

# Oxfordshire Safeguarding Children Board



## Safeguarding in Education Bulletin

Issue 23: June 2019



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

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## 1. Foreword from the OSCB Chair

I am delighted once more to provide a foreword to this Summer edition of the safeguarding in education bulletin. As ever the bulletin is full of useful information, articles and so on and I am indebted to all those involved for the work that goes in to producing such a comprehensive document.



As we have just had a Full OSCB Board, I thought it would be worth me touching on some of the items that we talked about.

We talked briefly about the fact that Oxfordshire submitted to government towards the end of May. I am very proud of the excellent engagement and work that went into the document from a range of people across the partnership and the fact that it really does reflect the strength and work of the existing partnership.

The Board also received the Child Death Overview Partnership Annual Report. The report details all children who died in Oxfordshire in the past year and seeks to see if there were modifiable factors or learning from them. These are clearly often heart-breaking situations and I do think we do this process as well as could be expected in such a difficult area.

There are some challenges ahead as we seek to combine our arrangements with Buckinghamshire due to changes in Working Together. We also have to look in more detail at those children who died in Oxfordshire but are not normally resident here which is challenging when we are a Regional Centre in terms of complex hospital care in which a small but significant number of children die each year.

The Board also received the Child Review and Governance Group Annual Report detailing our work in examining those most challenging of cases, including those being considered for Serious Case Reviews.

We received the Performance and Quality Assurance Annual Report too, which included the Children and Adult's Self-Assessment Report. This details again that in many areas we are doing well, but there are clearly challenges around the level of demand on statutory services and the knock-on effect on our performance levels.

We received the first full draft of the Annual Report and I have to say I think it is brilliant. The Business Unit have risen to the challenge of making it a much briefer, pithier document. We are in the process of putting the finishing touches to it and then we will make it available to people. We will then move on to the production of the Business Plan.

Following the Board we had the combined Board with the Adult Safeguarding Board and received updates on our joint priorities of Domestic Abuse, Transitions and Housing, as well as an update on the progress around addressing Modern Slavery. We agreed that we would continue with the same joint priorities for the coming year.

At the joint Board, we were pleased to introduce Sue Ross who is the incoming new Chair of the Adult Board – it will finally allow me to feel a little bit of an “old hand”!

By the time you read this, we will have had the latest version of Practice Week when Senior Managers across the partnership go back to the frontline and visit Services. While I was not able to participate on this one, I will look forward to the hearing the reflections, thoughts and feedback of those that do.

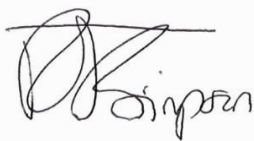
They invariably include just how impressed people are about what all of you are doing out there to protect children. They also usually come back with some thoughts about matters raised with them that we on the Board need to be ready to listen to – I look forward to sharing about these too!

I also wanted to publicise this year's Annual Conference that will take place 12<sup>th</sup> March 2020 and will be around the Voice of Children and how to include it productively and positively in your work.

We are also thinking how we may build on last year's conference around Contextual Safeguarding and are looking to work with Barnardo's in a joint venture of working out what it means for our practice, etc.

Thank you for all that you do week in, week out to protect the children of Oxfordshire.

Best wishes



Chair of Oxfordshire Safeguarding Children Board

## **2. Local Authority Designated Officer (LADO) and Education Safeguarding Advisory Team (ESAT) Offer**

### **ESAT**

The school safeguarding team are now called the Education Safeguarding Advisory Team (ESAT), see the [ESAT Offer](#) and [ESAT remit](#) of role attached. The team continue to give advice over the phone, carry out safeguarding health checks (previously known as audits) and offer support to educational settings to embed their safeguarding practices.

### **LADO: What is a LADO?**

The LADO gives advice and guidance to employers and others, who are concerned about an adult who works with children, including volunteers and agency staff.

Allegations need to be referred to the team within 24 hours of the allegation being made. No investigation should take place until the LADO has been contacted. An allegation may relate to a person who works with children who has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child

- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

### **What does the LADO do?**

- The LADO is involved in the oversight and management of allegations against people who work with children, paid or volunteering
- Provides advice and guidance to employers and voluntary organisations about the most appropriate way to manage the concern or allegation
- Helps to establish what the next steps should be
- Makes sure that all relevant specific actions are taken
- Arranges and chairs a Position of Trust meeting if required
- Monitors the progress of a case

**The LADO does not investigate cases.**

### **Key Points:**

- Any concern or allegation should be referred to the LADO within 24 hours
- In cases where the adult is unaware of the concern or allegation it may not be appropriate to tell them immediately - it may prejudice a possible Police investigation. The LADO will provide advice
- Settlement agreements are not an acceptable resolution to a concern, and even if someone resigns it should not prevent a full and thorough investigation
- The Allegations Process applies to paid, unpaid and volunteer workers, casual or agency staff and anyone self-employed
- The LADO will provide advice and guidance and help determine whether the allegation meets the thresholds of the LADO service
- The LADO helps coordinate information sharing with the right people
- The LADO will also monitor and track any investigation with the expectation that it is resolved as quickly as possible. Please note if the investigation is a Police led investigation this does effect timescales, and the conclusion of the case may take much longer
- On conclusion of the case, the LADO will discuss and consider with the employer if the threshold has been hit for any referrals to be made to other agencies, including referral to the [Disclosure and Barring Service](#)

**Important:** Please remember when quoting advice from us, you ensure that you state in what capacity the advice was given to you from the team member, Designated Officer Team or ESAT.

**Team:**

- ✚ Alison Beasley; ESAT manager and Designated Officer (LADO)



- ✚ Charlotte Allen: ESAT member and Assistant Designated Officer



- ✚ Donna Crozier: ESAT member and Assistant Designated Officer



- ✚ Sandra Barratt: ESAT member and Assistant Designated Officer



- ✚ Hannah Holland: ESAT member and Assistant Designated Officer  
(works Thursday and Friday only)



- ✚ Lucy Grimaldi: Team Administrator



TEAM CONTACT: 01865 810603 [lado.safeguardingchildren@oxfordshire.gov.uk](mailto:lado.safeguardingchildren@oxfordshire.gov.uk)  
<http://schools.oxfordshire.gov.uk/cms/content/safeguarding>

### 3. DSL Education specific half day conference

On the 10<sup>th</sup> of July the ESAT are running 2 half day conference's for DSL's headteachers and governors, that will focus specifically on the education expectations on DSL's in schools. There will also be speakers focussing on the areas below:

- ✚ Self-harm networks
- ✚ Attendance at CP conferences
- ✚ Private fostering
- ✚ MASH referrals

The course costs £40. The session times are 9.30am-12.30pm or 1.30pm-4.30pm  
Venue: Kassam Stadium Oxford.

To book a place please complete and return the attached booking form to [lado.safeguardingchildren@oxfordshire.gov.uk](mailto:lado.safeguardingchildren@oxfordshire.gov.uk)

### 4. Key messages from OFSTED inspections

In recent Ofsted inspections, and through our work with schools, the themes below are coming to light:

- ✚ No chronologies for safeguarding pupil files
- ✚ No actions and outcomes on concern forms that have been completed by staff
- ✚ The named DSL is not actually the DSL in practice
- ✚ Lack of structure and understanding of responsibilities when there are teams of DSL's
- ✚ All checks not undertaken and recorded on the school's central record
- ✚ First reference not being from the most recent employer (e.g. the headteacher, if coming from a previous school)
- ✚ Barred list checks are not being recorded
- ✚ No evidence of overseas checks being carried out

Guidance around requirements of information for your school central record can be found on our webpage, under recruitment section  
<http://schools.oxfordshire.gov.uk/cms/content/safeguarding>

### 5. Sharing good practice on Single Central Record (SCR) and recruitment at Mabel Pritchard School

This May, at Mabel Prichard School, we were lucky enough (!) to have both an external safeguarding inspection and an Ofsted inspection in the space of a week. Both identified strong safeguarding practice, and both were particularly impressed with our SCR and the strong link with our recruitment files.

We have done a considerable amount of work on both, since the leadership of the school changed in September 2017. We found the advice from the Educational

Safeguarding Advisory Team (ESAT) on the Safeguarding intranet site and the team themselves invaluable.

I am confident that in many cases I am teaching my grandmother to suck eggs, but I have been asked to share our practice so that everyone is aware of the strengths identified. The inspectors were impressed by strong links between the SCR and recruitment files. They particularly liked the fact that we identify the specific pieces of ID, i.e. seen by whom and on which date in the SCR, as opposed to simply writing the number of pieces seen.

When they double checked these against the actual recruitment files, to check whether the specific pieces of ID were there, they were impressed that they were clearly signed and dated by the same person, showing a clear trail of checking records. They found it useful that the paperwork corresponded to the columns on the SCR, making it easy for them to identify checks carried out quickly.

We also use categorised tabs for teachers, TAs, volunteers, visiting practitioners etc. As a special school, this list can be quite extensive. The inspectors found this made navigation of the register much easier.

As we have developed the SCR and files, we have asked for audits from the ESAT, who have always come into school to check and offer advice. Our HR administrator is also safer recruitment trained, to ensure she is fully aware of and following best practice. I can strongly recommend asking for advice from ESAT should you feel your SCR and recruitment practice need developing or refreshing.

## 6. Early Years update

### **New Ofsted Framework for September 2019**

Ofsted launch their new handbooks for inspections from September 2019. Please familiarise yourself with the [Inspecting safeguarding in early years, education and skills document](#), the guidance Ofsted inspectors use when inspecting safeguarding.

### **Single and Multiagency Chronologies**

It is commonly acknowledged that children and young people are most effectively safeguarded if professionals work together and share information.

Findings from numerous Serious Case Reviews have concluded that a chronology could have supported the earlier identification of risks to the child(ren). You can find out more about chronologies in this [guide](#).

### **\*\*\*Free Training\*\*\* Dental Health**

In April 2018, PHE released an approximate figure of 60,000 hours a year missed by school children due to tooth decay.

Have the children you care for brushed their teeth this morning? Visited the dentist? Ate a packed lunch containing too much sugar?



**FREE Oral Health Training**  
**for all Professionals working within Early Years**  
**(Nurseries, pre-schools, primary schools)**



**TRAINING**  
A FREE 90 minute, interactive and informative, training session which counts towards the CPD of you and your staff.

**Healthy Smiles**  
Get involved with an accreditation scheme designed to make your setting more tooth friendly!

**RESOURCES**  
Resources can be borrowed for FREE, for up to 2/3 weeks. Role play, books and lots of activities available.

To book training or to borrow resources please contact us;  
Email: [ohimp.oxfordshire@cds-cic.nhs.uk](mailto:ohimp.oxfordshire@cds-cic.nhs.uk)  
or call **01869 238335**

A Social Enterprise

Providing NHS Dentistry





### Recruiting from Abroad

A reminder that anyone who has lived or worked abroad must have undergone the necessary pre-employment checks. The DfE have worked with [UK National Recognition Information Centre \(UK NARIC\)](#) to develop a bespoke Early Years Service for people with an overseas qualification.

The government has produced guidance on how to obtain an overseas police check and you can download it here: [Overseas Criminal Record Checks - gov.uk](#) along with home office documents [An employer's guide to acceptable right to work documents](#). [PRADO](#) is a website created by the EU to help identify genuine documents with examples from across the world.

### Paediatric First Aid (PFA)

Whether you work in a school, setting, or as a childminder, it is an EYFS statutory requirement that 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. 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.

### Measles

World Health Organization figures show there were more than 110,000 measles cases worldwide in the first three months of 2019 – a rise of 300% compared to last year. You can find the NHS Immunisation schedule [here](#) and read a BBC report on Measles [here](#).



### **FGM training for Early Years Providers**

Girls aged 0-5 are in the highest risk age bracket for FGM. Oxford Against Cutting, a local charity, is offering sensitive, high quality training that is delivered by facilitators from affected communities.

The training is 60-90 minutes and currently **free of charge** (subject to availability) - Please book your session by contacting: [info@oxfordagainstcutting.org](mailto:info@oxfordagainstcutting.org)

In the meantime, please ensure you have the charity's helplines posters in your staff room, ready to help protect girls. You can find the poster [here](#)

Many girls are at highest risk during the long summer break when it is “cutting season” in some communities.

## **7. Self-Harm Network update**

Self-Harm networks in the North, Central and South, meetings are 3 times per year and chaired by LCSS. Steering group includes Anne Peake, LCSS, OSCB and Public Health.

### Aims and achievements of the Steering group:

- To ensure multi-agency representation at all meetings
- Increase attendance from Education especially in Central and South
- Collect Data at a community level through Education across the County
- [Infographic](#) to be shared with all OSCB safeguarding course delegates (Generalist)
- Under my Skin play has been performed for 4 years funded by Public Health
- Dates will be shared in September for the 19/20 academic year

### School attendance:

Central – A total of 5 Secondary schools have attended the meeting since 2017- four of which have only ever attended one meeting.

South - Since October 2018, out of a possible 26 schools (secondary including independent), 7 schools have attended.

North - There are 15 secondary schools, 11 of which attend most meetings.

Without regular school attendance we are unable to:

- Collect data
- Understand what the school's concerns are
- Fully understand themes and trends

## 8. MASH Education Representative update

### Open Mornings

These are available the first Friday of every month between 9-12 noon.

They can be booked by sending me an email to Kat Johnson ([Katrina.Johnston@oxfordshire.gov.uk](mailto:Katrina.Johnston@oxfordshire.gov.uk)) or James Roffey ([james.roffey@oxfordshire.gov.uk](mailto:james.roffey@oxfordshire.gov.uk)).



During an open morning, you will have the chance to speak with a Senior Practitioner, who will share with you the nature of the MASH and what happens when a referral is made. You will also be given a tour of the MASH to get a complete overview of who we are and what takes place here.

We are based at Cowley Police Station and look forward to seeing you soon!

### Summer Break

The summer break is fast approaching and I'm sure you're looking forward to some well-deserved rest! To make sure I don't disturb the wrong person during this break, may I ask you to consider who the best contact for your school is during the holiday period please? Thank you to those schools and colleges who have already given me notification about who to contact and when. It is really useful. If you can let me know via email on [katrina.johnston@oxfordshire.gov.uk](mailto:katrina.johnston@oxfordshire.gov.uk) that would be great.

## 9. Safeguarding Children at Risk of Exploitation Workshops

From the 1<sup>st</sup> of September 2019 new partnership arrangements will be implemented to safeguard all Oxfordshire children at risk of exploitation.

We would like to invite you to attend a multi-agency workshop to learn about the new exploitation screening tool and the two main operational forums designed to deliver this work:

- **Children at Risk of Exploitation Network.** A multi-agency prevention network to discuss children at risk of exploitation who are not open to Children's Social Care (CSC)
- **Children Missing or Exploited Panel.** A panel who will discuss children who are currently open to CSC that have either gone missing and/or are being exploited.

The workshops will be delivered by Maria Godfrey and Dan Ruaux and take place on **Monday the 15<sup>th</sup> of July 2019**

South: [Didcot Civic Hall](#), 1100-1200

**Central:** [Blackbird Leys Children and Family Centre](#), 1300-1400

**North:** [Banbury Children and Family Centre](#), 1500-1600

To book your place, please log onto the training portal via the 'book training' tab on the OSCB website at [www.oscb.org.uk](http://www.oscb.org.uk)

## 10. Training update



It's been an even busier year for the OSCB Training Pool; according to our end of year figures for April '18 – March '19

- ✓ A total of **2628 multi agency practitioners** have attended **123** core safeguarding courses
- ✓ **514** multi-agency practitioners trained on mental health, child sexual exploitation, working with men and boys, drugs and alcohol and sexual abuse
- ✓ **195** multi-agency practitioners trained on early help assessments
- ✓ **47** multi-agency practitioners trained on female genital mutilation/cutting
- ✓ **1554** early years multi-agency practitioners trained on safeguarding
- ✓ Total of **5,017 multi-agency practitioners have attended 254** safeguarding courses

This is an **increase** on the overall figures from 17/18 of **1163**; a huge achievement and a great testimony to the commitment of all the trainers who are part of the OSCB Training Pool!

### **Non-attendance charging implemented**

The OSCB would like to remind everyone that as from April 1<sup>st</sup>, 2019, we have implemented our charging policy of £50 for non-attendance on training courses and for late cancellations.



This has been a necessary move as during the last year 17/18, we would have collected **£28,600** in charges. Many of our courses are fully booked and have large waiting lists of people who would like to attend, so it is very frustrating to see spaces not being used that have been booked.

### **OSCB COURSES COMING UP**

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

Each training delegate must be a registered user on the site, and once registered, each delegate is then able to book their place on courses. It is essential that delegates read the terms and conditions of booking for further information.

DATE	COURSE	TIMES	VENUE
16.09.19	<b>Child Sexual Exploitation (CSE)</b>	09:30 – 16:30	County Hall, Oxford
25.09.19	<b>Supporting LGBT Children, Young People and Families</b>	09:30 – 16:30	Didcot Civic Hall
27.09.19	<b>An Introduction to Children and Young People's Mental Health Awareness</b>	09:30 – 16:00	County Hall, Oxford
16.10.19	<b>Female Genital Mutilation (FGM) - An introduction</b>	09:30 – 13:00	Jubilee House
07.11.19	<b>Sexual Abuse Workshop</b>	09:30 – 12:30	County Hall

### **DOMESTIC ABUSE TRAINING**

Domestic abuse training is arranged via the Oxfordshire Safeguarding Adults Board.

In order to book a place you will need to register on the OSAB booking portal [here](#)

The courses available are Basic Awareness, Children and Families, Risk Assessment and Safety Planning, and Champions.

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

## **11. Useful Information**

### **SeeSaw Schools Pack**

SeeSaw is a local charity that offers support for children and young people in Oxfordshire who have experienced bereavement.

They also provide advice, information, face to face support and training to schools and have put together a schools pack, which offers guidance on supporting pupils through bereavement.

Please click on the link [SeeSaw Schools Pack](#) to access the guidance and range of information sheets and resources within.

If you have any enquiries or need any advice you can contact Seesaw:

By telephone: Enquiries and advice line: 01865 744 768

By email: [info@seesaw.org.uk](mailto:info@seesaw.org.uk)

## **The Truth Project**

The Truth Project is giving people who experienced sexual abuse as children the chance to be heard and to help make meaningful recommendations to help prevent sexual abuse in the future. The Project is part of the Independent Inquiry into Child Sexual Abuse (IICSA) set up in 2015 to investigate organisations and institutions that have failed to protect children.

“I was heard. I was believed! I can’t change my past but I can shape my future. Just telling my story and people who understood and believed lifted the black cloud from my memories. I am not a victim anymore, I am a survivor!! Thank you.”

*Truth Project participant*

Children rarely disclose sexual abuse immediately after the event. It is usually brought up following a physical complaint or change of behaviour. The Truth Project aims to encourage people to share their experience in writing, on the phone or in person, as well as create a public discussion around the impact of child sexual abuse.

The project is now open in Oxfordshire.

## **Getting in touch with the Truth Project**

If you know someone who is able to speak out and share their experience encourage them to get in touch:

- Call: 0800 917 1000

If they feel more comfortable writing it down, they can send a letter or email:

- Post: Freepost IICSA Independent Inquiry
- Email: [contact@iicsa.org.uk](mailto:contact@iicsa.org.uk)

People of any age can get involved but those under 18 wishing to take part the project can notify the Independent Inquiry into Child Sexual Abuse in advance, so specific arrangements can be made. Young people who have been involved often come with a parent or carer.

For more information about the Truth Project read the [‘it’s time to be heard’ leaflet](#) or watch the project awareness campaign [film](#).

## 12. National Updates

### How safe are our children? 2019 report

The NSPCC has published its annual How safe are our children? report, which this year provides an overview of data on child abuse online. Findings include: there have been year on year increases in the numbers and rates of police-recorded online child sexual offences in England and Wales and Northern Ireland; there have been increases in the number of URLs confirmed by the Internet Watch Foundation (IWF) as containing child sexual abuse imagery since 2015; and the majority of parents, carers and members of the public agree that social networks should have a legal responsibility to keep children safe on their platforms.

**Source:** [NSPCC Learning: How safe are our children?](#) **Date:** 25 June 2019

**Further information:** [How safe are our children? 2019 \(PDF\)](#)

Register your interest for [How safe are our children? 2020 conference](#)

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### Relationships education, relationships and sex education (RSE) and health education: statutory guidance

The Department for Education (DfE) has published statutory guidance for schools in England on the teaching of relationships education in primary schools, relationship and sex education in secondary schools, and physical health and mental wellbeing education in state funded primary and secondary schools. The new curriculum will be mandatory from September 2020, however, schools are encouraged to adopt the new curriculum from September 2019. The NSPCC has produced a CASPAR briefing summarising the guidance setting out key points including: developing a policy, content, parents’ right to withdraw, whole school approach and safeguarding.

**Source:** [DfE](#) **Date:** 25 June 2019

**Further information:** [Relationships education, relationships and sex education \(RSE\) and health education: statutory guidance \(PDF\)](#)

**Read more on NSPCC Learning:** [Relationships, health and sex education statutory guidance: CASPAR briefing](#)

[NSPCC Learning: Schools and education safeguarding and child protection training courses](#)

[NSPCC Learning: Putting safeguarding at the heart of relationships and sex education](#)

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## Relationships, sex and health education: guides for parents

The Department for Education (DfE) has published guides written for parents of primary and secondary age pupils in England that schools can use to communicate with them about teaching relationships, sex and health education.

**Source:** [DfE](#) **Date:** 27 June 2019

**Further information:** [Understanding relationships and health education in your child's primary school: a guide for parents \(PDF\)](#)

[Understanding relationships, sex and health education at your child's secondary school: a guide for parents \(PDF\)](#)

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## Reducing the need for restraint and restrictive intervention in special schools and healthcare settings: guidance

The government has published guidance on how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention. The guidance sets out relevant law and guidance and provides a framework of core values and key principles to support a proactive approach to supporting children and young people with challenging behaviour, and a reduction in the need to use restraint and restrictive intervention.

**Source:** [Gov.uk](#) **Date:** 27 June 2019

**Further information:** [Reducing the need for restraint and restrictive intervention \(PDF\)](#)

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## Reducing restraint and restrictive intervention in mainstream schools: consultation

The Department for Education (DfE) is seeking views on possible new guidance on the use of restraint and restrictive intervention in a range of mainstream schools and alternative provision in England, and whether the guidance should apply to a wider cohort of children and young people with special educational needs and disabilities. The consultation follows the publication of guidance on reducing the need for restraint and restrictive intervention in special schools and health and social care settings.

**Source:** [DfE](#) **Date:** 27 June 2019

**Further information:** [Restraint in mainstream settings and alternative provision](#)

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## Teaching online safety in schools: guidance

The Department for Education (DfE) has published guidance for schools in England outlining how they can ensure their pupils understand how to stay safe and behave online as part of forthcoming and existing curriculum requirements. The guidance sets out relevant law and guidance and provides a framework of core values and key principles to support a proactive approach to supporting children and young people with challenging behaviour, and a reduction in the need to use restraint and restrictive intervention.

**Source:** [DfE](#) **Date:** 26 June 2019

**Further information:** [Teaching online safety in school \(PDF\)](#)

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

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## Department of Education single departmental plan

The Department for Education (DfE) has released its latest single departmental plan in which it sets out the key priorities in education. Priorities include: working with health partners to deliver high quality services for children with special needs; improving understanding of child well-being and happiness; ensuring children in need are supported by a national system of excellence and innovative practice; supporting schools to develop character well-being and resilience in young people; promoting the educational outcomes for disadvantaged children, including those at risk of exclusion.

**Source:** [DfE](#) **Date:** 27 June 2019

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## Schools, pupils and their characteristics: January 2019

The Department for Education (DfE) has published the latest statistics on pupils in schools in England as collected in the January 2019 census. Findings include: the number of pupils in state funded secondary and primary schools has continued to rise; the number of children attending special schools has risen with 6,500 more pupils compared to 2018; but 900 fewer pupils attend independent schools.

**Source:** [DfE](#)

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## Online abuse: learning from case reviews

The NSPCC has published a briefing looking at case reviews published since 2008 where online abuse was a key factor. The briefing summarises the risk factors and highlights learning for improved practice in case reviews where children and young people died or were seriously injured



in ways including: suicide following cyberbullying; death or serious harm following accessing harmful content online; online grooming leading to sexual abuse and exploitation; children sexually abused in order to share images of child sexual abuse online and contact child sexual abuse by perpetrators who had previously been known to police for sharing child sexual abuse images online.

**Source:** [NSPCC Learning: Online abuse: learning from case reviews](#) **Date:** 24 June 2019

**Read more on NSPCC Learning:** [Online abuse: learning from case reviews \(PDF\)](#)

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## Female genital mutilation: guidance for schools

The National FGM Centre has published guidance for schools which aims to equip professionals to respond to concerns regarding girls at risk of female genital mutilation (FGM). The guidance covers: information on FGM and the law; FGM risk indicators; requirements of the relationships and sex education (RSE) guidance regarding FGM; and a resource on how to explore concerns and make referrals to children's social care.

**Source:** [National FGM Centre](#) **Date:** 25 June 2019

**Further information:** [Female genital mutilation: guidance for schools \(PDF\)](#)

**Read more on NSPCC Learning:** [Protecting children from female genital mutilation \(FGM\)](#)

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## Cyberbullying

The BBC reports on findings from a study of 525 schoolchildren, between the ages of 14 and 16 in Northern Ireland looking at their experiences of cyberbullying. The study, carried out by EU-funded Blurred Lives project found that: 22% said they had experienced nasty or unpleasant experiences online recently; 27% of girls had recently experienced cyberbullying compared with 17% of boys; and 11% said they had done something nasty or unpleasant to others.

**Source:** [BBC](#) **Date:** 25 June 2019

**Read more on NSPCC Learning:** [Protecting children from bullying and cyberbullying](#)

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## Mental health needs of children and young people with learning disabilities

The Children and Young People's Mental Health Coalition (CYPMHC) has published a report looking at the mental health needs of children and young people with learning disabilities in England. Findings from focus groups, literature searches and an expert reference group show that young

people with learning disabilities and their families do not always have confidence in the system to meet their mental health needs and often feel ignored. Recommendations include: The Department of Health and Social Care (DHSC) and Public Health England should map out the provision of preventative mental health support for children and young people with learning disabilities; and DHSC should fund research to strengthen and promote the use of evidence-based mental health interventions for young people with learning disabilities.

**Source:** [CYPMHC](#) **Date:** 20 June 2019

**Further information:** [Overshadowed: the mental health needs of children and young people with learning disabilities \(PDF\)](#)

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## Teaching and Learning International Survey (TALIS)

The latest Teaching and Learning International Survey (TALIS) which gathers the views and practices of teachers and head teachers worldwide, has been published. The survey run by the Organisation for Economic Co-operation and Development (OECD), was conducted in England between March and May 2018 and responses were gathered from 4000 teachers on a range of topics including workload, job satisfaction, resources and the school and classroom climate. Findings include: an increase in teacher's workloads with less time spent teaching; reports of regular acts of intimidation and bullying amongst pupils; schools in England face the greatest number of cyberbullying incidents than any other developed country.

**Source:** [DfE](#) **Date:** 19 June 2019

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

[BBC](#)

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## Children in need

The Department for Education (DfE) has published the concluding report of its review of children in need in England. Alongside this, the DfE has published children in need final data and analysis. Findings include: at least 1.6 million children needed social care services between 2012/13 and 2017/18 and children who have been in need of social care services at some point between 2012/13 and 2017/18 are present in 98% of schools in England. Areas for action include: better recognition of how many children need a social worker; supporting children in need to stay in education; and developing a wider system of specialist support in and around schools.

**Source:** [DfE](#) **Date:** 17 June 2019

**Further information:** [Help, protection, education: concluding the children in need review \(PDF\)](#)

[Children in need of help and protection: CIN review: final data and analysis \(PDF\)](#)

## Disadvantaged children

The Education Secretary has announced new plans to help support the most disadvantaged children in England. New measures include: changing the schools admission code to ensure vulnerable children, including those fleeing domestic abuse, can access school places quickly; better information sharing between councils and schools; and tackling off-rolling, absences and exclusions in schools.

**Source:** [Department for Education](#) **Date:** 17 June 2019

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## Mental health

The Prime Minister has announced a package of measures to help schools, social workers, local authorities and health services in the UK identify mental health problems in young people before they become critical. Measures include: all new teachers will be trained to spot the signs of mental health issues; support will be provided for school mental health leads to help children who are struggling with self-harm and are at risk of suicide; standards will be updated for social workers in England to increase their knowledge and skills when working with people with mental health issues.

**Source:** [Prime Minister](#) **Date:** 17 June 2019

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## Schools should not take playtimes away as punishment

The Division of Educational and Child Psychology (DECP) has published a position paper in which it raises concerns over using loss of playtime as a means of punishment. It calls for Educational Psychologists to challenge this practice within casework and to advocate the importance of allowing children their fundamental right to play. The paper highlights the importance of unstructured play to children's physical, social, emotional and intellectual well-being and how recent reductions in time allocated to play in schools might impact on children's overall well-being.

**Source:** [Children's right to play \(PDF\)](#) **Date:** 14 June 2019

Further information: [BPS](#)

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## Young people, social media and mental health

Barnardo's has published a report looking at what children, young people and practitioners say about the impact of social media on mental health and wellbeing and the social media experiences of vulnerable children in the UK. Findings from 80 Barnardo's practitioners include: 79% said that

11-15 year olds that they work with have found cyberbullying impacted their mental health and wellbeing. Case studies and focus groups with children and young people found that those with additional life challenges are more susceptible to the negative impacts of social media as they are more likely to experience isolation from friends and family.

**Source:** [Barnardo's](#) **Date:** 13 June 2019

**Further information:** [Left to their own devices: young people, social media and mental health \(PDF\)](#)

[Guardian](#)

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## **Are we making a difference? Working together to improve outcomes for looked after and adopted children**

This conference, organised by Coram BAAF Health Group, takes place on 01 July 2019 in Birmingham.

**Source:** [CoramBAAF](#)

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## **Improving services and outcomes for people who self harm**

This conference, organised by Healthcare UK Conferences (HC-UK), takes place on 18 October 2019 in London.

**Source:** [HC-UK](#)