonewall's Education Champions Programme and has developed nationally recognised strategies to address anti-LGBT bullying, providing both resources and guidance to school staff.

Sarah Rose Senior Account Manager at Stonewall, said: "Oxfordshire County Council is undertaking inspiring work to support LGBT young people in their local communities and leading the way on tackling anti-LGBT bullying.

"We know that young people continue to face challenges in Britain's schools, but with so many local authorities demonstrating such a strong commitment to celebrating difference and supporting LGBT young people we are one step closer to creating a world where all young people are welcomed and accepted without exception.

Oxfordshire County Council's Cabinet Member for Education Cllr Lorraine Lindsay Gale said: "We're delighted to be ranked the country's very best local authorities for tackling this issue. Any young person can experience homophobic, bi-phobic or transphobic bullying, and like all forms of bullying it should never be allowed to go unchallenged."

Lucy Butler Director for Children's Services at the county council added: "We are very proud of the partnership work we are doing with schools and other agencies including Thames Valley Police, Health, and youth groups both to prevent bullying and to provide support for LGBT children and young people."

The award was presented by Stonewall at a meeting of CYP LGBT+ Inclusion Group. It was a fantastic event, enhanced particularly by the attendance and presentation by students from The Warriner School Wednesday club and the presentation from Voice of Oxfordshire's Youth on the survey they carried out at the Youth Conference back in November.



After the presentation of the award, Councillor Mark Gray (Cabinet member for Communities and Equality) officially thanked all our partners their contribution to the award. He also presented Gold Equality Champion School awards to The Warriner School and The Cherwell – congratulations to both those schools for all the work they have been doing to support LGBT Inclusion. Also in attendance were Lucy Butler (Director for Children’s Services); Lara Patel (Deputy Director) and Tan Lea (Strategic Safeguarding Partnerships Manager for the OSCB), and a wide range of partners from schools, Oxfordshire County Council and Local LGBT youth support groups.

CLICK Evaluation Report and Resource Pack

Following a successful bid to the Police and Crime Commissioner, Oxfordshire led on the development of an alternative theatre project to support Year 5 & 6 children to learn about healthy online relationships and how to stay safe online. Funding was awarded to Oxfordshire to deliver the programme to 1200 children in years 5 & 6. We exceeded this target by nearly 300% with more than 3,500 children in Oxfordshire seeing the play.

As a result of seeing the play the data from the 824 children who completed the online evaluation survey showed that:

- ✓ 93% were more confident about staying safe on the internet
- ✓ 78% had a better understanding of what grooming is
- ✓ 97% understood more about what a healthy relationship is
- ✓ 95% felt more confident about what to do if they felt unsafe online
- ✓ 94% thought others should see CLICK to learn about keeping safe online
- ✓ 94% felt more able to help friends and peer group to stay safe and have a good time online

These figures highlight the success of theatre as a method of creating memorable learning experiences for children. The figures also highlight the need to do further work to support children to understand what “grooming” is and to protect them from child exploitation. To read the full report, which shows the impact of the project across the Thames Valley and lessons learnt. The full report will shortly be available on

<http://schools.oxfordshire.gov.uk/cms/content/internet-safety-and-cyberbullying> You can also access the electronic resource pack [Click - online safety, cyberbullying and digital resilience](#) and the play is available to book on <http://www.alteregocreativesolutions.co.uk/click/>

All Together Schools Programme – Sign up for this free programme from the Anti-Bullying Alliance now!

All Together, the Anti-Bullying Alliance whole school Anti-Bullying programme, has just reopened and it's better than ever. The programme – which is free for all schools in England – has already seen fantastic results in reducing school bullying and improving pupil wellbeing.

Participating schools will be provided with free access to the following:

- A 360° online audit and action planning tool
- Resources to support implementation of their action plan
- Online CPD training modules about all things bullying for all staff
- An online pupil wellbeing questionnaire to use with pupils in your school
- Face to face training in some local areas
- The All Together School quality mark upon completion of the programme

Get your school involved with this FREE programme to help improve outcomes for your pupils. Follow [this link!](#)

Free Tootoot 6-Week Anti-Bullying trial

Tootoot are currently offering all schools in Oxfordshire [six weeks of tootoot for free](#).

Tootoot's award-winning software is trusted by over 15,000 teachers to enhance their safeguarding systems and give their children and young people a simple and trusted way to talk through any concerns.

Your free six weeks with tootoot includes:

- Their award-winning confidential reporting app for pupils
- Paperless incident recording for staff
- Mental health and wellbeing tracking for pupils and staff
- Free anti-bullying assembly and teaching resources
- Unlimited training and support from the tootoot team

A number of schools in Oxfordshire and the surrounding area already use tootoot, the testimonial below demonstrates the value tootoot has brought to just one school in the area.

"We did a whole school survey and 98% reported they felt safe and what to do if there was a problem - we think tootoot contributed hugely to that."

Read more testimonials here: <https://tootoot.co.uk/case-studies/>

Register your school today for your free six weeks - <https://tootoot.co.uk/sign-up/>

SAFE! Conference – Monday 17th June – Save the Date! Interrupted Childhood: Exploring Young Experiences of Domestic Abuse

The SAFE! Project will be holding a full day conference on Monday 17 June at Oxford Town Hall:

The conference aims to bring together multi-agency professionals to consider the impact of abuse on children and young people and explore practical responses and evidenced based approaches.

A range of academics, practitioners and experts by experience will lead presentations and workshops covering:

- The impact of growing up with domestic abuse
- Understanding Child on Parent Violence – plus practical ways to respond
- Parenting after abuse – supporting parents to help their children
- Promoting a trauma informed approach to experiences of abuse in childhood
- Launching a multi-agency consultation on peer on peer abuse in the Thames Valley
- Broken hearted – combating abuse in teenage relationships

£65 per delegate. More details coming soon including how to book, but please save the date. To register interest please email safe@safeproject.org.uk

Protective Behaviours Training

Protective Behaviours training is available from the SAFE! Project who are an accredited centre of the Protective Behaviours Consortium. The next foundation 2-day course coming up is May 16th and 17th in Oxford. Further dates are available in July, September, October and November, running in Oxfordshire and Buckinghamshire. Please see the attached flyer for more details or contact safe@safeproject.org.uk or telephone 01865 582495

Greenwich University Research on Homophobic Bullying

Are you a male, secondary school teacher who would be interested in supporting some research on homophobic bullying?

Simon Leggatt, Safeguarding Lead for the Faculty of Education at Greenwich, is currently undertaking a research project into the effectiveness of 11-18 school policies and initiatives designed to prevent and tackle the bullying of pupils on the basis of their actual or perceived sexual orientation.

As part of this research he wants to talk to a number of (male) secondary school educators (teachers mainly but also other staff) about their experiences including those related to the implementation of relevant policies and initiatives and how they deal with any instances of homophobic bullying that they may encounter in school. To find out more, including how to take part in the research, please see the attached information sheet.

Early Years

Early Years Safeguarding Self- Assessment (formerly Audit)

Please remember to regularly update your Early Years Safeguarding Self-assessment. By signing the [Early Education Funding \(EEF\)](#) Agreement providers agree to annually complete this OSCB early years' safeguarding Self-Assessment in line with the requirements of the Children Act 2004 and **return if/when requested by the Council without delay.**

You can find the assessment on the [Free Early Years Toolkit](#) in both the Key documents and Safeguarding and Child Protection sections.

The Self - Assessment:

- will support you to meet the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS)
- will help you to assess the quality of your safeguarding practice in order to create a robust culture of safeguarding
- will help to ensure that gaps in safeguarding are identified and prompt action is taken to address these areas
- will help you keep you up to date with current legislation
- should be reviewed at least twice a year
- can be included as evidence for Ofsted

Notifying Ofsted and Compliance visits

Ofsted may bring forward an inspection when they receive information, which raises a concern, often around safeguarding. They will conduct a risk assessment on receiving this information to determine whether to inspect the provision or to carry out a regulatory visit or both.

This [handbook](#) sets out Ofsted's policy and approach to its compliance and enforcement work for providers who are registered on the Early Years and/or the Childcare Register.

The handbook also tells you about significant events you need to notify Ofsted about (pages 15-19) including information about contacting them about serious injuries (page 20-21).

First Aid

Unfortunately, non-compliance around the EYFS requirements for First Aid has been a feature of recent Inadequate and Compliance visits by Ofsted. Please ensure you are adhering to the statutory requirements of the [EYFS](#).

Preventing unintentional injuries

This PHE [guidance](#), produced in association with the Child Accident Prevention Trust (CAPT), is for all staff working with children under 5 years and covers the 5 injury priorities:

- choking, suffocation and strangulation
- falls
- burns and scalds
- poisoning
- drowning

Online Safety Guidance

The Government have produced guidance to help [managers](#) and [practitioners](#) working in early years settings (including wrap around care for the early years age group) to ensure their online safeguarding practice is in line with statutory requirements and best practice.

Health protection in schools and other childcare facilities

As the season of coughs, colds and other nasty bugs is upon us, the Government have updated their guidance on [Health Protection in schools and other childcare facilities](#). This includes the a table of periods of exclusion for illnesses including those which are notifiable diseases.

What do *you* do with your children to encourage good health and hygiene habits – Handwashing songs and picture signs; or maybe even a nose wiping station?



4. CAMHS

Oxfordshire CAMHS is nearing completion of the transformation to mobilise the new contract from the old to the new model, transforming key elements of CAMHS. Through the last two years CAMHS have completed some significant key objectives; county wide Single Point of Access, Web Site, Third Sector Partners/Community InReach, School InReach multiagency integration and Neuro Developmental Conditions Pathway. Further developments include successful award of the recent Governments Green Paper; to pilot Mental Health Support Teams into Schools (MHST's) and to pilot achievement of a 4 week wait by 2022 for core pathways; Getting Help and Getting More Help. As part of these exciting developments CAMHS are piloting a technological approach to assess and deliver short brief interventions to young people in the Getting Help pathway in partnership with online provider, Healios.

Please also see the attached guidance on Self Harm.



School's Guide to
self harm.pdf



Self Harm
Guidelines.pdf

5. OSCB Practice Workshop on Multi-Agency Chronologies (MAC)

The OSCB held a practice workshop on the use of Multi-Agency Chronologies on Friday the 7th of December. 83 delegates attended the workshop, with 10 registered delegates failing to attend. Of those that attended, 64% of respondents rated the workshop as excellent and 36% good. For a full evaluation of the event, please see [here](#).

The OSCB ran a second MAC Practice Workshop on 26th April at Didcot Civic Centre which was attended by 60 delegates from across the children's workforce.

For further information and guidance on the MAC, please see the updated [Single and Multi-Agency Chronology Practice Guidance](#).

6. OSCB Training update

The following courses can be booked via <https://training.oscb.org.uk/>

Sexual Abuse Workshop	13.05.19	09:30 – 12:30	County Hall, Oxford
Female Genital Mutilation	15.05.19	09:30 – 13:00	County Hall, Oxford
Domestic Abuse Pathway for Young People – Targeted course for Education	20.05.19	09:30 – 13:30	Banbury
Early Help Assessment	21.05.19	09:30 – 13:15	Didcot
Domestic Abuse Pathway for Young People – Targeted course for Education	23.05.19	09:30 – 13:30	The Union, Oxford
Domestic Abuse Pathway for Young People – Targeted course for Education	04.06.19	09:30 – 13:30	Milton Park, Abingdon
Working with Fathers and other Male Carers	24.06.19	09:30 – 16:00	County Hall, Oxford
Early Help Assessment	28.06.19	09:30 – 13:15	Barton, Oxford
Early Help Assessment	16.07.19	09:30 – 13:15	Barton, Oxford

[See the OSCB Training brochure for full details](#)

Please note

Notification of charges for late cancellation or non-attendance

From 1st April 2019, the OSCB have been implementing their charging policy for late cancellation (within 6 days of the course date) or non-attendance on courses, as per the terms and conditions on the training portal. All registered users will have agreed to these terms and conditions during the registration process.

Demand for OSCB courses and events is high with the majority operating waiting lists. Over the last quarter a total of 237 delegates failed to attend courses on which they had booked a place, equating to a loss of £11850. This is an increase of £5750 from the same period in 2017/2018.

Please be aware if you make a late cancellation or do not attend on the day of the course, your line manager will be informed and a charge of £50 will be made. All organisations will be informed of the charging policy and the payment process.

7. Useful Information

County Lines Awareness Event



Safeguarding staff working across the NHS and partner agencies, are invited to one of the above events. The aim of the event is to raise awareness around county lines and the coercive process that young people and adults at risk of abuse and neglect may have been through. This may have resulted in them being criminally exploited – a process that can all too easily make it seem as though they have ‘made their own choices’.

Sessions intend to be engaging and powerful and will last approximately two hours, providing the audience with a better understanding of the county lines agenda. Each session will include a production by AlterEgo Creative Solutions followed by a briefing with Senior Police Officers working on the County Lines agenda, within the region.

We are offering morning and afternoons sessions that are available to book via the links below:

8th May 2019 Kassam Stadium, Oxford.	20th June 2019 Grand Harbour Hotel, Southampton
<u>Morning session</u> 10.30am- 12.30pm	<u>Morning session</u> 10.30am- 12.30pm
<u>Afternoon session</u> 1pm-3pm	<u>Afternoon session</u> 1pm-3pm

Please note, refreshments are provided at both sessions. We look forward to seeing at either event in the near future.

Mind of My Own

The Mind of My Own App has been rebranded.

Thank you, from Mind Of My Own

Team Mind Of My Own would like to say thank you so much! We have really appreciated those of you who have shared our posts on social media. Every single message has made us smile through a very busy day.

We have made great progress since we took the decision to rebrand. Our partners, including Neontribe, Metadeck and many others have pulled together with us to make sure that this rather speedy rebranding happens properly. I am really pleased to be able to tell you that new versions of the apps are now available. Our website has also been updated to only include references to Mind Of My Own.

Please could we ask that you share this blog post with people in your organisation to keep everyone informed.

<https://mindofmyown.org.uk/new-dawn-for-mind-of-my-own/>

8. National Updates

E-safety for schools

The NSPCC has published a blog looking at how teachers can help keep children safe online.

Key advice includes: online safety should be seen as part of normal safeguarding responsibilities; if you are worried about a child talk to them, record your concerns and follow your school's safeguarding policies and procedures.

Find out more: Keeping children safe online: online course

Safeguarding Deaf and disabled children

The NSPCC has published a blog on safeguarding Deaf and disabled children. The blog emphasises the importance of: understanding children's needs, increasing awareness and observation of potential safeguarding concerns and thinking creatively about communication.

Source: [NSPCC Learning: Thinking creatively to safeguard d/Deaf and disabled children and young people](#)

Date: 27 March 2019

Child protection podcast

The NSPCC has launched a new podcast covering child protection issues. The first episode focuses on Together for Childhood, a ten-year evidence-informed programme that brings families and local partners together to make communities safer for children. The latest episode looks at Protect and Respect, the NSPCC's service for children and young people aged 11 to 19 who either need support to learn about healthy relationships or who may be experiencing child sexual exploitation (CSE).

Source: [NSPCC Learning](#) **Date:** 27 March 2019

Further information: [Subscribe to our podcasts via Audioboom](#)

[Together for Childhood](#)

[Protect and Respect](#)

Helping school governors keep children safe

The NSPCC has published a blog looking at the role of school governors in keeping children safe. Suggestions for how governors can increase their confidence in fulfilling their safeguarding role include: make sure you have a thorough understanding of your school's policies and procedures, the school environment and your safeguarding responsibilities; get involved in activities the school is doing to help keep children safe; and keep safeguarding training up to date.

Source: [Helping school governors keep children safe](#) **Date:** 13 March 2019

Read more on NSPCC Learning: [Child protection for school governors: online course](#)

NSPCC conference: How safe are our children? Growing up online 2.0

This conference, organised by the NSPCC, takes place on 25-26 June 2019 in London. The theme of the conference is growing up online and speakers will explore the risks and issues children may face online and ways in which professionals can help protect them. Topics include: young people and digital relationships; technology-assisted sexual abuse; the 'internet of things'; gaming and the dark web; with speakers from organisations including the BBC, Child Exploitation and Online Protection Command (CEOP), social media app Yubo, the British Esports Association and O2.

Source: [NSPCC Learning: How safe are our children? conference 2019](#)

Further information: [Conference agenda \(PDF\)](#)

Training teachers to deliver messages about keeping safe

The NSPCC has published results of research investigating teachers' continuous professional development (CPD), in particular the skills needed to deliver messages about keeping children safe from abuse. The research identified key characteristics of effective CPD including: a focus on student outcomes; collaboration; reflection; being sustained over time; incorporating models of effective practice. As well as a research report and executive summary, the NSPCC has published a schools resource highlighting examples of best practice for teacher CPD.

Source: [NSPCC Learning](#) **Date:** 25 March 2019

Positive relationships

The NSPCC has published a free online resource to help empower children aged 7-11 to make positive relationships matter in their school and community. Through starter activities and case studies, Primary AGENDA suggests inclusive, creative and rights-based approaches to a range of issues including: feelings and emotions; friendships and relationships; body image; consent; gender and sexuality equality; and equity.

Source: [NSPCC Learning](#) **Date:** 19 March 2019

Further information: [AGENDA wales](#)

Child sexual exploitation

The NSPCC put a spotlight on what works to support children and young people who have experienced or are at risk of child sexual exploitation (CSE). Findings from an evaluation of the Protect and Respect programme, which supports children and young people aged 11-19 who are

affected by CSE, include: practitioners should work with a young person to understand what factors in their life may lead to an increased risk of CSE and identify what long-term support is needed. This may include working with families and advocating for engagement with other services.

Source: [NSPCC Learning](#) **Date:** 25 March 2019

Further information: [Protect and Respect](#)

Council register of home-schooled children proposed

The Department for Education (DfE) is proposing that parents be required to register home-educated children who are not being taught in state funded or registered independent schools in England. It is hoped that this will protect vulnerable children who may otherwise be hidden from authorities and enable them to intervene more effectively where required. In response to some of the concerns this might raise the Department of Education is promising home educators more support including teaching resources and help with exam costs.

Source: [DfE](#) **Date:** 2 April 2019

Further information: [Guardian](#)

Consultation about duty to report knife crime

The Home Office and Welsh Government have launched a consultation to assess whether there is a “public health duty” to report concerns about children who may be at risk of engaging in violent crime in England and Wales. The proposals call for NHS and school staff to be held accountable if they fail to act where concerns may be identified. Concerns might include a young person presenting in hospital with a suspicious injury or changes to a child or young person’s behaviour in school or at home. The consultation will close on 28th May.

Source: [Home Office and Welsh Government](#) **Date:** 1 April 2019

Further information: [BBC](#)

Keeping children safe from knife crime

The Guardian reports that head teachers are calling for funding to help keep pupils safe from knife crime. This follows a rise in the number of weapons being seized in primary and secondary schools with FOI responses from 16 police forces in the UK showing that at least 1745 weapons have been found over a four year period.

A further article reported that in response to the surge in knife crime the Metropolitan Police are planning to increase the numbers of officers working full time in schools in London. It is hoped that this might improve relationships between young people and the police. The Metropolitan Police will also offer a "schools watch" programme which will provide safe routes home for children identified as being vulnerable and so far 78 schools have taken up the offer.

Source: [Guardian](#) **Date:** 6 March 2019

Further information: [Guardian](#)

Exclusions and violent crime

The Mayor of London and seven Police and Crime Commissioners (PCCs) have written to the Prime Minister calling for a national ban on "off-rolling" over concerns around knife crime and school exclusions. The letter argues that off-rolling, the practice of removing students from a school without a formal exclusion, is leaving vulnerable children at greater risk of becoming involved in or affected by serious youth violence.

Source: [Mayor of London](#) **Date:** 07 March 2019

Further information: [Children and Young People Now](#)

Schools and Knife Crime

Ofsted has published findings from a research project into knife crime and safeguarding children and young people in education in London. Recommendations from the research in 29 schools, colleges and pupil referral units (PRUs) include: local community safety partnerships should involve schools in developing and implementing strategies to address serious youth violence; the Department for Education (DfE) should collect data about the managed moves of children between schools; safeguarding partners should involve schools in assessing and responding to local needs; schools should share full information with one another when children move between education settings; and schools should consider how their personal, social, health and economic education (PSHE) curriculum reflects local issues, including knife crime.

Source: [Ofsted](#) **Date:** 12 March 2019

Further information: [Safeguarding children and young people in education from knife crime: lessons from London \(PDF\)](#)

[Her Majesty's Chief Inspector \(HMCI\) commentary on knife crime](#)

Guidance on restraint

The Equality and Human Rights Commission for Great Britain has published a human rights framework for restraint. Advice includes: when a decision is made on whether and how to restrain a child, their best interests must be a primary consideration and techniques intended to inflict pain as a means of control must not be used.

Source: [Equality and Human Rights Commission](#) **Date:** 20 March 2019

Further information: [Human rights framework for restraint \(PDF\)](#)

Child protection guide withdrawn

The Department for Education (DfE) has withdrawn its "myth-busting" guide to child protection in England due to concerns over its accuracy. The decision follows Article 39's application for judicial review, after the charity identified a number of inaccuracies and misrepresentations within the document.

Source: [Article 39](#) **Date:** 24 March 2019

Further information: [Guardian](#)

Breast ironing awareness 'needed in school'

The National Education Union (NEU) has called for breast ironing awareness to be made part of the mandatory school curriculum. The practice involves ironing a girls breasts with a hot object to stop them growing as a way of preventing male attention. A spokesperson for the NEU is calling for the subject to be covered in the same way as FGM and for it to be included in the compulsory relationship and sex education classes from 2020. It is hoped that this will lead to greater awareness of the practice and teachers, in particular PE teachers being better trained to notice the signs.

Source: [BBC](#) **Date:** 26 March 2019

Read more on NSPCC learning: [Child protection in schools online course](#)

Children and young people conference 2019

This conference, organised by Stonewall, focuses on lesbian, gay, bi and trans (LGBT) inclusion in services, youth groups and education settings. It takes place on 5 July 2019 in London.

Source: [Stonewall](#)

Pupil poverty

The Association of Schools and College Leaders (ASCL) has published findings from a survey about pupil poverty. Findings from responses from the headteachers of 374 state-funded secondary schools in England and 33 in Wales include: 96% of headteachers said the extent of pupil poverty has increased over the past few years, 91% provide items of clothing for disadvantaged pupils and 75% provide breakfast clubs.

Source: [ASCL](#) **Date:** 15 March 2019

Further information: [Guardian](#)

Social media, mental health and wellbeing

The All Party Parliamentary Group (APPG) on social media and young people's mental health and wellbeing has published a report. Findings include: social media can have a range of positive effects, but children who spend time on social networking sites are more likely to have symptoms of mental ill health than those who do not; and social media is seen by many young people as having a negative impact on their self esteem. Recommendations include: establish a duty of care on social media companies with registered UK users aged 24 and under; create a Social Media Health Alliance to fund research, educational initiatives and establish clearer guidance for the public; review whether the 'addictive' nature of social media is sufficient for official disease classification; and commission longitudinal research into understanding the impact of social media on young people's mental health and wellbeing.

Source: [Royal Society for Public Health](#) **Date:** 18 March 2019

Further information: [#NewFilters to manage the impact of social media on young people's mental health and wellbeing \(PDF\)](#).

Mental health and schools

The Anna Freud Centre has published a booklet looking at ways schools can help children with their mental health and wellbeing. The booklet looks at how schools can support children with different mental health concerns by identifying problems and measuring and monitoring pupils' emotional wellbeing.

Source: [Anna Freud](#) **Date:** 19 March 2019

Further information: [Supporting mental health and wellbeing in schools \(PDF\)](#)

The education of children in care

A group of charities, including Adoption UK and the NSPCC, has sent a letter to the Schools Minister calling for the Government to amend teaching practice in England to better reflect the needs of care-experienced children. The proposed amendments are: to recognise care experienced children as a group with specific needs, in addition to existing groups such as those with disabilities or for whom English is not their first language; and to make reasonable adjustments to behaviour policies to accommodate the needs of traumatised children.

Source: [Adoption UK](#) **Date:** 06 March 2019

Read more on NSPCC Learning: [Looked after children](#)

Vulnerable young people

Croydon Local Safeguarding Children Board (LSCB) has published a thematic review based on the experiences of 60 vulnerable young people identified by local agencies. Findings include: early help and prevention is critical; greater recognition and response to children's emotional health and wellbeing is needed; an integrated, whole system approach is needed across agencies, communities and families; and schools need to be equipped to respond to the challenges presented by children with high risk behaviour and central to multi-agency service provision.

Source: [Croydon LSCB](#) **Date:** 01 March 2019

Further information: [Vulnerable adolescents thematic review \(PDF\)](#)

[Community care](#)

Children's services workforce

The Association of Directors of Children's Services (ADCS) has published a policy position paper on its future hopes for the children's workforce in England. The paper welcomes the Government's commitment on raising the quality and profile of the social work profession but argues that greater focus is needed on supporting the wider children's workforce, such as youth workers, health visitors and school support staff. It goes on to call for the appointment of a national child, young people and families workforce lead to oversee a strategy to address capacity issues and ensure training is available to all.

Source: [ADCS](#) **Date:** 11 March 2019

Further information: [Building a workforce that works for all children \(PDF\)](#)

Online safety resources

The National Crime Agency (NCA) has launched new resources aimed at helping 4- to 7-year-olds stay safe online. Jessie & Friends involves three animated videos, each aimed at a different age group, covering: watching videos, sharing pictures and playing games. Accompanying resources include: lesson plans, information for parents and carers and storybooks.

Source: [NCA](#) **Date:** 13 March 2019

Further information: [Jessie & friends: online safety education for 4-7s](#)

Read more on NSPCC Learning: [Keeping children safe online: online course](#)

Mental health and bullying

The Department for Education (DfE) has published findings from a survey of pupils aged 11- to 17-years-old in England, and their parents or carers. Findings include: 80% of parents and carers agreed that they knew how to look after their child's mental health whilst 66% of children agreed that they knew how to look after their own mental health; and 9% of parents and children said the child had missed school regularly because they were being bullied or had been bullied before.

Source: [DfE](#) **Date:** 14 March 2019

Further information: [Omnibus survey of pupils and their parents or carers: wave 5: research report \(PDF\)](#).

Care leavers and higher education

The Department for Education (DfE) has published new Higher education principles setting out what universities in England should do to encourage and support young people leaving care. Actions covered include: use outreach work to engage with looked after children at as young an age as possible; seek to provide priority access and continuous 365 days a year accommodation to care leavers; provide financial support; identify at least one designated member of staff to support care leavers; and encourage and facilitate support networks of care leavers within the institution.

Source: [DfE](#) **Date:** 14 March 2019

Online sexual harassment

ChildNet has published new educational resources to tackle online sexual harassment by young people. The 'Step up, speak up!' resources include: four lesson plans covering ground rules, understanding, responding and reporting peer-based online sexual harassment; a teacher toolkit; films; a poster; an assembly presentation and a peer-led workshop plan.

Source: [ChildNet](#) **Date:** 14 March 2019

Further information: [Step up, speak up!](#)

Read more on NSPCC Learning: [Keeping children safe online: online course](#)

Support for students over the age of 16

The Department for Education (DfE) has published findings from a survey with post-16 education institutions in England about how they are adapting to changes in the education system. Findings from 421 telephone interviews with post-16 institutions and 246 private training providers include: 88% of post-16 institutions were aware of what support was available to offer students with mental health issues at their institution, whilst 52% felt they knew how to help students access support outside their institution and almost all respondents were either very confident or fairly confident in implementing the Prevent Duty.

Source: [DfE](#) **Date:** 05 March 2019

Further information: [Post-16 institutions and providers omnibus: wave 6 survey \(PDF\)](#)

Language and the care system

The Adolescent and Children's Trust (TACT) has published a glossary of words and terms used by the care system. The report, produced in collaboration with children and care experienced young people and 15 local authorities and organisations, sets out suggestions for better ways to talk about the care system to reduce stigma and remove barriers to understanding.

Source: [TACT](#) **Date:** 06 March 2019

Further Information: [Language that cares: changing the way professionals talk about children in care \(PDF\)](#)

Read more on NSPCC Learning: [Looked after children](#)

Children and young people's mental health

Young Minds has released figures following a survey of 3,257 secondary school teachers looking at children and young people's mental health. Findings include: 77% of secondary school teachers said they do not believe they have had sufficient training on children and young people's mental health; 84% said that they have taught a student who they believe self harms in the last year.

Source: [Young Minds](#) **Date:** 01 March 2019
