

Oxfordshire Safeguarding Children Board



Safeguarding in Education Bulletin

Issue 21: November 2018



Welcome to the Oxfordshire Safeguarding Children's Board quarterly bulletin.

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1. Welcome from the OSCB Chair

Dear all

I am very pleased to have the opportunity, afforded by this bulletin coming out fairly early in my tenure, to introduce myself as the new Chair of Oxfordshire Safeguarding Children Board.

I know that some of you will be aware that I work for Barnardo's and am at present the Assistant Director (Children's Services) for the Cumbrian Locality. I have just secured a new role within Barnardo's as Assistant Director for Safeguarding and Historical Abuse, a post that I feel has an even greater fit with the role I have secured in Oxfordshire than my existing one.

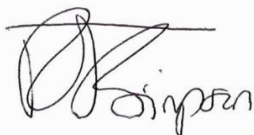


I have worked for Barnardo's for over 23 years, having previously undertaken Child Protection Social Work in Doncaster. I started as a Social Worker in a Family Centre in Barnsley, before becoming a Service Manager and then taking up my current role in February 2008. I have served on Cumbria's Local Safeguarding Children's Board from its inception in 2006 and as the Vice Chair since 2011, with a stint as Interim Chair in 2013-14.

It is my belief that we have no greater responsibility than the protection of our children and young people. Being the father of two children (though I am not sure that as my son is 20 and my daughter 17 they would be too pleased with the title!) it has been my number one priority to ensure they are brought up in a loving, safe, nurturing and resilience-building environment and it is my aim that we strive together to do everything we can for Oxfordshire's children to have the same. We all know that a significant minority do not have such a home and it is incumbent on all of us to work together to improve their circumstances in whatever way we can. Such an ambition inspired me to become a social worker; the same ambition inspired me to want to be your Safeguarding Children Board Chair.

These are interesting times for Safeguarding Boards, with the "new" Working Together guidance offering a chance to reflect and review arrangements and I look forward to working with you all around ensuring the very best arrangements are in place. I look forward to meeting with many of you in the weeks and months to come, in the meantime do contact me via the LSCB office if you have questions, queries, comments or suggestions.

Best wishes

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

Chair of Oxfordshire Safeguarding Children's Board

2. Board News

The [OSCB Annual Report](#) has just been published for 2017/18. See page 7 to be clear on local safeguarding concerns. See page 31 to know what the key messages are for the work force from case reviews and hear that OSCB partners recognise that you are doing an excellent job under pressure.

The Board is working on the following safeguarding concerns which have been raised by local partners:

Child exploitation - a new screening tool will be launched to replace the Child sexual exploitation screening tool. It will help professionals screen for all types of exploitation e.g. sexual, drug, modern slavery. Work is being done to better co-ordinate support when there is concern that a child is being exploited.

Lack of beds for children with very complex needs – this is being picked up with local MP's and being challenged regionally by LSCB's.

Multi Agency Safeguarding Hub – the need for better / more feedback on the outcome of referrals was highlighted. This has been picked up by the MASH steering group up and the MASH Education Representative has been appointed to (see page 17).

Work on Domestic Abuse – the development of multi-agency training has been pushed as well as the need to promote the referral route for young people and get more schools signed up to the police's Domestic Abuse notification system (Encompass).

The Voluntary sector – local partners raised a number of concerns regarding lack of resources, managing risk and complexity of cases which have been taken forward to the Children's Trust.

3. Working Together 2018

This new interagency [guidance](#) for interagency work to safeguard and promoted the welfare of children was released at the end of June. It should be read alongside the '[Working Together: transitional guidance](#)' which applies from now until September of next year as well as '[Keeping children safe in education](#)', which is parallel guidance for schools. Additional summaries are attached as links for reference at the end of the paper. The Working Together guidance is for:

- teachers and education staff
- social workers
- health service professionals
- adult services

- police officers
- voluntary and community sector workers in contact with children and families

It applies to local authorities and all schools.

The **core requirements** in Working Together to Safeguard Children in chapter 1 are broadly unchanged. Oxfordshire will still need to publish a 'thresholds of needs'. Local authorities should work with organisations and agencies to develop joined-up early help services based on a clear understanding of local needs. The term professional has been replaced with practitioner throughout so the Lead Professional is now referred to as Lead Practitioner.

Organisational responsibilities including Section 11 requirements for all agencies to have in chapter 2. More information is set out for sports partnerships as well as voluntary and community sector providers.

Working Together requires us to set up new '**Safeguarding Partnership Arrangements**' in chapter 3. The key safeguarding partners will be Oxfordshire County council, Thames Valley Police and the Oxfordshire Clinical Commissioning Group. They will work alongside named relevant agencies. The guidance allows for different approaches in different areas. In Oxfordshire the intention is to build on what exists and works well so there are no plans to overhaul the arrangements and there is every intention to maintain the role of an independent chair and other functions that work well. Arrangements must be published no later than June of next year and set up no later than 3 months after publication so a lot of work will happen over the next year to make sure that this transition goes well.

The arrangements for **serious case reviews** will change. Chapter 4 states that there will be both local and national reviews going forward and the 'Safeguarding Child Practice Review Panel' will oversee all this work. They will review the most serious child safeguarding cases to share lessons and improve practice. This [panel](#) is chaired by Edward Timpson and includes up to six other colleagues from health, education and social work backgrounds.

The arrangements for **child death reviews** will change. Chapter 5 states that the key safeguarding partners will be the Local Authority and the Oxford Clinical Commissioning Group. Similarly, arrangements must be published no later than June of next year and set up no later than 3 months after publication.

There are some helpful summaries for colleagues who would like to know more;

[tri-x Working Together 18 Guidance](#)

[AILC Working Together-18 Summary](#)

4. Safeguarding in Education

Keeping children safe through full time education

An education dashboard has been developed to include the following key measures reported to the safeguarding board: exclusions, absence; children missing education; children who are electively home educated and specific performance of SEND groups.

During the 2017/18 academic year, the following measures were reported;

Exclusions

There were 67 permanent exclusions from Oxfordshire schools during the 2017/18 academic year. This is a reduction of 24%.

- 49 of these were from secondary schools
- 18 were from primary schools

There were a further 4 children resident in Oxfordshire who were permanently excluded from schools that are not included in the statistical definition. 1 from an independent school and 3 from secondary schools out of county (Buckinghamshire, Gloucestershire and Northamptonshire).

The main reason for permanent exclusions from secondary schools is persistent disruptive behaviour (49%) and from primary schools it is physical assault against an adult.

53% (26) of permanent exclusions from secondary schools are for pupils with any SEND. This rises to 83% (15) of primary school permanent exclusions.

The rate (and number) of children with at least one fixed term exclusion from primary schools was broadly similar to last academic year. The rate of children at SEND support with at least one fixed term exclusion from primary school dropped from a rate of 3.44 (219 pupils) in 2016/17 to 2.81 (191) in 2017/18.

The rate (and number) of children with at least one fixed term exclusion from secondary schools has fallen from a rate of 4.07 in 2016/17 to a provisional rate of 3.94.

The rate of children at SEND Support with at least one fixed term exclusion from secondary schools also fell during the same period, from a rate of 12.31 (541 pupils) to 11.34 (484 pupils).

The datasets for secondary schools are currently incomplete and hence these figures will change. Work is underway to establish processes for obtaining data from the other schools and this sits with the Education Systems Group.

At the time of writing, there were 6 permanent exclusions of pupils of statutory school age reported from schools in Oxfordshire. All 6 are secondary phase pupils. If this rate of exclusion during Half Term 1 of the academic year is consistently replicated across the whole year, this will realise a 24% reduction in permanent exclusions on 2017-18.

Attendance

Provisional data indicates that the rate of persistent absence from Oxfordshire secondary schools has fallen from 13.8% in 2016/17 to 11.7% in 2017/18. This equates to 3565 children missing at least 10% of school sessions during the academic year.

The rate of persistent absence from Oxfordshire primary schools fell slightly during the same period to 7.4%. This means that 3369 pupils were persistently absent from Oxfordshire primary schools during 2017/18.

Secondary Persistent Absence (<90% attendance regardless of whether absence is authorised or unauthorised) at secondary phase indicates a highly positive improvement for 2017-18 in comparison to 2016-17. It is important to note that the data is provisional pending data submission from 7 additional secondary schools and must be read as such.

The (particularly secondary) PA data improvement can be accounted for by an increase in attendance specialist officer capacity within the County Attendance Team.

Primary PA rate has also improved by 0.1%. Of itself, the number appears minimal, however, scaled up against the size of the Oxfordshire Primary cohort, this equates to 53 additional pupils in school 90+% of the academic year.

During 2017/18 academic year, 176 penalty notices were issued for unauthorised absence from Oxfordshire schools. Approximately six in every ten (58%) of these were for unauthorised holidays. During this period there were 29 cases that were prosecuted following non-payment.

Children Missing Education

Ongoing work to identify all Children Missing education (CME) in Oxfordshire will now be progressed rapidly following the appointment of the Head of Learner Engagement.

The 3 Attendance specialists that have had such a positive impact on Persistent Absenteeism are funded until April 2020.

OFSTED Complaints

Any member of the public can make a complaint about an education provider to Ofsted via their website or in writing. When Ofsted receive a complaint, they assess it and categorise it. If it relates to the welfare of individual children/a child, Ofsted has no power to investigate the individual concerns. They therefore pass the information to Oxfordshire County Council so that they can be investigated and appropriate action considered.

- If the concerns raised have identified that there is a potential risk of harm to a child or children such as a risk presented by a family member or person not in a formal position of trust the complaint is referred to Social Services.

- If the concerns raised have identified allegations of harm or possible harm caused by a person in a position of trust, it is referred to the LADO.
- When the concerns raised have identified that a child or children may be suffering or at risk of harm, but the concerns do not fit into either of the above categories, such as child on child bullying, actions of a teacher causing a child to become distressed or where behaviour management approaches in a school may be causing emotional harm, they are referred to the School Improvement Team.

In all of the above cases, we are dutybound to investigate and Ofsted require us to report back on the outcome. Since January this year the School Improvement Team have received 15 such complaints, of which two were reassessed and passed to the LADO for investigation. Only one complaint was upheld and one partially upheld. 5 highlighted ongoing safeguarding concerns for children and two involved cases resulting in children missing their education.

We receive complaints from Ofsted about maintained schools and academies and they are all treated in the same way.

1. The complaint is assessed by School Improvement Lead and assigned to an investigating officer. An initial discussion takes place as what level of investigation is appropriate. For example, some investigations can be conducted remotely by telephone and e-mail, others warrant a site visit.
2. The investigating officer contacts the Head Teacher of the school concerned, providing a brief summary (we are not able to share detail, particularly by e-mail), requesting initial information or a meeting.
3. The Investigating officer sets up a file.
4. The Head Teacher conducts their own investigation if required. An exchange of information or a meeting takes place with due regard to data protection requirements.
5. The investigating Officer reports back to the School Improvement Lead and drafts a response to Ofsted for sign off.
6. Response is sent via secure portal to Ofsted.

Head teachers often ask to see a copy of our response to Ofsted. We do not provide this but can provide a verbal summary of our response.

It is unlikely in our experience, that these complaints trigger an otherwise unscheduled inspection. The complaints tend to further highlight difficult cases that the school are already managing. They often provide an opportunity for a Head Teacher to get further advice on such cases and investigating officers often signpost additional support from colleagues because of their discussions about the complaint. Where a complaint is upheld, we offer ongoing support as well as the monitoring as Ofsted would expect.

Virtual School Staffing Update

Michelle Johnson has been appointed as the new Virtual School Headteacher and takes up her new post as of the 29th of October.

Lucy Mettyear has joined the School Improvement Team in a part time role as Lead Teacher for Vulnerable learners. Thanks to Lucy for her previous leadership roles, as both the Headteacher of the Virtual School and Service Manager for Vulnerable Learners.

See [here](#) for further information on the Virtual School and the new VSLAC Training Plan 2018-2019.

5. Early Years Update

It's time to complete your Annual Safeguarding Self-Assessment

Thank you to those of you who have been in touch about the Early Years Safeguarding Self-Assessment (formerly the Safeguarding Audit). It is great to know that Early Years Providers in Oxfordshire are so proactive in developing and reviewing their safeguarding practice.

There is a new section at the end on how you capture the Child's Voice - how you help young children to understand and manage risk and feel that they are in a safe environment where their rights are respected and they are listened to.

The updated Safeguarding Self-Assessment is now available on the [Early Years Toolkit under Key Documents](#).

If you haven't already done so you now need to complete this in line with the [Early Education Funding Terms](#) and conditions.

You do not need to return it to the Early Years Team unless requested to do so.

The [Early Years Free toolkit](#) also has a dedicated section on Safeguarding and Welfare. This links to national websites so you can ensure you have the most up to date version of documents.

NEW DOCUMENT *Community around the Setting*

To compliment the [Community Around the school Offer \(CASO\)](#) a Community Around the Setting document has just been launched at the Early Years School Readiness Conference.

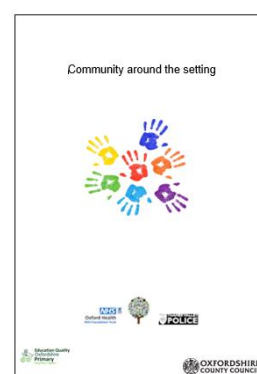
This will shortly be added to the Early Years Toolkit and the new School Readiness webpage so keep a look out for that.

Preventing and dealing with accidents and injuries

Accidents and injuries can't always be avoided. By following the requirements of the EYFS you can help to minimise and manage risks.

The EYFS statutory Framework states that providers must ensure that:

- ✓ they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks
- ✓ their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises



- ✓ children are adequately supervised and decide how to deploy staff to ensure children's needs are met.
- ✓ children must usually be within sight and hearing of staff and always within sight or hearing
- ✓ they take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly
- ✓ risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised
- ✓ staffing arrangements must meet the needs of all children and ensure their safety
- ✓ they comply with requirements of health and safety legislation (including fire safety and hygiene requirements)
- ✓ there is a first aid box accessible at all times with appropriate content for use with children
- ✓ they keep a written record of accidents or injuries and first aid treatment
- ✓ they inform parents and/or carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given
- ✓ at least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings
- ✓ they display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate. The certificate must be for a full course consistent with the criteria set out in Annex A (of the EYFS)
- ✓ Childminders, and any assistant who might be in sole charge of the children for any period of time, must hold a full current PFA certificate
- ✓ PFA training must be renewed every three years and be relevant for workers caring for young children and where relevant, babies
- ✓ All newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3 in an early years setting

ROSPA (the Royal Society for the Prevention of Accidents) has lots of resources on their [child safety pages](#).

Do you have a Hot drinks policy?

A cup of tea poured from a pot, with milk added, will be at a temperature of about 65C. This can cause injury within five seconds of being on a child's skin. Even five minutes later, the drink is still hot enough to cause harm.

Ensure that you have control measures in place and that these are understood and adhered to by all staff. These include:

- ✓ Do not consume hot drinks outside designated areas
- ✓ Any hot drinks taken out of designated areas should be contained in a heat proof cup with a lid

Ofsted Documents

[Inspecting safeguarding in early years, education and Skills settings](#)

This guidance from Ofsted sets out the key points inspectors consider when inspecting safeguarding in early years, education and skills settings.

[Ofsted's Early Years Compliance Handbook](#)

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.

Pages 15-21 explain to providers when they must notify Ofsted of significant events such as serious accident, illness or injury to, or death of, any child while in their care.

6. Schools Safeguarding Update

Sandra Pasquet was married over the Summer holidays and is now Sandra Barratt, email - Sandra.barratt@oxfordshire.gov.uk

Keeping Children Safe in Education - September 2018 version:

[Keeping children safe in education](#)

Statutory guidance for schools and colleges on safeguarding children and safer recruitment, was updated 19 September 2018. Please see below for a summary of key amendments:

Updated document 'Keeping children safe in education: for schools and colleges'. Paragraph 132 – new link to The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.

Paragraphs 158 and 159 updated to clarify the point at which a school must make a referral to DBS.

Updated document 'Keeping children safe in education: for school and college staff (part 1)'. Flowchart titled 'Actions where there is a concern about a child' updated to make it more accessible.

Disqualification Under the Childcare act updated 2018

[Disqualification under the Childcare Act 2006 - Statutory guidance for local authorities and schools updated 31st August 2018](#)

Schools and child care providers need to be aware that the association now only refers to childcare on domestic premises e.g. childminders. However, there is still a responsibility to ensure suitability of the employee directly.

School safeguarding page is currently under review and being updated

Child Protection policy:

The child protection/safeguarding policy has been updated in line with Keeping Children Safe in Education 2018 and is available on the school safeguarding page:

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

Annual Safeguarding Report to Governors

Updated annual report on the school safeguarding page,

<http://schools.oxfordshire.gov.uk/cms/content/safeguarding> **THIS NEEDS TO BE COMPLETED AND RETURNED TO lado.safeguardingchildren@oxfordshire.gov.uk by CHRISTMAS HOLIDAYS 2018**

Updated whistleblowing policy

Can be found via the below link

[Whistleblowing Policy for Schools](#)

Safer recruitment and lead trainer training:

Safer Recruitment training: Tuesday 4th December 9.30am-12.30pm Kassam Stadium

Safer Recruitment training: Tuesday 4th December 1.30pm-4.30pm Kassam Stadium

Places are £50 per person

If you would like to book a space please email

lado.safeguardingchildren@oxfordshire.gov.uk

7. Anti-Bullying Update

Keeping Children Safe in Education (2018)

The DfE statutory guidance [Keeping Children Safe in Education](#) (Sep 2016) emphasised the importance of tackling bullying (including cyberbullying) and also highlighted that children with SEND can be disproportionately impacted by bullying. It also states the importance of teaching children to stay safe online and ensuring they don't access inappropriate material.

Key highlights in the new 2018 guidance, in relation to bullying and online safety.

- Peer on peer abuse is a safeguarding issue and includes bullying and harassment
- Emotional bullying is mentioned and seen as part of emotional abuse that needs to be addressed to safeguard children
- The guidance states that it's important not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'. This must be taken seriously and the guidance links to <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- There is Increased emphasis on online safety and cyberbullying including sexting. The guidance states that schools should cover in their policies children accessing internet on phones in school
- Children with SEND more likely to be bullied and may not show this in their behaviour

Anti-Bullying Week 2018 – 12th – 16th November 2018

The theme for this year's Anti-Bullying Week is to choose respect over bullying.



Following a consultation with over 800 children, teachers and members of the Anti-Bullying Alliance, it emerged that a top priority was showing that bullying is a behaviour choice, and that children and young people can set a positive example by opting to respect each other at school, in their homes and communities, and online. The aims of this year's Anti-Bullying week are to support schools and other settings to help children and young people, school staff, parents and other professionals who work with children to understand:

- The definition of respect
- That bullying is a behaviour choice
- That we can respectfully disagree with each other i.e. We don't have to be best friends or always agree with each other but we do have to respect each other
- That we need to choose to respect each other both face to face and online

This year's campaign includes:

- Odd Socks Day for Anti-Bullying Week again on the first day of Anti-Bullying Week (12th November)
- 'Stop Speak Support' cyberbullying day on the Thursday of Anti-Bullying Week (15th November) supported by the Royal Foundation
- A set of free teaching resources, including lesson and assembly plans and films on bullying, ideas for Odd Socks Day and Stop Speak Support resources about cyberbullying will be available in the run-up to Anti-Bullying Week

You can find out more about the campaign and activities run by the Anti-Bullying Alliance by following the link: <https://www.anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2018-choose-respect>

The teaching resources are already available to download and include a teaching pack for primary and secondary schools and a guide on using restorative approaches to address bullying. You can download the packs by following the link <https://www.anti-bullyingalliance.org.uk/anti-bullying-week/school-tools>

Preventing and responding to LGBT Bullying: Oxfordshire resources

As well as the [Homophobic, biphobic and transphobic bullying toolkit \(pdf format, 295KB\)](#) ; [Trans Inclusion Toolkit for Schools \(pdf format, 1.3Mb\)](#) and additional resources and links on our Homophobic, Biphobic and Transphobic web pages we also have some hard copies of resources available on request as follows:
[Getting Started: Celebrating Difference and Challenging Gender Stereotypes in the Early Years Foundation Stage](#).

While significant progress has been made in recent years, LGBT bullying remains widespread in Britain's primary and secondary schools. To truly address this problem, we need to tackle it at its root and support young people to develop inclusive attitudes from an early age.

A vital way to do this is to celebrate difference, including LGBT people, and proactively challenge gender stereotypes in the Early Years Foundation Stage. Not only is this the right thing to do, but it is a legal requirement and something that Ofsted assesses in its inspections.

Getting Started provides a clear roadmap for Early Years providers to create an inclusive environment where every child can thrive. It outlines how providers can meet and exceed their Ofsted and legal requirements in this area, and features ideas, tips and case studies for inspiration.

This guide can be used by all private, voluntary, independent, maintained or academy childcare providers between birth and five years, including childminders, preschools, nurseries, school nursery classes and reception classes.

Oxfordshire has **more than 100 copies** of the guide. If you would like a copy sent to you, please e-mail anti-bullying@oxfordshire.gov.uk. The guide is also [freely available for providers online](#). Please disseminate to any Early Years providers

Research on Bullying

The article below, published earlier in the year, reports on research about what works to tackle bullying by Elizabeth Naseem at Birmingham University. The article highlights the importance on involving children as the best way to address bullying. It also mentions the need to build empathy and to meet the needs of both the target and the child doing the bullying (through ongoing mentoring and support). Restorative approaches and the need for staff to model respect are also mentioned. Please read the article to find out more.

<https://www.theguardian.com/teacher-network/2018/jan/17/bullying-is-still-rife-in-schools-heres-how-teachers-can-tackle-it>

8. OSCB Training

New Course launch updates



We are delighted to launch some new courses this autumn; some will be delivered by OSCB Trainers but we are also hosting some additional topics on our training portal for other organisations to allow the courses to be available to a multi-agency audience.

Working with LGBT young people – developed in partnership with Stonewall, this ½ day course is designed to raise awareness about the need for those working with children and families to be aware of the specific needs and associated safeguarding risks that may be experienced by children and young people who are LGBT (Lesbian, Gay, Bisexual, Transgender) and/or questioning their sexuality or gender

Working with young fathers and male care givers – this course explores the historical context of fatherhood and considers learning from Serious Case Reviews, research and evidence based practice when working with young men, the blocks to engaging with and working with young men and the risks of ‘hidden’ young men and male carers

Domestic Abuse Pathway for young people – the aim of this course is to raise awareness of domestic abuse in young people’s relationships and the professional responsibility to follow the Domestic Abuse Pathway for Young People

Asylum Seeking young people (Complex Trauma and Lost Identities, Foundations of attachment, Identity and Life Story)

This training programme will offer Oxfordshire’s workforce an opportunity to increase their understanding and awareness of a range of issues which affect Unaccompanied Asylum-Seeking Children, as well as other children in the resident community

- **Complex Trauma and Lost Identities – Finding Our Way Together** – The aim of this workshop is to raise awareness of how to work with highly traumatised refugees, asylum seekers and vulnerable migrants, including children and young people with and without families
- **ATTACH training** – a training which explores similarities and differences when thinking about attachment relationships for looked after children and unaccompanied asylum-seeking children
- **Identity and life story: What they are and what they mean for your work with children and young people, including those who are in local authority care (LAC)** – this course is designed to provide workers across different sectors with an understanding of identity development and life story and develop skills in meeting the needs of children and young people in relation to this

➤ **Increasing awareness and understanding of trauma: Why trauma overwhelms the brain and how to respond – Through attending this training delegates will:**

- Develop a clear understanding of the nature of Childhood & Adult traumatic presentations.
- Understand an accessible psychological-physical theory of Post-Traumatic Stress Disorder (PTSD)
- Identify the common strategies used to cope with the physiological and psychological effects of trauma
- Be able to identify potential symptoms associated with Acute Stress Disorder, PTSD & Complex PTSD & other trauma associated problems.
- Develop an accessible understanding of happens in the brain following psychological trauma (an introduction).
- Gain Tools to Normalise post-trauma responses: Reducing stigma; reducing secondary stresses.
- Develop basic skills in creating "safe space" to help clients move forward.

Train the Trainer course

We currently have around 80 trainers on the training pool, recently reduced from over 100. Of course, we are always on the look-out for new recruits (especially from the voluntary sector). If you are aware of any one that **may** (or you think, **should!**) be interested in becoming a trainer for the OSCB, please ask them to contact the training co-ordinator for further details – gay.suggitt@oxfordshire.gov.uk

The next date for this course is November 16th, 2018 at County Hall in Oxford and we currently still have a couple of spaces available.

Designated Safeguarding Lead training

Please be aware that the OSCB will be handing out a copy of the 'Self Harm Guidelines' which was developed by the Adolescent Self Harm Forum (Oxfordshire) to all delegates who attend the Designated Safeguarding Lead training as a way of highlighting the issue of self-harm.



Have you looked at the training page on the OSCB website recently? **DO check it out** and see the variety of courses on offer FREE OF CHARGE.

Hope to see everyone soon.

9. Training Attendance

The OSCB undertake quarterly reporting on late cancellations and non-attendance on training courses and associated costs.

Training data for the 1st quarter shows of the 1567 delegates booked onto courses between April and June 2018, 60 did not attend or cancelled late at a cost of £3000.

The highest levels of non-attendance and late cancellation were in Education and Early Years settings, with 18 non-attendees (total cost £900) and 17 non-attendees (total cost of £850) respectively. These levels of non-attendance are high comparative with other areas of the children's workforce, with the next most frequent area having 6 non-attendees, at a total cost of £300.

The majority of OSCB courses are fully booked and operate waiting lists. All delegates are informed of the cancellation and non-attendance policy at the point of booking and receive a reminder 6 working days advance of the course.

Between April and June 2018 there were 114 individuals on waiting lists who were unable to secure places on courses, 28 of which were on the waiting lists for Early Years courses. Practitioners who do not attend are therefore preventing other practitioners from accessing training places.

The OSCB appreciates that there may be circumstances where it is not possible to cancel a place in advance but would request that where possible, delegates notify the Business Unit as soon as possible where they are unable to attend a booked course.

For further information on training, please see <http://www.oscb.org.uk/booking-training/>

10. Introducing the MASH Education Representative



Hello, my name is Kat Johnston and I'm the Education Representative in the Multi Agency Safeguarding Hub (MASH)

My background is purely education, having been a teacher in Primary School in Northampton for 20 years, the last 7 of them being the Head Teacher.

I was also responsible for undertaking safeguarding audits for the academy chain we were part of.

The biggest part of my role is contacting educational settings to gain an education check on a child or children, on any enquiry or referral we receive and of course, to share the nature of the concern with you.

Another aspect of my role is to help improve communication between the MASH and schools and colleges. I am trying to ensure that if you aren't the referrer and the case has been closed with no further action, you are kept informed about this.

We work closely with our Police colleagues in the MASH and we are encouraging everyone to sign up to Operation Encompass. This is to ensure you have communication about any domestic incidents that involve a child that attends your

school. Please contact me if you haven't signed up and I will send the documents required for you to do so.

My email address is Katrina.Johnston@Oxfordshire.gov.uk and the best number to get me on is 03330 143 325. My mobile number is 07741 607 808, but please bear in mind that I may be on the landline and unable to take your call to this number!

Should you be interested in coming to see the MASH in operation please don't hesitate to email me and I'll put you in touch with James Roffey to make an appointment.

I look forward to meeting you at DSL forums and other events during the school year.

11. CASO Update

The Community Around the School (CASO) was established by LCSS as a way of offering coordinated support to schools.

At its basic form, the CASO provides a personalised resource pack for each school detailing support available within the local community. CASO packs were shared with schools earlier in the year, and include details of the School Health Nurse, LCSS and CAMHS link workers, alongside other local services.

The CASO meeting offers an increased level of support and is led by LCSS when a need is identified.

During 2018, CASO meetings have been arranged at 5 secondary and 6 primary schools across Oxfordshire.

These meetings were held to determine issues and coordinate a multi-agency response to community level concerns including knife crime, gangs and violence, Child Drug Exploitation, suicide and self-harm. Practitioners were involved from Education, Children's Services, Health, Police, LADO and District Councils.

The meetings have identified practical and solution focused strategies to managing identified concerns, for example; sharing intelligence with the police, ensuring police presence at vulnerable times and information sessions for parents and children from outside agencies, and in some cases support is ongoing.

Schools involved have fed-back that the CASO has been a supportive process when managing high level difficulties relating to behaviour outside of school and involving several children/families, that is having a significant impact on the school and wider community.

CASO meetings will be arranged by LCSS in collaboration with the school when a need is raised. LCSS will invite the relevant professionals and manage the meeting. Please contact your LCSS worker and see [here](#) for more information.

12. Safer Together Oxfordshire

The Safer Together project is a protective behaviours program currently aimed at supporting children in year 3 and year 4 to develop internal working models of resilience to support safer choices and actions.

The Kingfisher team following consultation with education, voluntary sector and LCSS identified a need for a preventative program to support children to identify risk and make safer choices. We have commissioned the development of a teaching and resource pack aimed at the above year group and our offer to schools is to come and train the trainer in this pack in schools. This means that a trained protective behaviour foundation qualified practitioner who has received training in the pack will come into school to co-deliver the first 8 sessions with a member of school staff. The school will then receive the resources including the lesson plans with the expectation of delivering to all year 3 and 4 classes on a rolling basis.

We delivered a pilot project in Banbury between May and July 2018 and this is what schools said about the project:



The vision for the program is to develop further modules to work with older children and those children with particular needs. The Kingfisher team as part of Oxfordshire County Council is passionate about enabling the children of Oxfordshire to become more resilient and through this support their thinking and actions around assessing risk, managing risk and supporting their safety alongside reliable adults.

If your school is interested in having this project provided and co-delivered in school, it is an 8-week program, 1 hour per week and will require you to provide a member of school staff to co-deliver. This is a free program there is no charge for the resource or the facilitator.

Please contact Alison Ritchie at kingfisherteam@oxfordshire.gov.uk

13. Useful Information

Suicide Safe Universities

Universities UK and Papyrus have together authored new guidance on suicide safe universities.

Aimed at university leaders, the guide includes advice on developing a strategy focused specifically on suicide prevention, covering the following areas:

- Steps to prevent student suicide
- Intervening when students get into difficulties
- Best practice for responding to student suicides
- Case studies on approaches to suicide prevention through partnership working
- Checklist highlighting steps university leaders can take to make their communities safer

The guidance is available [here](#)

Victims First: The Willow Project

Victims' First Willow Project is the Thames Valley Wide Exploitation & Complex Needs Service working across Oxfordshire, Berkshire and Buckinghamshire, seeking to identify and support those individuals who are assessed as having been victims of exploitation or who are deemed to be at risk of exploitation through:

- Sexual Exploitation – those involved in prostitution or working in the commercial sex industry; those manipulated or coerced into sexual activities of any kind for another person's gain; human trafficking for purpose of sexual exploitation; grooming;
- Modern Slavery – forced labour; domestic servitude; organ harvesting; child trafficking for benefit fraud;
- Financial Exploitation – debt bondage; finances controlled by others; financial scams
- Criminal Exploitation – those manipulated or coerced or trafficked for the purpose of any illegal activity i.e., County Lines/drug trafficking, forced shoplifting, forced begging.
- Other Exploitation – the taking over a person's address for the purpose of any criminal activity i.e., for drug dealing/using (known as "cuckooing"), prostitution or storing stolen goods

As well as supporting victims of Modern Slavery, trafficking and exploitation the service will provide much-needed specialist support for victims of other forms of serious crime (excluding sexual and domestic abuse for whom specialist services already exist).

Victims First, Willow Project will work directly with victims and their families to provide:

- Crisis intervention

- Advocacy
- Longer term practical and emotional support

If you wish to make a referral or just seek advice please contact us at enquiries@vfwillowproject.org.uk or 0753 824 1045.

14.National Updates

Updated Home Office guidance on County Lines

The Home Office has published updated guidance to help frontline workers identify and protect victims of county lines gangs

County lines refers to a model used by criminal gangs, whereby urban gangs supply drugs to suburban areas and market and coastal towns. These gangs frequently exploit children and vulnerable adults to courier drugs and money. Some vulnerable adults have their homes taken over by the gangs (cuckooing) using force or coercion.

The guidance has been updated to support statutory front-line staff, particularly those who work with children, young people and vulnerable adults – in identifying potential victims of this type of criminal exploitation.

It sets out the signs to look for in potential victims, and what action staff should take so that potential victims get the support and help they need. The document supplements an organisation's existing safeguarding policies.

We are supporting the HO in sharing this guidance amongst partner organisations. The guidance is available on the HO website: <https://tinyurl.com/y8fzxunt>

Alongside the guidance, there are resources (available here: <https://tinyurl.com/y9kku2es>) to help staff recognise the signs to look out for, that could indicate that someone is a victim of county lines gangs.

County lines drugs gangs targeting excluded children

A Home Office-commissioned report carried out by the St Giles Trust has revealed that a high proportion of children involved in county lines activity appear to be outside of mainstream education, with many in pupil referral units (PRUs) where they may be required to attend for only a few hours each week. County lines child criminal exploitation occurs when gangs use young people to traffic drugs or money between urban and rural areas.

The report recommends mainstream schools and academies should be assessed on the "frequency and nature of exclusions" to give them an incentive to address the issue.

Source: [TES](#)

Further information: [County lines scoping report \(PDF\)](#)

Rise in counselling sessions for peer sexual abuse

Childline counselling sessions with young people concerned about peer sexual abuse haven't risen by 29 per cent since last year.

Young people who spoke to Childline revealed a lack of understanding about consent, with some feeling unsure if something was abuse when they were in a relationship.

Childline has re-launched its #ListenToYourSelfie campaign which encourages young people to seek help if they're in an unhealthy relationship.

Source: [NSPCC](#)

Read more on NSPCC Learning: [Protecting children from harmful sexual behaviour](#)

Managing sexualised behaviour in schools - online courses

Online courses for anyone working in primary and secondary schools in the UK

Gain the skills to assess and manage incidents of sexualised behaviour within your school.

Guidance in all four UK nations stresses the importance of providing an effective response to harmful sexual behaviour (Department for Education, 2018a; Department of Health. Northern Ireland, 2017; Scottish Government, 2014, All Wales Child Protection Procedures Review Group (AWCPPRG), 2012).

It's an issue of growing concern to schools, reflected by the Department for Education's decision to publish specific advice on managing sexual violence and sexual harassment between children in schools and colleges in England (Department for Education, 2018b).

For further information please see [here](#)

School support for pupils affected by domestic abuse

Operation Encompass is a system which ensures the police contact a school before the next school day when one of their pupils has been exposed to domestic abuse.

This allows a school's safeguarding team to make sure the appropriate support is in place to give the pupil the assistance they need.

The scheme currently operates in some form in 33 forces in England and Wales but will be rolled out to all forces following funding that has been awarded by the Home Office.

Source: [Children and Young People Now](#)

Further information: [Operation Encompass](#)

Relationships and Sex Education (RSE) survey

The Sex Education Forum is seeking the views of Relationship and Sex Education (RSE) teachers to help create a national picture of current practice in schools in England and what support is needed to achieve high quality RSE.

The [survey](#) closes on 31st October and respondents can be entered into a prize draw for a free ticket to the Sex Education Forum's national conference [Countdown to statutory RSE](#), taking place in London on Friday 30 November 2018.

Child protection for school governors elearning course

The NSPCC has developed an elearning course for school governors to help them understand their role in safeguarding children in schools.

Source: [NSPCC](#)

Less than half of secondary school pupils would tell a teacher about online safety concerns

An online safety survey by Digital Schoolhouse has revealed that just 40 per cent of the over 2,000 primary and secondary school pupils surveyed would feel comfortable confiding in a teacher, or other member of staff if something had happened online that concerned them.

The survey also revealed that 30 per cent of pupils felt that school online safety education has little or no relevance to their use of technology outside of school.

Source: [Digital Schoolhouse](#)

Further information: [Online safety: a pupil's perspective \(PDF\)](#)

Read more on NSPCC Learning: [Protecting children from online abuse](#)

Updates to keeping children safe in education

The Department for Education (DfE) has updated the Keeping children safe in education statutory guidance for England to include: a link to The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (paragraph 132); and clarification on the point at which a school must make referral to the Disclosure and Barring Service (paragraphs 158 and 159). The flowchart titled 'Actions where there are concerns about a child' in Keeping children safe in education: for school and college staff (part 1) has also been updated to make it more accessible.

Source: [DfE](#)

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

Safer recruitment in education training

The NSPCC will be running face-to-face safer recruitment training in London on 15 October 2018. There is also an online safer recruitment in education course.

Source: [NSPCC](#)

Safeguarding and child protection in schools: NSPCC resources

The NSPCC has developed resources to help schools safeguard children including: training courses; a free online Safeguarding in Education Self-Assessment Tool (ESAT); free classroom resources and lesson plans; and a consultancy for schools offering support from education safeguarding consultants.

Read more on NSPCC Learning: [Safeguarding and child protection in schools](#)

Experiences of Gypsy, Roma and Traveller pupils at school

The BBC reports that the House of Commons Women and Equalities Committee has heard evidence from experts pointing out that bullying, racism and feeling left out of the curriculum are major factors in low school attendance rates among children and young people from the Gypsy, Roma and Traveller (GRT) community. The Women and Equalities Committee is holding an inquiry to look at inequalities faced by the GRT community.

Source: [BBC](#)

Further information: [Tackling inequalities faced by Gypsy, Roma and Traveller communities](#)

Schools and colleges: survey of pupils

The Department for Education (DfE) has published a report on findings from wave 4 of the omnibus survey of state school pupils aged 11-17; college students aged 16-17; and their parents/carers in England. Findings from the 2,590 paired parent/ carer and school pupil questionnaires from 206 college paired parent/ carer and college student questionnaires include: 20 per cent of school pupils and 12 per cent of college students reported being a victim of bullying at school or college at least once a month in the last year; and 79 per cent of school pupils and 78 per cent of college students said that their school/college has a specific member of staff that they can talk to if they have a problem or worry.

Source: [DfE](#)

Further information: [Omnibus survey of pupils and their parents/carers: research report wave 4 \(PDF\)](#)

NSPCC Learning launched

The NSPCC has launched NSPCC Learning, a new website with the latest child protection and safeguarding news, information and training. The new website brings together information and resources for professionals working in safeguarding and child protection in one central point including: the latest research, child protection statistics, leaflets, practical guidance, briefings and evaluations; and information on key topics including resources to keep children safe in schools and colleges.

Source: [Introducing NSPCC Learning](#) **Date:** 04 September 2018

Further information: [NSPCC Learning](#)

Parental responsibility guidance

The Department for Education has published guidance to help schools and local authorities in England understand and deal with issues relating to parental responsibility as recognised by education law, in particular in situations where parental responsibility can be confusing or unclear.

Source: [DfE](#) **Date:** 03 September 2018