Oxfordshire Safeguarding Children Board

Safeguarding in Education Bulletin
Issue 23: November 2019

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

1. Welcome from the OSCB Chair

Dear all

It is once more my honour to introduce the latest edition of the Safeguarding in Education bulletin. As ever I hope you find it an interesting and informative read and my appreciation to Carole for the work that goes into making this such a comprehensive document.

Before talking about the work of the Board and some of the recent developments, I did want to use the opportunity of the bulletin to publicise and draw your attention to the Trans Toolkit. This document was actually developed some months ago now but following a challenge by a group of local parents it has undergone a comprehensive review. While this review retained much of the content and messages, it has led to improvements in language, structure and clarity. The Toolkit is intended as guidance to schools looking to support children and young people who identify as Trans. We realise this is a challenging area for schools and we hope the toolkit will be a useful document.

It has been a busy time for the Board since the last Newsletter, with the publication of the Child M Serious Case Review, the bedding in of the new arrangements and the publication of the Annual Report with its associated round of presentations to key committees. We now have our Multi-Agency Safeguarding Arrangements Executive in place made up of the Chief Executives of the County Council and CCG, as well as senior Police representation. The main Board has stayed much the same as before in terms of representation and the former Executive has become known as the Business Group.

At the last Board, we received the first draft of the Business Plan which will guide the work of the Board over the coming years. We also signed off a new OSCB logo as agreed by children and young people – there was a view that the previous one was perhaps a little child-like. We received a number of reports including: Safeguarding in Education, Private Fostering, Complex Cases, MAPPA and MARAC. All of these reports gave us both assurance about how these issues are being managed and addressed, and a sense of the challenges and difficulties they present. We are also working with the Adult Board to refresh how we deal with our Joint Priorities and we will be looking to discuss and agree our future approach at the coming joint Board in December.

For my part I am planning to follow up the days I have spent visiting Children's Services and Health Services earlier in the year, by spending a day with operational policing in early December. I am hoping that this will give me a taste of the work and challenges of our front-line police officers, as well as continue my aim of trying to narrow the gap between the Board and frontline services. It is very important to me that you feel the Board has your back as you undertake the challenging work with children that so many of you do.

If you have any questions about any aspect of this bulletin or the workings of the Board, feel free to get in touch with us.

Best wishes
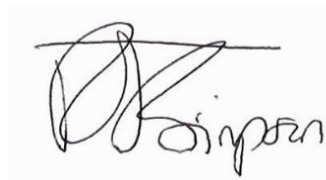
Chair of Oxfordshire Safeguarding Children Board

2. OSCB Business Unit Update

The OSCB aims to keep children in Oxfordshire as safe as possible by making sure everyone understands their roles and responsibilities regarding safeguarding through training, learning and local resources. The Business Unit supports the OSCB to do this.

Our **Business Unit** is funded through partnership contributions. There are six of us but only two of us are full-time. We sit next to the education safeguarding advice team on the 4th floor in county hall. The County Council is our main funder and accountable body but really everything we do is done in partnership with colleagues not just from social care, education and community safety but health, police, schools and the voluntary sector to name a few. Our chair is independent and from Barnardo's, which helps to ensure that the partnership has independent scrutiny and challenge. We are a small but established team, passionate about keeping children safe and committed to our work.

Over the last 12 months we have worked with the OSCB Chair, Richard Simpson, to **refresh the board structure**. We have kept the same name but now refer to 'three safeguarding partners'. This means that the OSCB has a new **executive group** comprising the county council chief executive, the chief officer from the clinical commissioning group and the assistant chief constable from the police. Our overall new safeguarding arrangements are outlined in the **Multi-Agency Safeguarding Arrangements Publication**.

To reflect this new set up OSCB **website** has been updated and now has a twitter feed and we have a new logo, chosen with the help of the children in care council. It was chosen because they felt that it looks like people united and feels inclusive in that the different colours represent diversity for them. We agreed with this and their conclusion that it is 'lively and stands out'.

Our role is varied as a team: we organise over 60 partnership meetings each year, keep 6 partnership reviews underway, organise training for over 6000 practitioners across the county each year and lead 3 learning events and an annual conference. We have developed safeguarding advice and guidance, which you can find on our website as well as the ten most frequent learning points from **serious case reviews**.

3. LADO and ESAT

Guidance and documents from the DfE

The Department for Education (DfE) has revised its statutory safeguarding guidance for schools and colleges. The new Keeping Children Safe in Education (DfE, 2019) document was effective from 2nd September 2019 - the 'information for all school and college staff guidance has also been updated'. There is a 'table of substantive changes' set out in Annex H in the new document.

From September 2020, there will be a statutory requirement for all primary schools to deliver Relationships Education and for all secondary schools to deliver Relationships and Sex Education. All

state-funded schools will be required to deliver Health Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019).

The DfE has published guides for parents of primary and secondary age pupils that schools can use to communicate with them on this topic: Understanding relationships and health education in your child's primary school: a guide for parents .

The DfE has published guidance for schools outlining how to ensure their pupils understand how to stay safe and behave online as part of forthcoming and existing curriculum requirements: Teaching online safety in school

Guidance updates

The following have all been updated over the Summer period are available on the **Schools Safeguarding webpage:**

Model Child Protection Policy - updated to reflect new documents and guidance – changes to the previous version are highlighted.

Generalist level training - updated and sent to all lead trainers

Visitors Information Document – available to amend and hand out to visitors

Peer on Peer Guidance – new guidance available

Transfer of files to new setting - It is a statutory requirement for the child protection file to 'follow the child' (KCSIE, 2019). When sending files for children who have moved from your school to a new setting, follow the guidance '**Transfer of Child Protection Records between educational settings'** and use the **Appendix A form** so the new (receiving) school can sign and return it to confirm receipt. Please also ensure that, where you have specific concerns about a child, the new school is made aware of this, in case they are not able to read all the CP files straight away. It is vital any new setting is made aware of concerns so they are able to safeguard effectively.

PREVENT

The National Autistic Society (NAS) has updated their safeguarding guidance to include radicalisation (see page 16 of the guidance) which can be found on their website. The DfE have worked with NAS to ensure this guidance is suitable for use in both schools and FE settings.

NSPCC Annual Report – How safe are our children?

The NSPCC has published its annual report, which this year provides an overview of data on child abuse online: NSPCC Learning: How safe are our children?

Learning and development opportunities

New dates for lead trainer and safer recruitment training been put on School's News:

22nd Jan: **Safer Recruitment** AM, UNIPART
                    Lead Trainer PM, UNIPART

24th Feb: **Safer Recruitment** AM, UNIPART
                 Safer Recruitment PM, UNIPART
23rd March: **Safer Recruitment** AM, UNIPART
                 Lead Trainer PM, UNIPART
DSL forums:
                 17th March 9.30am Brookside Primary
                 11th March 9.30am St Greg's
                 3rd March 9.30am Gems Primary, Didcot

Please email lado.safeguardingchildren@oxfordshire.gov.uk to book places

Annual report

This will be available the week beginning 6th December and links will be sent directly to headteachers.

4. MASH Education Representative

There were a number of recurring themes identified over the Summer holiday period including anonymous referrals, mental health concerns, contact enquiries, domestic violence reports and relationship breakdown between adolescents and their parents.

The MASH highlighted the challenges in gaining information from some schools over the Summer holiday period, from closure in July to reopening in September, and good practice examples of schools and settings which had provided information regarding their duty arrangements over the holiday period.

A big thank you also to all DSL colleagues in schools and settings for your support in gathering information requested of you. It is a pleasure talking and communicating with you and I hope to see you at the DSL Forums coming up, in person.

Changes to strategy discussions
From 11th November 2019, changes to the way that strategy discussions are held in Oxfordshire on new referrals where family are not currently open to Children's Social Care have come into effect. Please see http://schools.oxfordshire.gov.uk/cms/schoolsnews/strategy-meetings for further details.

As a result of these changes, I have been asked to gather information from schools for strategy meetings. This will mean that on some occasions I will be contacting you with **RED MASH** requests which will need an immediate response from school. It would be very helpful if you could let your team in the office know of this change, in case of any calls.

MASH Open Mornings
It's been great to have so many of you over in the MASH to come and see us. The dates for the coming months are as follows:

06/12/19   03/01/20   07/02/20   06/03/20   03/04/20

The open mornings run from about 9.30am for about an hour then there is time for questions and a tour of the MASH.

5. Complaints

Every school will, from time to time, have to deal with complaints from parents, school neighbours and others. It is in everyone's interest that complaints are resolved at the earliest possible stage.

Many issues can be resolved informally, without the need to follow formal procedures.

In accordance with Section 29(1) of the Education Act 2002, all maintained schools and maintained nursery schools must have and publish procedures to deal with all complaints relating to their school and to any community facilities or services that the school provides, for which there are no separate (statutory) procedures.

The Best Practice Guide for school complaints procedures 2019 was updated by The DfE on 28 March 2019 and Oxfordshire County Council offer specific training for governors. The Complaints Process sits within the Training & Development Programme and is designed for governors to:

- Improve awareness, understanding and confidence when dealing with school complaints
- Understand the statutory responsibilities and best practice concerning complaints
- Consider the practical use of the complaints policy in schools

The DfE have also published non-statutory model policies you may find helpful.

The duty to establish procedures for dealing with complaints lies with the governing body. If you choose to adopt these model policies, you must tailor them to your school.

6. Learner Engagement

NEW Lead for Learner Engagement

Clare Pike, who has worked in Oxfordshire as a teacher and leader in both primary and secondary settings since 2002, joined the Local Authority in August as Lead for Learner Engagement.

The Lead for Learner Engagement is available, in collaboration with other professional services, to support settings and families with complex cases where children and young people are disengaged within a learning context

The Lead for Learner Engagement's ongoing work to improve well-being, behaviours and school attendance across the county involves celebrating diversity, promoting respectful relationships, sharing quality inclusive practice and working restoratively with families, schools and associated services to better understand and remove barriers to learner engagement in Oxfordshire.

Subscribe to Schools News to avoid missing out on the Lead for Learner Engagement's monthly newsletter. To view previously published newsletters, go to: https://schools.oxfordshire.gov.uk/cms/content/anti-bullying

For more regular updates, follow the Lead for Learner Engagement on Twitter
@OCC_Be_Kind

To contact the Lead for Learner Engagement directly, email: clare.pike@oxfordshire.gov.uk
Upcoming training

Relationships Education, Relationships and Sex Education, and Health Education

The below course will be running for primary and secondary school colleagues in January:

Relationship Education, Relationships and Sex Education (RSE) and Health Education – Are you ready?

For more details on course content and how to book a place, click on the below link:
https://www.oxfordshireschoolscpd.org.uk/cpd/default.asp

If you have any good practice to share or would like to get in touch about RSE, contact:
clare.pike@oxfordshire.gov.uk

LGBT+ Conference 2020

The Learner Engagement Team intends to run a conference for school leaders and related professional service leads to raise awareness and share best practice when supporting LGBT+ and gender questioning/non-conforming children and young people. **The plan is that the conference will take place on Monday 3rd February (to launch LGBT History Month) at Unipart House**. To declare your interest in this event and tell us what you would like it to cover, click on the below link to complete our 1-minute survey. If there is sufficient interest, conference details and booking information will be published in the first week of December on Schools News, via the Oxfordshire Partners in Learning website and in the Lead for Learner Engagement's 'We All Matter' newsletter.

Click here to complete the 1-minute survey

---

7. Education One Minute Briefing

The attached One Minute Briefing on Education for Professionals Working with Children in Oxfordshire (not schools) has been produced to provide information and guidance on children and parents rights, school places and absences.

Please share it with non-education colleagues.

EHE MASTER One minute briefing May

8. Early Years
Updated Safeguarding Self-Assessment

If you haven't recently updated your Early Years Safeguarding Self-assessment take a look at the new version on our Early Years Toolkit (Key documents). Providers who receive Early Education Funding are required to complete this annually. It helps you keep up to date with changes in safeguarding legislation, ensure you are meeting the statutory requirements of the EYFS, develop a robust safeguarding culture within your setting, and is helpful evidence for Ofsted.

Ofsted

Ofsted have updated Inspecting Safeguarding in Early Years, Education and skills.
This is one of the documents Inspectors use when carrying out an inspection.
You will be asked to share CP files with the inspector and need to ensure they include:
- ✓ record of concern forms, with actions and outcomes
- ✓ records of any consultations with other agencies, including appropriate referrals
- ✓ information kept in chronological order and front-page chronologies
- ✓ evidence of conformation that transferred information has been received from new school/setting
- ✓ regular auditing by DSL / manager to ensure quality and consistency of recording and actions and outcomes

Inspectors will also check that staff and volunteers working with children and learners are carefully selected and vetted according to statutory requirements and once appointed, consideration is given to their ongoing suitability in order to prevent the opportunity for harm to children or learners or place them at risk. You can find a checklist on what to include in a personnel file and risk assessing where there may be missing information on our toolkit under the safer recruitment section.

Government guidance on managing cases of infectious diseases and winter preparedness

As winter approaches, it is important that staff are reminded and updated on important health considerations for the prevention of infectious diseases.

This document provides key messages on winter preparedness and this guide provides information about managing a range of common and important childhood infections in schools and settings. It is not intended to be used as a tool for diagnosing infectious disease but to help and direct staff about where and when to seek further advice. It advises the way to prevent and manage infectious disease in your setting is to:

- promote immunisation
- promptly exclude the unwell child or member of staff

- check that effective handwashing is being carried out routinely

Although England is a world leader in childhood vaccinations uptake has been slowly decreasing since 2012. This means that some children have missed out and may remain vulnerable to serious or even fatal infections that are vaccine-preventable.

Please share this information with parents and careers - Childhood vaccination – What you need to know . You can also find which immunisations should happen when here.

Cyber Security

Thames Valley Police have asked us to pass on information from the National Fraud Intelligence Bureau on mitigation advice regarding cyber security for sole traders and small businesses. Videos about cyber security from the National Cyber Security Centre can be also found here.

Teaching online safety

The government has published Teaching online safety in school The guidance emphasises the importance of teaching that is always age and developmentally appropriate. Ensure you are also familiar with the UK Council for Internet Safety online safety guidance for Early Years Settings published in February 2019.
UK Safer Internet have produced free online safety posters for children.

Early Help Assessments

Still feeling unsure about how to complete an Early Help Assessment (EHA) and how this fits into the wider picture of safeguarding children? Feel Like you need a refresher? LCSS deliver training at early years settings around the county on EHA. Please book through Step into training

Potty and Toilet training

Potty and toilet training is a big step for children — and their parents, requiring timing and patience. eric the children's bowel and bladder charity has produced guidance on potty training and FAQ's on supporting children to ensure pupils with continence problems are fully supported when starting school. The Oxfordshire Health Visiting webpage also has some helpful information.

Complaints policy – making parents aware

It is an EYFS statutory requirement that providers have a written procedure for dealing with concerns and complaints from parents and/or carers. You must keep a written record of any complaints, and their outcome. Childminders are not required to have a written procedure

for handling complaints, but they must keep a record of any complaints they receive and their outcome. All providers must investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. The record of complaints must be made available to Ofsted or the relevant childminder agency on request. Providers must make available to parents and/or carers details about how to contact Ofsted or the childminder agency with which the provider is registered as appropriate, if they believe the provider is not meeting the EYFS requirements.

Please make sure that parents are clear they need to follow your policy should they have a concern.

Ofsted have also produced a video on What happens if someone complains about me?

Mental Health Through Movement, Physical Activity Guidelines and Child Mental Health Charter

Getting children moving can kick-start a solution to the children's mental health crisis according to the APPG on A Fit and Healthy Childhood. APPG Chair, Steve McCabe MP said: 'Nobody nowadays will deny that a crisis in children's mental health exists. We're saying that getting children moving is an obvious part of the solution'.

The report celebrates the many ways that movement in all its many forms, is being realised and highlights the relationship between movement and positive mental health is absolutely crucial but is often ignored.

New physical activity guidelines issued by UK Chief Medical Officers presents guidelines for different age groups, covering the volume, duration, frequency and type of physical activity required to achieve health benefits.

You can also read about and sign up to the Child Mental Health Charter here.

9. Safeguarding Children at Risk of Exploitation

A series of briefings took place in July and September to raise awareness of the new Child Exploitation Screening Tool and Pathway which sets out the partnership response to safeguard children at risk. Briefings were attended by 192 practitioners across the children's workforce and the new screening tool and pathway document can be downloaded from the OSCB Website **Multi-Agency Toolkit** page.

The network meetings took place on the following dates:
•   South: 19th November at UTC from 0930-1130
•   West: 25th November at Witney Children and Family Centre from 12noon
•   North: 26th November at Banbury Children and Family Centre from 1230
•   Central: 27th November at Knights Court from 1200-1330

The next meeting dates are as follows:

   • South: 14th Jan 2020 at 9:30am – UTC Oxfordshire
                         11th Feb 2020 at 9:30am – location tbc
                         24th Mar 2020 at 9:30am – location tbc

- West: date to be confirmed
- North: 4th Feb 2020 at 12.30pm at Banbury Children & Family Centre
- Central: 8th Jan 2020 at 12:00pm at Knights Court, Room 2
                19th February – 12:00pm at Knights Court, Room 2

10.   Safety Programmes in Schools

Safety programmes on offer to schools across Oxfordshire

The Safeguarding Children Board is mapping safety programmes on offer to schools across the county. This includes projects such as the Safer Together Programme, the Safeguarding children in Banbury project, The Safety Effect programme and the Junior Citizens programme. We are trying to gain an overview of what is available by year group so we can create an online list / resource base. If you know of any programmes please email in to the board so that we can add it to our directory. We are looking at what is on offer, where there are overlaps and what gaps there may be. Email us at: oscb@oxfordshire.gov.uk

11.   Trans Toolkit

The Trans Inclusion Toolkit for Schools and Education Settings has recently undergone a thorough review and an updated 2019 version is now available on the Multi-Agency Toolkit page of the OSCB website.

12.   OSCB Training update

At the Safeguarding in Education subgroup in June 2019 OSCB good practice guidance was requested on the provision of safeguarding training for early years settings and governors.

This guidance has been added to the OSCB website Training Pages under **OSCB Courses, Core Courses for Early Years, Childminders and Play Workers.**

Upcoming courses

Course	Date & Time	Venue
Complex Trauma and Lost Identities – Finding Our Way Together	Mon 2 Dec (1000-1630)	Unipart
Early Help Assessment -1/2 Day Training	Wed 11 Dec (09.30 - 13.00)	Barton C &F Centre
Early Help Assessment -1/2 Day Training	Mon 16 Dec (09.30 - 13.00)	Didcot C & F Centre
Early Help Assessment -1/2 Day Training	Tues 17 Dec (9:30 - 13:15)	Barton C & F Centre
Early Help Assessment -1/2 Day Training	Fri 10 Jan (09:30 - 13:15)	Barton C & F Centre
Restorative Practice: An Introduction	Fri 10 Jan (09:30 - 16:30)	Unipart
Designated Safeguarding Lead	Fri 17 Jan (9:30 - 13:00)	County Hall
Restorative Practice: An Introduction	Fri 17 Jan (09:30 - 16:30)	Unipart

Designated Safeguarding Lead	Tues 21 Jan (9:30 - 13:00)	County Hall
Early Help Assessment -1/2 Day Training	Tues 21 Jan (09.30 - 13.00)	Bicester C & F Centre
Restorative Practice: An Introduction	Thurs 23 Jan (09:30 - 16:30)	Unipart
Designated Safeguarding Lead	Fri 24 Jan (9:30 - 13:00)	County Hall
Early Help Assessment -1/2 Day Training	Mon 27 Jan (09.30 - 13.00)	Didcot C & F Centre
Restorative Practice: An Introduction	Fri 31 Jan (09:30 – 13:00)	Unipart

Please visit our website @ https://www.oscb.org.uk/ to book your place

13.   OSCB Learning and Improvement

OSCB Annual Conference 12th March 2019/20

The theme of this year's annual conference is 'the Voice of the Child' and the OSCB are delighted to announce award winning poet, playwright, author and broadcaster Lemn Sissay MBE as keynote speaker for the event.

Lemn was awarded an MBE for services to literature and along with Chimamanda Ngoze Adichie and Margaret Atwood, won a Pen Pinter Prize in 2019. He was the first poet commissioned to write for the London Olympics and poet of the FA Cup. Lemn's recently released memoir 'My Name Is Why' was a Sunday Times number one bestseller and his Channel 4 Documentary Superkids: Breaking Away from Care was BAFTA nominated. He started The Christmas Dinners Project for care leavers in Manchester in 2012 which now take place throughout the UK.

The conference will also hear from youth ambassadors from the Sexual Violence and Exploitation Network and the Children in Care Council. Keep an eye on our website news and Twitter feeds for updates on other speakers in the next month.

14.   Useful information

Child on Child Sexual Violence and Harrassment
Part 5 of the new **Keeping Children Safe in Education (KCSIE) 2019** covers guidance on managing reports of child on child sexual violence and sexual harassment in schools and colleges.
Many schools and colleges get their safeguarding information from their local authority and work closely with them when cases arise. Please cascade this information to those in your local authority who have safeguarding responsibilities and work with schools and colleges.

- Nothing is more important than safeguarding and promoting children's welfare.
- Children can sexually abuse other children and it doesn't only happen in secondary schools; it can take place in primary schools too.
- Child on child sexual violence and sexual harassment exists in many forms, from calling someone sexualised names, flicking bra straps, lifting up skirts, grabbing bottoms, breasts and genitalia to sexual assault and rape.
- Sexual violence and sexual harassment can happen online and offline (and in many cases there will be an element of both).
- Schools and colleges need to know how to identify it, manage reports and support all parties involved.

- It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Sexual violence and sexual harassment are not acceptable, should never be tolerated and should never be seen as an inevitable part of growing up.
- Everyone who comes into contact with children has a role to play in protecting them.

Sexual violence and sexual harassment between children in schools and colleges contains detailed advice to support schools and colleges understand, prevent and respond to reports of child on child sexual violence and sexual harassment and how and when to refer cases.

'Was not brought toolkit' Dentists
The British Dental Association has launched a new toolkit to support the safeguarding of children and young people who miss appointments.

Representing a break from the 'did not attend' pathway, the new approach which was first developed by community dentistry professionals at Charles Clifford Dental Services, Sheffield Teaching Hospitals NHS Foundation Trust, recognises that children do not 'call the shots' on whether they attend appointments. The 'was not brought' pathway, 'WNB-CYP', was published in the British Dental Journal and is now available for all dentists and teams to use via the BDA website.

The toolkit is a step-by-step guide to managing the pathway in dental practices. It offers a flowchart for action and downloadable template letters to help the team follow a standardised approach which will keep young patients safe. It will help practices to identify at each stage of the process, which other healthcare professionals they need to communicate and share information with if they are worried about patients facing dental neglect.

Ministry of Justice publish, County Lines: Practice Guidance for YOTs and frontline practitioners
The Ministry of Justice has recently published a report entitled **'County Lines Exploitation: Practice Guidance for YOTs and frontline practitioners.**' Whilst not statutory guidance, this publication promotes 3 referral pathways that are considered best practice and if followed, will increase national consistency, improve the response to county lines and the safeguarding of those children exploited through such.

The report stresses that in order to safeguard children involved in county lines, it is critical to identify them as exploited victims before seeing them as offenders. However, it is clear that as county lines evolves it becomes increasingly difficult to differentiate.

The Ministry of Justice emphasizes the need for better communication and increased information sharing. Inconsistent and poor communication coupled with a lack of effective multi-agency working will always result in an insufficient response to tackling the problem at hand. Tackling county lines presents a national challenge as its growth is partially down to agencies failing to work collaboratively across boundaries.

Money Mules

Thames Valley Police have written to parents asking for help to warn young people about the dangers and consequences of becoming a money mule, as follows:

"We have identified a significant increase in instances of this nature and many young people across the Thames Valley Police area may be vulnerable to being drawn into this criminality.

What is a money mule?

A money mule is someone who transfers stolen money through their own bank account on behalf of someone else and is paid for doing so.

Criminals need money mules to launder the profits of their crimes.

Young people are increasingly being targeted to become money mules. They are approached online or in person, including through social media, at school, college or sports clubs. Sometimes people they know persuade them to take part, often because they are also acting as money mules.

Mules will usually be unaware of where the money comes from – commonly fraud and scams – and that it can go on to fund crimes such as drug dealing and people trafficking.

Being a money mule is illegal.

When someone is caught, their bank account will be closed, and they will have problems getting student loans, mobile phone contracts and credit in the future. They could even face arrest for money laundering which carries a maximum sentence of 14 years in prison.

What to look out for

Tell-tale signs that someone might be involved could be them suddenly having extra cash, buying expensive new clothes or top-of-the-range mobile phones and gadgets with very little explanation as to how they got the money. They may also become more secretive, withdrawn or appear stressed.

You and your child can learn more and get advice by visiting http://www.moneymules.co.uK

If you are worried that someone close to you might be caught up in money muling, you can contact Crimestoppers anonymously on 0800 555 111.

Please do not attempt to contact any individual you suspect of organising money muling".

Childnet Launch PHSE Toolkit
Childnet has launched a new PSHE toolkit to help secondary school teachers talk to 11-14-year-olds about pornography, healthy relationships and body image online. The toolkit includes lesson plan guidance, activities and films for each topic

BBC Education Campaign
BBC Education has developed a campaign aimed at helping children transition from primary school to secondary school. The campaign is a result of research which highlights that when there are problems it affects not only children's happiness and mental health but also how they perform at school. You can find full background information here and find the range of content on offer for students, parents and teachers here

Online safety posters
The UK Safer Internet Centre has produced free classroom A3 posters to download to promote online safety. There are posters aimed at children aged 3-6, 6-10 and 11 and over.

The NSPCC has produced a useful video to teach professionals how to Let children know you're listening This has been included in the updated Level 2 training Keeping Children Safe in Education' presentation

15. National Updates

What is the underwear rule?

The NSPCC has released a new episode of its child protection podcast series. The episode focuses on PANTS, an awareness raising and behaviour changing campaign that provides parents and professionals with the tools to have age-appropriate conversations with children about sexual abuse. The podcast discusses: how the campaign has evolved since it was launched in 2012; how PANTS is used in nurseries and schools; how the NSPCC works with communities, parents and professionals to raise awareness of the campaign; and what children think of PANTS and Pantosaurus the friendly dinosaur.

Listen to the podcast: What is the underwear rule?

See also on NSPCC Learning
> PANTS resources for schools and teachers

Promoting healthy relationships

NSPCC Learning has published a new webpage on promoting healthy relationships in education settings.The website includes tips on ways to promote healthy relationships in the early years, with 5-11-year-olds and 12-18-year-olds as well as with children and young people with special educational needs and disabilities (SEND).

Visit the webpage: Promoting healthy relationships

See also on NSPCC Learning
> Healthy and unhealthy relationships

Protecting children from child sexual abuse

The NSPCC has published a report examining the views of parents and carers of disabled children and young people on how keep them safe from child sexual abuse. Findings from a review of research as well as interviews and discussion groups with 30 parents and carers of children and young people with disabilities include: schools and other service providers should work in partnership with parents to ensure that disabled children receive consistent, accessible information on safe touch, choice and control, puberty, sex, relationships and abuse, and knowing how to let others know when they feel unsafe. Alongside the report NSPCC Learning has updated the website content on Safeguarding d/Deaf and disabled children and young people.

Read the news story: Protecting disabled children from sexual abuse
Read the report: Parents' and carers' views on how we can work together to prevent the sexual abuse of disabled children (PDF)
Listen to a podcast discussing the report: Preventing the sexual abuse of disabled children

See also on NSPCC Learning
> NSPCC Learning: Safeguarding d/Deaf and disabled children and young people

Bullying and cyberbullying

The Anti-Bullying Alliance has published a report looking at children's and young people's experiences of face to face and online bullying. Findings from a survey of more than 1,000 11 to 16-year-olds include: 24% said they have been bullied once a week or more during the last six months; 11% said they have missed school due to bullying and 19% have avoided social media and online gaming because of bullying. A literature review into how to address bullying in school and online was carried out as part of the research.

Read the news story: Change starts with us: Anti-Bullying Week report
Read the report: Change starts with us (PDF)

See also on NSPCC Learning
> Protecting children from bullying and cyberbullying

Bullying survey

Ditch the Label has published its annual bullying survey for 2019. Findings from a survey of 2,347 children and young people aged 12-20 across the UK include: 22% said they were bullied in the past 12 months and the most common type of bullying was verbal, with cyberbullying the least common. Of those bullied: 62% were bullied by a classmate and 37% by someone at school they did not know; 33% said that they had suicidal thoughts, while 41% were left feeling anxious after being bullied.

Read the news story: The annual bullying survey 2019
Read the report: The annual bullying survey 2019

UK Children's Commissioners' review

The Children's Commissioners for England, Northern Ireland, Scotland and Wales have published a review assessing how the UK Government and devolved administrations have progressed towards giving every child the opportunities and protections enshrined in The United Nations Committee on the Rights of the Child (UNCRC) since the last review in 2016. Positive developments include: proposals in England and Wales to introduce new guidance to support families and uphold children's rights when educated at home; and new guidance on reducing restraint in special schools in England and in a range of settings in Wales.

Read the news story: UK Children's Commissioners' UNCRC mid-term review
Read the report: UK Children's Commissioners' UNCRC mid-term review (PDF)

Contextual safeguarding

Children & Young People Now has published an overview of a debate, held on 24 September 2019, where local authority leaders discussed how they were using contextual safeguarding approaches to improve young people's safety outside the home. Topics discussed include: schools, community interventions, youth work and housing, digital safeguarding and information sharing.

Read the news story: The contextual safeguarding debate

See also on NSPCC Learning
> Contextual safeguarding: what is it and why does it matter?

Knife crime

The All-Party Parliamentary Group (APPG) on Knife Crime has published a report following an inquiry looking at the role school exclusions may be playing in exacerbating the increase in knife crime and what can be done to support vulnerable young people. Recommendations include: school rankings and results must take account of all pupils, including those they exclude; excluded children and young people must have access to the full-time education they are legally entitled to and schools must be recognised for the central role they play in a multi-agency response to keeping children safe.

Read the news story: Reform school exclusions to reduce knife crime, parliamentary report urges
Read the report: Back to school? Breaking the link between school exclusions and knife crime (PDF)

Children and young people's mental health at school

The Children and Young People's Mental Health Coalition and Centre for Mental Health have published a report looking at approaches to children's and young people's mental health and wellbeing in educational settings in the UK. Recommendations include: education departments should commission a review of the impact of the exam system and the 'teach to test' culture on the mental health of young people; and education inspectorates in all four nations should look beyond attainment and overall performance and instead assess schools on their efforts to promote pupils' wellbeing and development.

Read the news story: Making the grade: how education shapes young people's mental health
Read the report: Making the grade: how education shapes young people's mental health (PDF)

Special educational needs and disabilities

The House of Commons Education Committee has published a report on children and young people with special educational needs and disabilities (SEND) following an 18-month inquiry into Government reforms aimed at placing children and young people at the heart of the SEND system. Recommendations include: a more rigorous inspection framework for local authorities, with a greater focus on SEND in school inspections; a direct line for parents and schools to appeal directly to the Department for Education where local authorities appear not to be complying with the law; powers for the Local Government and Social Care Ombudsman to investigate complaints about schools; and the development of more employment and training opportunities for young people over the age of 16..

Read the news story: Government's special educational needs reforms failing young people and parents, say MPs
Read the report: Special educational needs and disabilities: first report of session 2019–2020 (PDF)

Preventing serious violence: a multi-agency approach

Public Health England has published guidance outlining the whole system multi-agency approach to preventing serious violence outlined in the 2018 Serious Violence Strategy. The guidance provides principles and actions for local areas to use and is intended to stimulate local action through engagement with a range of partners including: children's services and education; local academy head teachers and education networks; and local safeguarding children boards.

Read the news story: Preventing serious violence: a multi-agency approach
Read the guidance: A whole-system multi-agency approach to serious violence prevention: a resource for local system leaders in England (PDF)

County lines

The National Police Chiefs' Council (NPCC) has released figures following a week of law enforcement activity targeting county lines across the UK between 7 and 13 October 2019. Figures from the week, co-ordinated by the National County Lines Coordination Centre (NCLCC), include: 292 children were safeguarded and 49 deal lines disrupted.

Read the news story: Record numbers arrested and hundreds of children protected as county lines drug networks targeted

Engaging parents with relationships education policy

The Department for Education (DfE) has published a guide for primary headteachers in England about parental engagement in their school's Relationships Education policy, prior to Relationships Education becoming compulsory for all schools in September 2020. The DfE has also published guidance on primary school disruption over LGBT teaching and relationships education

Read the summary: Engaging parents with relationships education policy
Download the guide: Parental engagement on relationships education (PDF)
Read additional guidance: Primary school disruption over LGBT teaching/relationships education

Relationships, sex and health education: guides for parents

The Department for Education (DfE) has published new translations of guides for parents of primary and secondary age pupils that schools can use to communicate with them about teaching relationships and health education to include Arabic, Somali and Urdu translations.

Read the news story: Relationships, sex and health education: guides for parents

Home education

Ofsted has published a report looking at reasons why children and young people leave secondary school to be home-educated. Findings from a study of seven local authorities in the East Midlands show that: special educational needs, medical, behavioural or other well-being needs were the main reasons behind such a move for parents and their children. Recommendations include: the Department for Education (DfE) should consider the extent to which current legislation and guidance considers children and young people's views during decisions to home-educate; and schools and local authorities should develop clear processes for working together once they know a parent's intention to home-educate.

Read the press release: Home education: a choice or last resort?
Read the report: Exploring moving to home education in secondary schools (PDF)

Unexplained pupil exits from schools

The Education Policy Institute (EPI) has published a report looking at unexplained pupil exits from schools in England. Figures show that:10.1% of secondary school pupils in the 2017 cohort experienced exits at some point during their time at secondary school that cannot be accounted for; and vulnerable pupils were more likely to have experienced an unexplained exit than their peers.

Read the news story: Unexplained pupil exits from schools: Further analysis and data by multi-academy trust and local authority
Read the report: Unexplained pupil exits from schools: Further analysis and data by multi-academy trust and local authority (PDF)

Body image

Plan International UK has released findings from a survey of 1,004 14-21 year-old girls and young women in the UK asking about body image. Findings include: 17% reported missing school or work in the last year due to worries about their appearance; and 69% said they have avoided at least one social, school or work activity in the past 12 months due to body image concerns.

Read the news story: One in six girls miss school or work due to worries about their appearance, new survey finds

Hate crime

The Welsh Government has announced a hate crime in schools scheme to help school children in Wales and their teachers learn to better identify and respond to hate speech and misinformation.

Read the press release: Engaging young people early key to creating cohesive communities

Online safety: internet filtering

The UK Safer Internet Centre has published a blog about Test Filtering, a new utility created by the South West Grid for Learning (SWGfL), to help UK schools check if their filtering lists incorporate blocks to illegal online content such as child sexual abuse content and unlawful terrorist content.

Read the blog: Does your Internet filtering make the grade?

Child wellbeing

The Department for Education (DfE) has published a report looking at the wellbeing of children and young people in England including happiness with school. Findings include: 75.8% of children were relatively happy with their school, and 79.04% were relatively happy with their school work, and happiness with school decreased over age whilst happiness with school work remained stable.

Read the summary: State of the nation 2019: children and young people's wellbeing
Download the report: State of the nation 2019: children and young people's wellbeing research report (PDF)

Independent review of Prevent: consultation

The Home Office has launched a call for evidence for the independent review of Prevent to be carried out by Lord Carlile. Evidence is sought from a broad range of opinions, expertise and experience including schools and higher education institutions in England, Scotland and Wales. The consultation closes on 09 December 2019

Read the news story: Independent review of Prevent: call for evidence

Managing allegations of abuse training

This advanced face-to-face training course for managers and supervisors in England, organised by the NSPCC, will give you the skills you need to manage allegations of abuse made against staff or volunteers. The one day course takes place on 29 January 2020 in London.

More information: NSPCC Learning: Managing allegations of abuse training

Children's manifesto

The Children's Commissioner for England has published a manifesto for children calling on political parties to include a six-point plan in any upcoming election manifestos to transform the life chances for children in England. The six pledges include: a child and adolescent mental health service (CAMHS) counsellor in every school; adequate funding for Special Educational Needs and Disabilities (SEND) and police officers and youth workers in schools.

Read the news story: Children's manifesto calls on political parties to back six pledges to transform life chances for all kids
Read the manifesto: Guess how much we love you: why politicians urgently need to help our children (PDF)

Safer Internet Day 2020

Safer Internet Day will be take place on 11 February 2020 with the theme: together for a better internet.

Read the news story: Save the date: Safer Internet Day 2020