

# Oxfordshire Safeguarding Children Board

## Safeguarding in Education Bulletin

Issue 24: April 2020



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

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## 1. Welcome from the OSCB Chair

Dear all

As ever it is my honour and privilege to introduce you to the Spring Edition of the Safeguarding (in Education) Bulletin. However, this is the most difficult context that I have ever had to write the introduction and, may be, the hardest context I will ever write the introduction in.



I do want to make some comments regarding the Coronavirus, but I would like to firstly comment on some other matters. It seems a long time ago, but we had a very successful conference on 12th March regarding Voice of the Child. I am indebted to the OSCB Team, and Carole and Kay in particular, for putting together such a great programme, securing Lemn Sissay as keynote speaker, but most of all for just how many children and young people we heard from and were actively involved in the Conference.

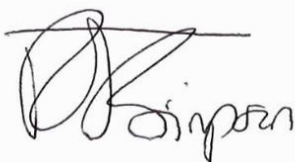
We also recently had the annual challenge day for those organisations who complete the Safeguarding Self-Assessment. Once again, we were impressed by the preparation and evidence organisations were able to provide, as well as their openness to challenge.

In terms of Coronavirus, can I firstly acknowledge the massive impact that it is having on you out there. This impact is not just in your work, where you will all be working differently and working hard to maintain as many of the protective and supportive services you all provide, but also in your personal lives. I never lose sight that in addition to the job that you do you are also spouses and partners, parents, grandparents, aunts and uncles, sons and daughters, brothers and sisters of others, many of which you will not be seeing right now and many of which you will be worried and concerned about. I want you to know that you are in my thoughts, in both your work and domestic contexts.

I have been so impressed at the speed in which the agencies have responded to the current crisis, be that coming up with innovative ways of providing training, ways to undertake Child Protection Conferences virtually and to plan for the multi-faceted medical care that we will need to provide. Obviously, it is vital that in providing these critical services, we all play our part in the reduction of the spread of the virus and I would urge you all to take personal responsibility for playing your part in this national initiative.

I will close by wishing you all well, urge you to keep yourselves and others safe.

Best wishes



Chair of Oxfordshire Safeguarding Children Board

## 2. OSCB Business Unit Update

The current outbreak of coronavirus (COVID-19) presents new challenges for everyone working with children, young people and families. We are looking at how we can best support you in your work during this time. We will be regularly highlighting helpful information and resources through our website and Twitter account as the situation progresses, please keep an eye out for news and Tweets at [www.oscb.org.uk](http://www.oscb.org.uk)

### Training update

The Oxfordshire Safeguarding Children Board have now postponed all face to face training courses due to the current Coronavirus situation.

As a Board, we understand that this may lead to a situation where practitioners, paid or unpaid, working with children and young people are without the necessary training that is needed to adhere to national and local requirements to continue to have face to face contact with children and young people.

The OSCB is therefore providing the guidance below as a temporary measure in these extraordinary circumstances. This guidance will be in place for the Generalist, Advanced and Designated Safeguarding Lead (DSL) mandatory courses only until face to face core safeguarding training is again being provided.

[Temporary Guidance on training requirements](#)

## 3. LADO and ESAT

### **DfE Communication on Coronavirus (COVID-19): safeguarding in schools, colleges and other providers**

This guidance is relevant to all schools, whether maintained, non-maintained or independent (including academies, academy trusts, free schools and alternative provision academies), maintained nursery schools and pupil referral units.

[Covid-19 Safeguarding in Schools, Colleges and Other Providers](#)

Please see the amended [School Safeguarding and Child Protection Policy](#) setting out arrangements for safeguarding and child protection during the COVID-19 pandemic.

The team have also produced the following guidance on [Virtual Lessons Covid-19](#) with advice on online safety and practice considerations.

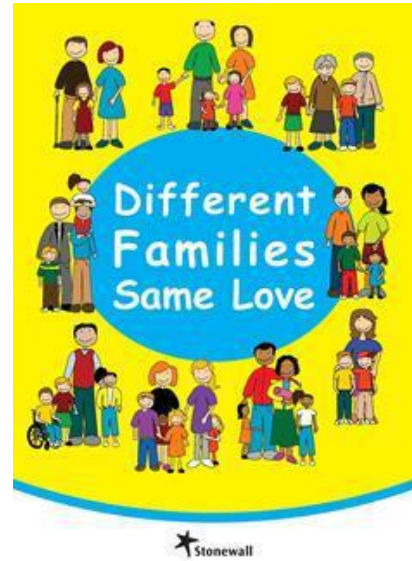
## 4. Learner Engagement

### International Day of the Family

International Day of the Family, which takes place on Friday 15th May, is a chance to celebrate different families.

Covid-19 has really highlighted the importance of family and friends and working together during times of challenge.

To support children who are being educated in school and at home, Stonewall have created a [NEW Home Learning Hub](#). One unit of work which has been adapted for children attending primary, secondary and special schools is entitled 'Different Families'. So that children can access and engage with this excellent and inclusive resource for all families, share the link below with teachers and parents/carers: [Different Families: Home learning pack](#)



### Useful resources

[Click here](#) to view a summarised list of available resources compiled by the OXSIT and School Improvement Team and shared via Schools News on 20th March.

### Safeguarding Distance Learners – Cyberbullying and E-Safety

For information and support for parents/carers on keeping children safe and developing their understanding of respectful online relationships amid increased online activity, visit the following websites:

- [Anti-Bullying Alliance](#)
- [Bullying UK](#)
- [Internetmatters.org](#)
- [Kidscape](#)
- [National Bullying Helpline](#)
- [NSPCC](#)
- [Oxfordshire County Council](#)
- [UK Safer Internet Centre](#)

For information and support for young people on keeping safe amid increased online activity, visit the following websites:

- [Anti-Bullying Alliance](#)
- [CEOP Thinkuknow](#)
- [Childline](#)
- [Kidscape](#)
- UK Safer Internet Centre [3-11yrs](#) [11-18yrs](#)

Please share the above links with teachers, parents/carers and children (where possible).

The latest edition of We All Matter is now available on [Schools News](#).

## 5. Advocacy Services

### NYAS (National Youth Advocacy Service)



NYAS aims to ensure that the voice of children and young people can be heard in all matters affecting them. We provide the following services to Young People within Oxfordshire:

- Advocacy for children in care and those in need – including children subject to child protection plans, care leavers, children and young people with disabilities.
- The provision of independent visitors for children in care.

Young People can contact the free phone helpline directly or professionals can do so on their behalf. There is no age restriction for Young People to access the service.

If a professional wants to make a referral directly, this can also be done via the online Professional Referral form on the front page of the NYAS website.

#### Contact Details

Telephone: **0808 808 1001** (Freephone helpline)

Website: [www.nyas.net](http://www.nyas.net)

E mail: [help@nyas.net](mailto:help@nyas.net)

Address: **NYAS Head Office, Tower House, 1 Tower Road, Birkenhead, Wirral, CH41 1FF**

#### Looked After Minds campaign

NYAS' Looked After Minds campaign is calling for the Governments of England and Wales to take urgent action to protect the mental health and well-being of care experienced children and young people. We need to move away from a mental health system that requires its Patients to be in crisis, towards one that is truly proactive: advocating on behalf of care experienced children and young people; supporting them through crucial times such as entering adulthood; addressing trauma at the earliest opportunity; and striving for childhoods that are full of positive experiences and love.

Mental health services and support in the UK must cope with pressures, overcome obstacles and meet real needs, but always in a way that preserves our commitment as a country to children's rights. That is the basis of the principles set out in the Looked After Minds campaign. To find out more about our campaign visit [www.nyas.net/campaigns/looked after minds](http://www.nyas.net/campaigns/looked-after-minds)

#### Can you or someone you know help?

NYAS are currently recruiting **Volunteer Independent Visitors** within Oxfordshire for children and young people within the looked after system. Please visit our website

[www.nyas.net/volunteering](http://www.nyas.net/volunteering) for further information and application packs.



POhWER works in partnership with NYAS to deliver the Oxfordshire Advocacy Hub, delivering a range of statutory and non-statutory advocacy services to the residents of Oxfordshire. We support vulnerable adults to speak up and be heard.

Our services include:

- Independent Mental Capacity Advocacy (IMCA) including Deprivation of Liberty Safeguards (DoLS) and Relevant Person's Paid Representative Service (RPPR)
- Independent Mental Health Advocacy (IMHA) including an IMHA Prisoners service supporting prisoners with issues around their mental health and associated care and treatment within HMP Bullingdon and HMP Huntercombe
- Independent Care Act Advocacy
- NHS Complaints Advocacy
- Community Advocacy

To make a referral to the advocacy services in Oxfordshire, you can download the forms from our website: <https://www.pohwer.net/oxfordshire>

For more information please can contact us on 0300 200 0082 or email [oxfordshireadvocacyhub@pohwer.net](mailto:oxfordshireadvocacyhub@pohwer.net)

## 6. Young People's Supported Accommodation Services

A wide-scale service review was conducted, which included feedback from over 240 stakeholders, to help us understand what we need to do to strengthen our Young People's Supported Housing Services. This helped us to better understand how the whole of the pathway is working for our accommodated young people aged 16-24 years, across both commissioned and in-house services, as well as the interface with the Adult Homeless Pathway.

We are going to make significant changes to the way we deliver our Services and so we have asked existing commissioned Providers to continue until 30 September 2020, to give us the time we need to make these changes. The new Services will be called Young People's Supported Accommodation (YPSA) Services. We will also be doing a lot more work to educate young people in schools/colleges about their housing options and manage their expectations, as well as more intensive work with families to keep them at home (where safe).

### 16 and 17 years Old and Unaccompanied Asylum-Seeking Children

We will deliver supported accommodation services in-house for those aged 16 and 17 years and Unaccompanied asylum-seeking young people (UASC), through expanding our Residential and Edge of Care Service (REoC). This will allow us to provide intensive, targeted support to support young people to reconnect them with their families (where it is safe),

develop independent living skills and access and maintain employment, education or training.

We will be looking for smaller properties of no more than 4 units, to accommodate these young people so that they gain experience of living in shared accommodation. We will have some emergency beds specifically for this age group where there is family breakdown and we need to work to resolve short term issues. We will continue to have our two Move On Homes within REoC which will be prioritised for young people who have been in a residential children's home or moving back into Oxfordshire from an out of county placement and there will also be the Supported Lodgings Scheme which offers accommodation in a smaller/family environment.

### **18+ young people, Parents and Out of County Provision**

We will continue to commission services for young people aged 18+, young parents and out of county provision (for young people who cannot live safely in Oxon) and we will be looking for services to be delivered from smaller properties of no more than 4 units (excluding parents provision which can be delivered through larger properties). There will be more intensive support provided for young people whilst they are in these services, with onward outreach support once they have moved out of services. There will be shared and single provision, with the single provision for those young people where it is unsafe for them to live with others. There will be some emergency beds specifically for this age group. The in-house Supported Lodgings Scheme can also be used for young people aged 18-24 years.

### **Next Steps**

We will phase in new services that are being provided in-house by REoC from summer 2020 if properties are available for use and staff are in post. Contracts for the commissioned services will be awarded to providers in March/April 2020 and services will start on 1 October 2020. Eligibility criteria and referral via OCC's Brokerage (Placements) team remains the same.

For background information about this work and details of our progress please visit: <https://consultations.oxfordshire.gov.uk/consult.ti/YPSHP/consultationHome>

## **7. OSCB Learning and Improvement**

### **OSCB Annual Conference: Understanding My World**



On 12<sup>th</sup> March we welcomed around 200 practitioners, children and young people to the Kings Centre for our annual conference focused on hearing children's voices to better understand their lived experience.

The event was opened by Autumn Walsh from the Children in Care Council (CiCC) and Voice of Oxfordshire Youth (VOXY), who read her powerful poem titled 'Everything Happens for a Reason', in which Autumn reflects on her experiences, challenges and strengths.

Attendees heard from children and young people from CiCC and VOXY, Children Heard and Seen and Step Out Safer Together Youth Ambassadors, along with speakers from Children's Social Care, Autism Family Support, Mind of My Own, the Clinical Commissioning Group, Thames Valley Police, Youth Justice Service and keynote speaker Lemn Sissay.

All those who attended should now have received an evaluation form to complete. The OSCB will be collating these and in due course will send out the slides from the day. If you attended but have not yet received the evaluation form, please contact [Carole.Kinnell@Oxfordshire.gov.uk](mailto:Carole.Kinnell@Oxfordshire.gov.uk)

A huge thank you to all the incredible children and young people who joined us, for their openness, honesty and for challenging us all. Thanks also to our practitioner speakers, to Lemn Sissay, our board members and training pool that facilitated discussion and activities, and to all of those who attended, engaged and shared their knowledge and experience with colleagues from across agencies on their tables. The success of the conference is down to you all and we hope to see you all at next year's conference.

## **8. Useful information**

### **Education FAQ's**

In these fast moving and uncertain times, Oxfordshire County Council has compiled a list of frequently asked questions to support your tremendous efforts in keeping children safe and learning as far as possible, [Covid- 19 FAQ Schools](#)

### **Complexity and challenge: a triennial analysis of SCRs 2014-2017 - Final report**

This research report analyses 368 serious case reviews (SCRs) relating to incidents from April 2014 to March 2017 with findings for professionals working with children and families. Local safeguarding children boards (LSCBs) conduct SCRs every time child abuse or neglect is known or suspected and either:

- a child dies
- a child is seriously harmed, and there are concerns about how organisations or professionals worked together to protect the child

LSCBs are responsible for improving the overall wellbeing of children in their local-authority area. They include representatives from children's services, police, district councils and NHS trusts.



Using the study, Research in Practice have produced an online briefing for the Education sector, [Triennial analysis of serious case reviews education sector Mar 2020](#)

### Safeguarding Children from FGM and Forced Marriage

Oxford Against Cutting are offering training for schools on FGM and forced marriage via online webinars. Please see the flyer below for further information and booking;



**OxfordAgainstCutting**  
ProtectingGirls&Women

## SAFEGUARDING CHILDREN FROM FGM AND FORCED MARRIAGE

### ONLINE WEBINARS

Our skilled, experienced team are continuing to deliver safeguarding training to teachers and professionals via online webinars.

Our training is tailored to meet the needs of your group and delivered by facilitators from affected communities.

To book a session for your team, please contact us: [info@oxfordagainstcutting.org](mailto:info@oxfordagainstcutting.org)

Webinars:

- Safeguarding Children from Female Genital Mutilation (FGM)
- Safeguarding Children from Forced Marriage

*Chosen provider of anti-FGM training for NASUWT, The Teachers' Union*

## 9. National Updates

### **Coronavirus: safeguarding guidance and information for schools**

**Source:** NSPCC Learning

**Date:** 01 April 2020

NSPCC Learning has published a briefing pulling together key safeguarding guidance from all four UK nations on how to keep children safe during the pandemic. The briefing answers

frequently asked questions including: who has to go to school; how should attendance be monitored; what happens if nominated child protection leads need to self-isolate or become ill; what should schools do about free school meals; and what happens with families who have contact arrangements or where parents are separated.

**Read the briefing:** [Coronavirus \(COVID-19\) briefing: safeguarding guidance and information for schools](#)

### **School closures and safeguarding**

**Source:** The Independent

**Date:** 21 March 2020

The Independent has published an article by the NSPCC's Head of Policy and Public Affairs, Anna Edmundson, on the impact school closures could have on children facing abuse and neglect. The article welcomes the decision by Government to keep schools open for vulnerable young people; emphasises the importance of collaboration between services to ensure a rapid response to safeguarding concerns now teachers have less opportunity to spot the signs of abuse and neglect; and stresses the importance of keeping children safe online, now children are likely to be spending more time on the internet.

**Read the news story:** [For many children, home is far more dangerous than school right now – we must do all we can to protect them](#)

### **Remote teaching: safeguarding children and young people**

**Source:** NSPCC Learning

**Date:** 23 March 2020

NSPCC Learning has published a webpage with resources to help schools keep children and young people safe while teaching in a remote or unusual setting. Topics covered include: consent; contacting children at home; child protection concerns; online safety and mental health and wellbeing.

**Visit the webpage:** [Undertaking remote teaching safely](#)

### **Books for children who are worried or anxious**

**Source:** NSPCC Learning

**Date:** 24 March 2020

The NSPCC Library and Information Service has created a reading list of books for children who are worried or anxious. Our free information service remains open and can provide reading lists and help you to find information on safeguarding topics. Contact [learning@nspcc.org.uk](mailto:learning@nspcc.org.uk)

**View the reading list:** [Books for children who are worried or anxious](#)

### **Closed consultation: Keeping children safe in education**

**Source:** Department for Education

**Date:** 31 March 2020

The Department for Education (DfE) has suspended the 2020 Keeping children safe in

education (KCSIE) consultation due to coronavirus.

**Read the announcement:** [Closed consultation: Keeping children safe in education: proposed revisions 2020](#)

### **Safeguarding children from sexual abuse in residential schools**

**Source:** IICSA

**Date:** 02 April 2020

The Independent Inquiry into Child Sexual Abuse (IICSA) has published research exploring the challenges staff in residential schools in England and Wales face to safeguard pupils and handle child sexual abuse. Findings from interviews and focus groups with more than 150 people, as well as the safeguarding logs of 15 residential schools include: online and peer on peer abuse were the most common safeguarding concerns of a sexual nature; special educational needs schools recorded nearly ten times the number of safeguarding concerns relating to sexual abuse per student than mainstream residential schools.

**Read the news story:** [New research explores challenges residential schools face to protect children from sexual abuse](#)

**Read the report:** [Safeguarding children from sexual abuse in residential schools \(PDF\)](#)

### **Online child sexual abuse**

**Source:** IICSA

**Date:** 12 March 2020

The Independent Inquiry into Child Sexual Abuse (IICSA) has published a report following its investigation into online-facilitated child sexual abuse. The report looks at the response of law enforcement, the internet industry and government to online-facilitated child sexual abuse by considering the response to three types of offending including: indecent images of children offences; the grooming of a child; and live streaming of child sexual abuse. Conclusions include: education about online safety is an important part of the response, and should start at primary school.

**Read the news story:** [Inquiry report finds risk of immeasurable harm to children from internet](#)

**Read the report:** [The internet: investigation report \(PDF\)](#)

### **Children and young peoples' mental health**

**Source:** Race and Equality Foundation

**Date:** 13 March 2020

The Race and Equality Foundation has published a report looking at racial disparities in mental health including children and young people's mental health. Findings from a literature and evidence review include: black and minority ethnic children and young people had poor awareness of mental health services; young people voiced a lack of trust in school based services; and stigma attached to mental illness in some communities affected those seeking help from children's mental health services.

**Read the news story:** [Mental health report published](#)

**Read the report:** [Racial disparities in mental health: literature and evidence review \(PDF\)](#)

### **Health inequalities in childhood**

**Source:** Children's Commissioner for England

**Date:** 04 March 2020

The Children's Commissioner for England has published a paper highlighting the main inequalities in child health in England, and calls for more focus on the health inequalities in early childhood that manifest before a child starts school. Key points at which these inequalities should be identified and addressed include: during pregnancy and birth; at two and a half years old; and in reception year in primary school.

**Read the news story:** [Health inequalities briefing](#)

**Read the report:** [Children's Commissioner's briefing: health inequalities in childhood \(PDF\)](#)

### **Coronavirus: advice and support for parents and carers**

**Source:** NSPCC

**Date:** 01 April 2020

The NSPCC has created an online hub providing advice and support for parents and carers during the coronavirus outbreak. Content includes: information on keeping children safe from abuse; tips and advice to help parents working from home; and ways to talk to a child who is anxious or worried about coronavirus.

**Visit the hub:** [Coronavirus \(COVID-19\) advice and support for parents and carers](#)

### **Coronavirus: advice and support for children**

**Source:** Childline

**Date:** 18 March 2020

Childline has created a new webpage with information for children and young people about coronavirus. The page includes information about: what coronavirus is; where children and young people can find help if they are worried; coping if they are staying at home; and what to do if they are feeling unwell.

**Visit the webpage:** [Coronavirus](#)

### **Difficult conversations**

**Source:** NSPCC Learning

**Date:** 23 March 2020

NSPCC Learning has updated its content on how to have difficult conversations with children to include information about talking to children about coronavirus. The content covers: preparing for a conversation, having a conversation and support from Childline.

**Visit the webpage:** [How to have difficult conversations with children](#)

### **Safeguarding children with SEND**

**Source:** NSPCC Learning

**Date:** 23 March 2020

NSPCC Learning has launched a new introductory course for anyone who works with children who have special educational needs and disabilities (SEND) and additional needs. The online course will help you: identify safeguarding concerns; understand why children with SEND can be more vulnerable to abuse; acknowledge that children with SEND can be abused and know how to act on any concerns.

**Take the course:** [Safeguarding children with SEND training](#)

### **Learning from case reviews: CASPAR briefings**

**Source:** NSPCC Learning

**Date:** 16 March 2020

NSPCC Learning has published three CASPAR briefings on reports looking at learning from serious case reviews and rapid reviews in England. The briefings summarise key findings from: the Department for Education's (DfE's) triennial analysis looking at serious case reviews relating to incidents of child maltreatment between 2014 and 2017; the annual review of the Child Safeguarding Review Panel which provides analysis of over 500 rapid reviews received from July 2018 to December 2019; and the Panel's first national review focusing on safeguarding children at risk from criminal exploitation.

**Read the news story:** [UK Government publishes three new reports about learning from case reviews in England](#)

### **See also on NSPCC Learning**

> [The Department for Education's triennial analysis of serious case reviews 2014-2017](#)

> [The Child Safeguarding Practice Review Panel's annual report for 2018-2019](#)

> [The Child Safeguarding Practice Review Panel's report on safeguarding children at risk from criminal exploitation](#)

### **Coronavirus: online safety**

**Source:** Thinkuknow

**Date:** 02 April 2020

The National Crime Agency (NCA) CEOP command has launched a campaign to help keep children safe online during the coronavirus pandemic. The #OnlineSafetyAtHome campaign contains home activity packs with 15-minute activities for parents and carers to do with their children using CEOP's Thinkuknow educational resources. New activities will be launched fortnightly.

**Read the Thinkuknow news story and download the packs:** [Home activity packs](#)

### **Coronavirus: disabled children and young people**

**Source:** Disability Unit

**Date:** 31 March 2020

The Minister for Disabled People, Health and Work, the Minister for Care, and the Parliamentary Under Secretary of State for Children and Families have published a joint

statement to explain potential changes affecting disabled people in England under the Coronavirus Act. Children and young people with special educational needs and disabilities (SEND) are included in the statement which explains powers in the Act to provide temporary flexibility over how the education, health and care (EHC) plan process works.

**Read the statement:** [Supporting disabled people through the coronavirus outbreak](#)

### **The Coronavirus Act and children with special needs**

**Source:** Coram Children's Legal Centre

**Date:** 31 March 2020

Coram Children's Legal Centre has published a guide to how the Coronavirus Act, which received royal assent on the 25 March 2020, will impact on children with special educational needs (SEN) and Education Health and Care plans (EHC plans). Issues covered include: whether children with special educational needs or an EHC plan have a right to attend school, whether all children with an EHC plan should attend school and whether parents can decide to keep their child at home.

**Read the guide:** [Update: the Coronavirus Act 2020 impact on children with special educational needs and EHC plans](#)

**Read the Act:** [Coronavirus Act 2020](#)

### **Coronavirus: impact on children and young people**

**Source:** Institute for Public Policy Research

**Date:** 31 March 2020

The Institute for Public Policy Research (IPPR) has published a report looking at the impact of the coronavirus outbreak on children and young people and calling on the Government to ensure that children and families are not at greater financial risk, and that existing inequalities in children's physical and mental health, educational attainment or living conditions do not grow as a result of the crisis. Recommendations include: the right to paid parental leave for those who need to look after children; an increase in benefits; measures to ensure all children can access online resources; and priority use of parks.

**Read the news story:** [Children of the pandemic](#)

**Read the report:** [Children of the pandemic: policies needed to support children during the COVID-19 crisis \(PDF\)](#)

### **Coronavirus: young people's mental health**

**Source:** Young Minds

**Date:** 31 March 2020

Young Minds has published a report looking at the impact of the coronavirus outbreak on the mental health of young people. A snapshot survey of 2,111 young people with a history of mental health needs carried out between Friday 20 March 2020 (the day that schools closed to most children) and Wednesday 25 March 2020 (when there had been a further tightening of restrictions) found that, when asked what impact the pandemic was having: 32% agreed that it had made their mental health much worse and 51% agreed that it had made their mental health a bit worse. Key factors that young people said had affected their mental health include: concerns about their family's health; school and university closures;

loss of routine and loss of social connection.

**Read the news story:** [Coronavirus: impact on young people with mental health needs](#)

**Read the report:** [Coronavirus: Impact on young people with mental health needs \(PDF\)](#)

### **Coronavirus inquiry launched**

**Source:** UK Parliament

**Date:** 30 March 2020

The House of Commons Women and Equalities Committee has launched an inquiry looking into the different and disproportionate impact that coronavirus, and measures to tackle it, is having on people with protected characteristics under the Equality Act. The inquiry includes the impact on children with special educational needs and their families who may be particularly affected by school closures. The deadline for responses is 30 April 2020.

**Read the news story:** [Coronavirus \(Covid 19\) inquiry launched](#)

### **Coronavirus and school governors**

**Source:** Department for Education

**Date:** 25 March 2020

The Department for Education (DfE) has published an update for school governors reiterating the key messages and guidance published by the DfE following the closure of all schools in England from Monday 23 March 2020.

**Read the update:** [School governance update March 2020](#)

### **Vulnerable pupils and coronavirus**

**Source:** The Guardian

**Date:** 23 March 2020

The Guardian reports that some children and young people identified as vulnerable and entitled to a place in emergency school provision during the coronavirus outbreak were not in school on Monday 23 March 2020, raising concerns among headteachers about their safety.

**Read the news story:** [Low attendance at scaled-down schools sparks fears for vulnerable pupils](#)

### **Relationships and sex education: resources for schools**

**Source:** NSPCC Learning

**Date:** 02 March 2020

NSPCC Learning has brought together resources to support schools across the UK teaching relationships and sex education. Changes to the curriculum in England will see relationships education made compulsory in all primary schools and relationships and sex education (RSE) made compulsory in all secondary schools from September 2020. Schools will also be required to teach health education.

**Access the resources:** [Relationships and sex education \(RSE\) resources for schools](#)

### **Childline Report Remove tool**

**Source:** Childline

**Date:** 02 March 2020

Childline has launched Report Remove, a service that allows children and young people under 18 to report and get removed from the internet a nude image or video of themselves that might have been shared online. The webpage includes links to services and information offering emotional and safeguarding support.

**Visit the Childline website:** [Report a nude image online](#)

**See also on NSPCC Learning** [Childline posters and wallet cards](#)

### **Safeguarding children and young people with SEND**

**Source:** NSPCC Learning

**Date:** 14 February 2020

NSPCC Learning has published new content for schools on safeguarding children and young people with special educational needs and disabilities (SEND). It covers relationships and sex education, online safety and legislation and guidance.

**Further information:** [Safeguarding children and young people with SEND](#)

### **Podcast: harmful sexual behaviour**

**Source:** NSPCC Learning

**Date:** 10 February 2020

NSPCC Learning has published the final podcast in the series on harmful sexual behaviour (HSB). This podcast focuses on prevention as well as how schools manage and respond to incidents of HSB once they've happened.

**Listen to the podcast:** [Preventing harmful sexual behaviour](#)

**See also on NSPCC Learning**

> [Managing sexualised behaviour in schools training](#)

**See also on NSPCC Learning** [Safeguarding d/Deaf and disabled children and young people](#)

### **E-safety for schools**

**Source:** NSPCC Learning

**Date:** 04 February 2020

NSPCC Learning has updated content providing information, advice and resources to help schools feel confident in their approach to online safety and develop robust e-safety policies and procedures. The update includes new advice on: livestreaming; social media; online consent forms and using external speakers to supplement e-safety education.

**Read the updated content:** [E-safety for schools](#)

**See also on NSPCC Learning** [Online safety training](#)



### Home schooling

**Source:** The Guardian

**Date:** 24 February 2020

The Guardian reports that figures based on information provided by 152 local authorities in England and published in the Office of the Schools Adjudicator's (OSA) annual report show that 60,544 children were electively home educated as at 29 March 2019 compared to 52,770 as at 29 March 2018, an increase of 12.8%.

**Read the news story:** [Children schooled at home up 13% despite fears over lack of regulation](#)

**Read the report:** [Annual report of the Chief Schools Adjudicator for England \(PDF\)](#)

### School exclusions

**Source:** House of Commons Library

**Date:** 21 February 2020

The House of Commons Library has published a briefing paper giving an overview of the concerns that increasing numbers of children in England are being 'off-rolled', excluded or otherwise removed from school for reasons that do not serve their best interests.

**Read the news story and download the briefing paper:** [Off-rolling in English schools](#)

### Children in care

**Source:** HuffPost UK

**Date:** 20 February 2020

HuffPost UK reports that a Freedom of Information (FOI) request to the Department for Education (DfE) shows that government ministers have been asked to intervene 72 times over the last three years to use their powers to force academies to accept looked after children. Local authorities can force a council-run school to accept children, while academies have power over their admissions policy.

**Read the news story:** [Children in care repeatedly rejected by academies as admissions 'scandal' grows](#)

### Professional supervision for those working in education

**Source:** Barnardo's

**Date:** 17 February 2020

Barnardo's Scotland has published a report on the use of professional or reflective supervision for those working in education including classroom teachers, head teachers, additional support needs staff, teaching assistants and educational psychologists. Responses to a survey of 402 education staff across the UK indicate that children and young people's mental health and wellbeing could be enhanced if education staff were to receive dedicated time for support and reflection aimed at improving their own mental health and wellbeing. Recommendations include: local and national government and education bodies should consider the development of supervision structures for those working in education.

**Read the news story:** [Barnardo's Scotland calls for better emotional and mental health](#)

### [support for education professionals](#)

**Read the report:** [Supervision in education: healthier schools for all \(PDF\)](#)

### **Child sexual abuse in schools**

**Source:** Farrer & Co

**Date:** 17 February 2020

The Independent Schools Council (ISC) in collaboration with Farrer & Co has published safeguarding guidance on child sexual abuse (CSA) for independent schools in the UK. The guidance looks at recurring themes of CSA in schools and ways of reducing the risk.

**Read the news story:** [Farrer & Co / ISC – safeguarding guidance](#)

**Read the guidance:** [Child sexual abuse in schools: lessons from history, guidance for the future \(PDF\)](#)

**See also on NSPCC Learning** [Child protection in schools: online course](#)

### **Social media regulation**

**Source:** Department for Digital, Culture, Media & Sport and Home Office

**Date:** 12 February 2020

The Department for Digital, Culture, Media & Sport (DCMS) and the Home Office have provided an initial response to the Online Harms White Paper consultation, which ran from April to July 2019. The Government proposes to grant new powers to Ofcom to regulate social media in order to protect users from harmful and illegal content. Other proposals include: building in safeguards to protect freedom of expression by differentiating between illegal content and legal conduct that may cause harm; only having the legislation apply to companies that provide services or use functionality on their websites which facilitates the sharing of user generated content or user interactions; and ensuring effective transparency reporting.

**Read the response:** [Online Harms White Paper - Initial consultation response](#)

**Read the BBC news story:** [Regulator Ofcom to have more powers over UK social media](#)

**See also on NSPCC Learning** [Online safety training](#)

### **Illegal schools**

**Source:** Department for Education

**Date:** 14 February 2020

The Department for Education (DfE) has set out measures to prevent children being educated in unsafe or dangerous illegal settings in England. Measures include: giving Ofsted an additional £400,000 to help investigate unregistered independent schools and help bring together evidence for prosecution and reiterating the commitment to bring forward legislation to strengthen the watchdog's powers.

**Read the news story:** [Further crackdown on illegal schools](#)

### **Restraint in schools**

**Source:** Equality and Human Rights Commission

**Date:** 11 February 2020

The Equality and Human Rights Commission (EHRC) has launched an inquiry into how schools in England and Wales monitor their use of restraint. The inquiry will look at whether data is being collected and if it is being used to improve how schools use restraint. The inquiry will also look at child and adolescent mental health units and young offender institutions to see if there is any learning that could be applied to schools.

**Read the press release:** [Schools targeted with inquiry into use of restraint](#)

**Read more about the inquiry:** [Inquiry: how schools are monitoring the use of restraint](#)

### **Mental health in schools**

**Source:** Department for Education

**Date:** 07 February 2019

The Department for Education (DfE) has published an evaluation of the peer support for mental health and wellbeing pilot programme in England. Findings from the pilot, which ran in 89 schools, include: empowering young people to lead and manage the programme was highlighted as an enabler for peer support; and 16% of under 11s said that they did not take part because they were worried what others would think.

**Read the summary:** [Peer support for mental health pilots: an evaluation](#)

**Read the report:** [Evaluation of the peer support for mental health and wellbeing pilots \(PDF\)](#)

### **Bullying in UK schools**

**Source:** UK Parliament

**Date:** 04 February 2020

The House of Commons Library has published a briefing paper discussing the prevalence of bullying in schools across the UK and policies to prevent and tackle bullying in English, Welsh, Scottish and Northern Irish schools.

**Download the briefing paper:** [Bullying in schools](#)

**See also on NSPCC Learning** [Protecting children from bullying and cyberbullying](#)

### **Child mental health**

**Source:** Place2Be

**Date:** 03 February 2020

Children's mental health charity Place2Be and the National Association of Head Teachers (NAHT) have published findings from a survey of 653 school leaders about school provision of mental health support in England. Findings include: 66% of surveyed schools in England provided school-based support for students' emotional and mental wellbeing in 2019, compared to 36% of those surveyed in 2016.

**Read the press release:** [Significant rise in number of school-based counsellors](#)

**Download the survey results:** [Huge rise in number of school-based counsellors over past three years \(PDF\)](#)

### **Safeguarding: developing a low-level concerns policy**

**Source:** Farrer & Co

**Date:** 31 January 2020

Farrer & Co has published guidance explaining how organisations, including schools, which work with children can develop and implement a written low-level concerns policy to enable staff to share any concerns, no matter how small, and how these organisations should respond to them. The guidance covers the importance of sharing low-level concerns and how a low-level concern should be responded to by the Safeguarding Lead.

**Visit the website:** [Safeguarding & Child Protection](#)

**Read the guidance:** [Developing and implementing a low-level concerns policy: a guide for organisations which work with children \(PDF\)](#)

**See also on NSPCC Learning** [Writing safeguarding policies and procedures](#)

### **Early education and outcomes to age five**

**Source:** Department for Education

**Date:** 21 February 2020

The Department for Education (DfE) has published research into the impact of early education at ages two to five on child outcomes at the start of school, and the importance of the early years home environment.

**Read the news story:** [Early education and outcomes to age five](#)

**Read the report:** [Study of Early Education and Development \(SEED\): impact study on early education use and child outcomes up to age five years \(PDF\)](#)