

Oxfordshire Safeguarding Children Board



Safeguarding in Education Bulletin

Issue 25: Summer 2020



Welcome to the Oxfordshire Safeguarding Children Board SiE bulletin.

Content	Page
Welcome and update from the OSCB Chair	2
OSCB Business Unit update	3
Returning to school after lockdown	5
Childrens Services during COVID 19	5
Locality and community support service (LCSS) news	7
Learner engagement update	8
Early years update	10
ESAT/LADO update	10
MASH update	12
National Updates	12

1. Welcome from the OSCB Chair



Dear Colleagues

I trust that this bulletin finds you dealing as well as can be expected with what has been a quite unprecedented past few months.

I did want to firstly thank you all for what you have done individually and collectively to keep services to children and their families going. Every time I speak to one of you or your managers, I hear remarkable stories of creativity and adaptations – be that moving things to a digital solution or simply going the extra mile. It has been an extraordinary effort and the fact that what would have been seen as radical, challenging and maybe even impossible, has in so many cases become the “new normal” is truly impressive.

In terms of the Safeguarding Children Board, we agreed a set of New Normal arrangements that included not meeting as a full Partnership, creating an Extended Executive and moving all of our meetings and training online. This has not been without its challenges, not least for me in chairing some of these meetings, when you cannot see everyone who is there, you are trying to follow the papers but also check whether anyone has raised a virtual hand, you are constantly turning yourself on and off mute and all this while ensuring the camera doesn't pick up your washing on the drying rack! Who would have ever thought that part of our normal would be that “Can you hear me?” is now a recognised greeting!

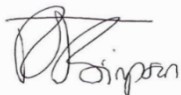
Another piece of news that I need to share is that after much soul-searching I have decided to step down as the Chair of the Safeguarding Board. As many of you will know I work for Barnardo's. Just over five weeks ago my boss died suddenly, and I have since then been acting as the Head of Safeguarding and Quality. I have come to the sad conclusion that I cannot combine that role and Chair the Safeguarding Board to the level and standard that I and the role demands. I will be looking to step down around the end of September and will work with the Senior Safeguarding Partners and the wider Partnership on ensuring an orderly transfer to my successor. I have to say I will miss doing the role massively, as I have met some remarkable people doing remarkable things and feel I have genuinely learnt so much over the past two years.

Despite my impending departure there are a range of things that we are busy trying to address, including:

1. Working to organise a Full Board meeting in September
2. Finishing off the Annual Report and do the round of meetings that receive the report
3. Working with the Adult Board to map out how we might progress our joint priority of Housing and Homelessness
4. Progressing the publication of two Serious Case Reviews, undertaking Child Safeguarding Practice Reviews and disseminating the learning from three Partnership Reviews
5. Continuing to deliver a wide range of training
6. Recruiting a Lay Member to the Board to replace Claire Periton

So as I close, thank you all once again for your efforts, commitment, skill and compassion as you seek to work individually and collectively to safeguard children and their families in Oxfordshire.

Best wishes



Chair of Oxfordshire Safeguarding Children Board

2. OSCB Business Unit Update

Training update

What's going on with OSCB training?

Inevitably, the OSCB's face to face course delivery was postponed at the beginning of lockdown and no face to face courses have taken place since 18th March 2020.



At this point, the Board were clear that there must be an alternative programme in place so that core safeguarding courses remained available for practitioners. The training team were determined to provide an alternative eLearning programme and focused all efforts in this direction.

We have since launched the following eLearning courses:

- **'Level 1: Introduction to safeguarding 2020'** eLearning course which is specifically recommended for the role of volunteering. With an increase in numbers of volunteers offering help and support in all sorts of ways across Oxfordshire, we were very determined to offer some kind of safeguarding training for those individuals. Currently, **** 1008 completions since March ****
- **'Level 2: Awareness of abuse and neglect'** eLearning (which covers the 'generalist' face to face course content). Currently, **** 1740 completions since March ****
- **'Level 3: Advanced / Designated Safeguarding Lead'** eLearning; particularly important for those individuals who were may be undertaking this role in their organisation for the first time, as other team members were unavailable during the COVID-19 crisis. Currently, **** 715 completions since March ****

Please refer to the most up to date [OSCB Temporary Training Policy Document](#) for further information on the Board's recommendations for training pathways/requirements and validity of training certificates for mandatory safeguarding training courses.

The next challenge has been the development of **webinars!** The team have now facilitated six webinar sessions for our brilliant group of trainers, to familiarise ourselves with just how easy webinars are to attend and facilitate, and we are now ready to launch two new webinars in July; 'Early Help Assessment' and the 'Generalist' courses! These are available to book via our website in the same way as you would for a face to face course, but numbers are limited, so be quick!

All this technology has been more challenging for some people than others, (including the Training Co-ordinator), and many trainers have undertaken their own steep learning curve, BUT we are all passionate about doing what we can to continue with our part in keeping children safe.

As to the rest of our usual face to face themed and risky behaviour training programme; we are continuing to work alongside the trainers who deliver these courses on behalf of the OSCB, and we are hopeful that there will be further developments during the autumn term in both eLearning and webinar delivery. The first of these will be eLearning 'Understanding Child Exploitation' being made available in July, followed with a webinar after the summer.

So.... the OSCB training team is **definitely still here** and there is **still training on offer** (with more to come), even though it might look a little different! At the time of writing this, there are no definite

plans for the recommencement of face to face courses so we hope you will continue to take the opportunity to access our free virtual training as the programme expands!

Learning and Improvement

The Procedures subgroup met in March to review and agree new and updated policies and procedures to be added to our online procedure manual. New procedures published in June included the [Resolving Multi-Agency Disagreements and Escalation Policy](#), to replace the old Conflict Resolution policy. The new policy takes a restorative approach to resolving disagreements and sets out the Escalation Leads for Children's Social Care, the Police and Health.

Click on [this link](#) to access the procedure manual where you can register to be alerted to any future changes.

We continue to review and update the OSCB website and have recently published the following learning resources:

- [Thematic review on physical abuse](#)
- [Thematic review on parental vulnerability](#)
- [Safeguarding conversations poster](#)

We are currently developing a Safeguarding in Education webpage to keep you updated on the work of the subgroup, and to share relevant resources and research. We would love to hear from you for suggestions on content to include on the webpage. Please contact carole.kinnell@oxfordshire.gov.uk

Resources on this page will include [Knife Crime: Guidance for Children and Schools](#) and [Safety Programmes for Schools](#), resources recently developed through the Safeguarding in Education subgroup.

OSCB Safeguarding Commendations

The Oxfordshire Safeguarding Children Board is looking to celebrate good practice in our safeguarding partnership over the course of this financial year.



Would you like to commend a colleague, team or piece of safeguarding work?

We are interested in hearing about colleagues who have made an impact on the safeguarding partnership, led by good example, delivered practice improvement, communicated safeguarding messages or perhaps completed a challenging piece of safeguarding work. We want to hear about colleagues from across the entire partnership from all our agencies.



OSCB Safeguarding
Commendations - n

You can complete the attached nomination form or send a nomination by email to: oscb@oxfordshire.gov.uk

3. Returning to school after lockdown

Insite Schools [Returning to school after lockdown](#) page has information and up to date local, national and international guidance, specialist support and good practice, to aid the transition back to school following the COVID-19 lockdown and management of the recovery phase.

'[My Back to School Bubble](#)' aims to help children understand the new protective measures that may be in place at their school, in an age-appropriate way. It reinforces public health messages including the importance of hand and respiratory hygiene, whilst reassuring children that everyone makes mistakes, helping to combat feelings of anxiety, that have been reported by parents. Public Health England are evaluating this resource please contribute via the [feedback survey](#).

Public Health England have produced this [short film explaining how schools/settings should respond to potential and confirmed COVID-19 cases](#).

Additionally the government have produced [guidance for parents and carers on changes to after-school clubs, holiday clubs, tuition, community activities and other out-of-school settings for children and young people over the age of 5 during the coronavirus \(COVID-19\) outbreak](#).

Wood Eaton good practice

Wood Eaton have recently developed [Pupil Voice](#), for use with all pupils in one to ones on their return to school, to help staff understand children's lived experience during the Covid-19 pandemic.

This excellent resource helps staff to hear children's thoughts and feelings, including who has been in their household, what has changed, how they have been spending their time and what they need most going forward.

Please also see attached, a blog written by Anne Peake (Educational Psychologist at Wood Eaton) for the British Psychological Society's Safeguarding, reflecting on what COVID-19 has meant for schools and their Safeguarding duties.



Reflections on
Covid 19 Creating a

4. Childrens Services operational arrangements in Oxfordshire during COVID 19

Firstly, thank you to all Education colleagues for your hard work in keeping vulnerable children and young people as safe as possible during this pandemic. We know that at times it has been difficult and very stressful. Your efforts and your joint work with children's services has been and continues to be greatly appreciated by your Social Care colleagues.

Thank You.

Service Delivery

All Children's Services have been and continue to be fully operational. Children's Social Care is concerned at the increased risk that vulnerable children face during lockdown. Children not in school or visible in the community means less opportunity for children to disclose or for professionals to identify abuse. Added family tensions and anxiety in the home also increase the risk of abuse including neglect.

LCSS

Locality Community Support Services (LCSS) continue to offer a full duty service and are available to support with any emerging safeguarding concerns. If you are concerned about a child/family, please contact LCSS for advice. LCSS is also available to respond to and contact families directly to offer advice and support, attend meetings and visits as appropriate and to support the attendance of vulnerable children at school including those on Community TAFs (regardless of whether LCSS attend or not). Team around the Family (TAF) meetings should continue, wherever possible and LCSS can assist with this.

MASH

The MASH is fully operational and is continuing to work alongside partner agencies responding to safeguarding referrals. The **Emergency Duty Team (EDT)** provides a social work response for urgent matters out of office hours, from 5pm-8.30am, Mondays to Thursdays, and 4pm on Fridays until 8.30am on Mondays plus Bank Holidays, on 0800 833408.

Children's Services contact with children and families during COVID 19

At the start of the lockdown period all children known to children's social care were risk assessed and contact /visiting arrangements were determined according to risk. COVID 19 restrictions have meant that staff have had to think creatively to ensure there is contact with vulnerable children and their families to assess safeguarding and welfare need. There is a wide variety of different types of visiting occurring.

Where it is safe to do so, some contacts with families have been and continue to be occurring virtually to ascertain how children and families are, or if they require support. "Door step" visiting and meeting in open spaces is also occurring with vulnerable children and their families. The limitations of this, however, are fully recognised. It is essential that children subject to statutory assessment, safeguarding investigation, or child protection planning are visited directly, wherever possible and where risk assessment indicates that a direct face to face visit needs to be carried out, this is being done e.g. all initial S47 investigations are being carried out face to face. Visits may be at home or at school if a child or sibling is attending school, depending on the nature of concerns. Children subject to assessment or child protection planning due to neglect, for example, should be seen in the home environment.

Visits to family homes are occurring where families are both asymptomatic or are symptomatic. Full risk assessments are carried out to ensure the safety of those families being visited and Social Care staff. The use of Personal Protective Equipment (PPE) is considered as part of this visiting risk assessment.

Core group meetings are continuing, as well as regular communications with partner agencies. They remain a key mechanism for planning visits to children.

Children with Child Protection (CP), Child in Need (CIN) and Team Around the Family (TAF) plans

Daily attendance data is sought from each school for each child by name and date of birth. This is coordinated for all schools in Oxfordshire and shared with Children's Social Care to follow up on individuals assessed as at heightened risk. Schools' engagement with this process has been and continues to be much appreciated in protecting vulnerable children. This data gathering is not a substitute for schools and social workers to communicate regularly on children with CIN, CP and TAF plans or those being currently assessed, who do not attend.

Children We Care For

The attendance of Children We Care For is overseen by schools and the [Oxfordshire Virtual School](#). Please contact the Virtual School directly if you have any queries related to children we care for or have previously cared for.

Children with Education, Health and Care Plans and children with disabilities who have an allocated Social Worker.

Many parents of children with a disability have decided to keep their child away from school, because of the potential risks for those who are clinically vulnerable due to health needs or due to cognitive impairment. This is accepted as a protective factor for these children as long as it is agreed with the social worker that there are no safeguarding concerns for that child.

There are a very small number of special schools which have struggled to make places available for children with disabilities, with an allocated social worker, due to capacity issues or risk factors regarding the health needs or behaviours of specific children. Children's Social Care is very keen to assist schools with planning for these children and will proactively work with colleagues in schools to ensure places can be offered. School staff should also contact the allocated social worker directly or Team Manager if required.

Current Children's Social Care arrangements to support attendance of vulnerable children.

Schools should continue to contact allocated social workers directly to report, discuss and agree the expected attendance of vulnerable students. If schools encounter difficulty contacting the allocated social worker or duty worker regarding a vulnerable child, please contact the Team Manager and in the event of further problems, please escalate immediately to Service Manager or Head of Service (see Appendix 1 – CSC contacts). It is of critical importance that the vulnerable children in Oxfordshire are accounted for daily in terms of their attendance.



Appendix 1 CSC
Contacts.docx

5. Locality and community support service news

The Children at Risk of Exploitation network meeting is now up and running virtually. Meetings were initially paused in March/April but have recently been re-established and were held in the weeks commencing 22/29th June in all areas.

Meetings will continue every 6 weeks in the next academic year and will be physical or virtual, dependent on the situation with regards to COVID-19 at that time. In between meetings, if you have any concerns that a child may be at risk of exploitation please complete the exploitation screening tool and share with MASH or LCSS, depending on level of risk identified.

LCSS have also designed a leaflet, [Children at Risk of Exploitation Network Meeting - Guide for families](#), that agencies can share with parents. If you require any further information including attending meeting invitations, please contact your [LCSS team](#).

Introducing the Virtual Early Help Multi-Agency Network

LCSS with the support of partner agencies have now implemented 3 locality network meetings across the county as an opportunity for schools to identify and raise children, young people and families that they assess as in need of Early Help support. This has been established as a result of

'lockdown' and the increased challenges many families are experiencing. A 6-week pilot project has started. Schools book a 30 min consultation slot through LCSS and attend this virtual meeting (at the given time) to discuss the family and multi-agency advice and guidance is offered, an appropriate plan including offers of support is agreed through the meeting. In the first week 42 professionals took part across different agencies including Health, Police, Children's services, District Councils, Community and Voluntary sector. The feedback from schools has so far been incredibly positive and an independent evaluation process is being conducted to review this network. For any more information please [contact LCSS](#).

6. Learner engagement update

Learner Engagement School Training Offer

From September, the following training is available FREE to all schools:

- An Introduction to Becoming a Restorative School (1.5-2hr Twilight/Staff Meeting)
- Becoming a Restorative School (3hr INSET)
- Creating a Safe Space for Everybody (1.5-2hr Twilight/Staff Meeting)
- Creating a Safe Space for Everybody (1.5hr for Pupils/Students)
- Creating a LGBT-Inclusive School (1.5-2hr Twilight/Staff Meeting)

Virtual training opportunities will be available. For more information and to book training for your school, [click here](#).

Advanced training in Restorative Practice for key members of staff

Advanced training available for key members of staff:

- 1-day Introduction to Restorative Practice
- 3-day Restorative Practice: Skilled Practitioner – [RJC approved](#)

Both courses are FREE, will run 3x/year (Autumn, Spring and Summer) and will be advertised via Schools News and Oxfordshire Partners in Learning. People who complete the 3-day course will be invited to join the Community of Restorative Practitioners in Oxfordshire Schools (CoRPOS) as part of a FREE ongoing virtual support package.

Restorative support for victims of significant harm

SAFE! Support for Young People Affected by Crime is a local charity which provides free, individually tailored support (up to 6 sessions) for young people who have been victims of crime and bullying who are finding it hard to recover their sense of safety and confidence. For further information about the support SAFE! Offers, including how to refer please visit: <https://www.safeproject.org.uk/>

Restorative support for perpetrators of significant harm

From September, if you need assistance in managing challenging one-off incidents and/or recurrent incidents of harm (which could be considered criminal), Thames Valley Police Schools' Officers will be on hand to advise and offer support. Requests will be considered on a case-by-case basis and, where appropriate, restorative interventions offered.

Restorative approaches put repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment (e.g. exclusion and criminalisation). This approach is part of Oxfordshire County Council's commitment to reduce exclusions and improve outcomes for all children, particularly young people presenting with challenging behaviour.

To make a request, schools should contact their School Police Officer directly.

Relationships and sex education framework for pupils with SEND and/or additional needs

In December 2019, Lucy Wawrzyniak and Clare Pike were tasked by the SiE sub-group to set up a Task and Finish Group to adapt the existing Relationships and Sex Education materials (published in 2019 to support Special Schools) to specifically consider and address the safeguarding needs of all young people with vulnerabilities (e.g. high functioning autism, mild / moderate learning disabilities, ADHD, attachment disorders, etc.)

The Task and Finish Group comprised of representative members from Learner Engagement Services, SENSS, Education Psychology, Children's Social Care, LCSS and Schools (Primary, Secondary, Independent, Special and Virtual Schools, for children we care for).

The group met in February, March and May and agreed that:

- The framework and resources should be inclusive of all schools;
- Training on the use of the resources should be offered;
- The resources should be reviewed annually and/or in-line with DfE updates; and
- Users should have the opportunity to feedback to a review group.

The updated RSE framework and resources for pupils with SEND and/or additional needs is accessible to all online and was published at the start of June:

<http://schools.oxfordshire.gov.uk/cms/content/rse-framework-pupils-additional-needs>

The resources, scheduled training and consultation link were promoted to all schools via Schools News on 2nd June. They will be promoted again in July and termly from then on.

Training for users will take place via MS Teams on Monday 12th October. Lucy and Clare are leading this and it is being advertised on the OPL platform.

The RSE SEND Framework Review Group are scheduled to meet on Wednesday 18th November to review:

- The launch of the updated framework/resources;
- Any training delivered;
- Feedback from the consultation; and
- The resources 5 months on

Impact of COVID-19

Schools that assess that they have been unable to adequately meet the requirements because of the lost time and competing priorities should aim to start preparations to deliver the new curriculum and to commence teaching the new content no later than the start of the summer term 2021.

Schools should consider prioritising curriculum content on mental health and wellbeing, as knowledge on supporting your own and others' wellbeing will be important as pupils return to schools.

7. Early Years



During the coronavirus pandemic many of Oxfordshire's early years settings and childminders have remained open or have carried on supporting children and families from a distance. You have gone the extra mile to meet the needs of all of your children – reaching out to families through newsletters and video links, providing activities and food parcels, working with colleagues in social care and taking on additional vulnerable children where neighbouring settings are closed. For this we thank you.

Social workers have reported that the use of Multi-agency Chronologies, which document the lived experiences for children, have been invaluable during this time so please continue to ensure these are used and kept up to date. You can find more information about chronologies [here](#).

Often Early Years providers, due to the close working relationship they develop with families, are the first to notice when families may need some additional support. You can find out more about Early Help Assessments [here](#) or contact LCSS.

During the time of the pandemic safeguarding remains the top priority. In The Government's [Actions for Early Years and Childcare During the Coronavirus Outbreak](#) settings should consider whether any refresh or review of their child protection arrangements is needed in light of coronavirus (COVID-19). This could take the form of a coronavirus (COVID-19) annex and include:

- how to identify and act on new safeguarding concerns about individual children as they return to childcare
- DSL (and deputy) arrangements (refer to the gov.uk document for full expectations)
- any updated advice received from the local safeguarding partners
- any updated advice received from local authorities, for example EHC plan risk assessment, attendance and keep-in-touch mechanisms
- working arrangements with children's social workers and the local authority virtual school head (VSH)
- what staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children
- how the updated policy links to the broader [risk assessment](#) to be conducted before opening, described in the guidance on [actions for education and childcare settings to prepare for wider opening](#)

An example amendment to your safeguarding policy can be found on the [early years toolkit](#).

All staff and volunteers should be made aware of the new policy and be kept up to date as it is revised.

8. ESAT/LADO update

Safeguarding and Child Protection Policy

The new template policy will be released before the end of term and has been updated in line with Keeping children safe in education (KCSIE) 2020. Please remember this is a template and must be amended to reflect process and procedure within your individual schools.

Annual S175/157 Report

This is currently being updated and will be released at the end of this academic year. The return will continue to be online.

Materials for in house safeguarding training for staff

The annual updated PowerPoint will be sent to all schools by the end of July for use next academic year. This will be sent to all lead trainers who have undergone the lead trainer session with a member of the Safeguarding team.

Just a reminder that this should only be used within your school or partnership. In some circumstances it may be agreed that you can deliver to others, for example if you are a governor in a school outside your partnership, but this must be agreed by a member of the safeguarding team in writing.

The briefing will take around 1 ½ hours to be delivered, you must not remove any of the details but can add slides to reflect the procedures of your individual settings.

School safeguarding page

This is currently under review and will be completed through the summer holidays.

Training events

We are currently running online training for Safer Recruitment and Lead Trainer. Please email the LADO inbox ado.safeguardingchildren@oxfordshire.gov.uk for details of times and dates

We will continue to run these sessions regularly, online at the present time, and we will also be providing generalist level training, come September. This is to help support you if you have only a few staff to train, or to help with peripatetic teachers, sports coaches etc. Days will be released over next few weeks

KCSIE

The new guidance has been released and comes into force in September 2020

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

New team member

Becky Langstone has joined the team as a member of the Education Safeguarding Advisory Team.



“I would like to introduce myself as the new Educational Safeguarding Advisor for OCC Schools. I have been a DSL for over 10 years in and around Buckinghamshire and Oxfordshire Schools. My last role was as DSL/Pastoral care manager for a special needs school in Oxfordshire, supporting young people with SEMH. As part of the Educational Safeguarding Advisory Team I will offer support to all educational settings via training/workshops, verbal support, safeguarding health checks, 7-minute briefings, bulletins and in the future DSL competency framework to help continue to embed safeguarding practices”.

Thank you

I would just like to say a massive thank you to you all.

I have been proud of how schools in Oxfordshire have responded during the COVID pandemic. It has been a surreal time for everyone, but you have all gone above and beyond for your pupils.



We hope to be able to be in a position to be back visiting you to carry out safeguarding reviews and supporting you face to face rather than through modern technology!

Have a lovely summer and a well-deserved break.

9. MASH update

The MASH wanted to reiterate that schools have been doing an amazing job throughout the duration of the COVID-19 pandemic. The MASH highlighted that there has been an increase in anonymous referrals, including incidents involving dog bites, garden and water safety, e.g. paddling pools, during the period of warmer weather and children being at home.

The [Child Accident Prevention Trust website](#) has a range of online resources and publications around safety themes, including burns, falls, safety in the home and garden and water safety.

The [RSPCA website](#) has information and advice on dogs and children, including a short video and handy infographic with the six golden rules to keeping children safe and dogs happy.

Please also be reminded that Step out and Horizon are still available to work with children and young people being, or at risk of exploitation and children and young people affected by sexual harm, respectively. To contact Step Out, call 01865 727721 or email: info@donnington-doorstep.org.uk See the OSCB [Child Sexual Exploitation webpage](#) for Horizon's contact details and referral form.

10. National Updates

Coronavirus: returning to school

Source: NSPCC Learning

NSPCC Learning has published a news story on returning to school after the coronavirus lockdown. The webpage includes information on: safeguarding policies and procedures; responding to concerns; the impact of coronavirus on children's mental health; and supporting children and young people's mental health and wellbeing.

Read the news story: [Returning to school after the coronavirus lockdown](#)

See also on NSPCC Learning

- > [NSPCC Learning Safeguarding and child protection in schools: training and resources](#)
- > [Promoting mental health and wellbeing](#)

Coronavirus: NSPCC Learning briefing updates

Source: NSPCC Learning

NSPCC Learning has updated the briefing on safeguarding guidance and information for schools to include new guidance from the Department for Education (DfE) about schools in England returning to full-time education in September and the briefing on safeguarding guidance and information for early years providers to include coronavirus childcare guidance for Northern Ireland.

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

[Coronavirus briefing: safeguarding guidance and information for early years providers](#)

Coronavirus: the impact on the education sector

Source: NSPCC Learning

NSPCC Learning has released podcasts discussing how coronavirus has affected the education sector, teachers and pupils. The first podcast looks at returning to school post lockdown and discusses: safeguarding concerns; the enquiries the NSPCC has been receiving in recent weeks in relation to keeping children and young people safe while learning remotely; and the resources and information published to help schools and academies keep up to date. The second podcast features a head of department at a large secondary school talking about the safeguarding concerns her school has had and how these have been addressed.

Listen to the podcasts: [Returning to school post-lockdown](#)
[Impact of coronavirus on school staff and pupils](#)

Coronavirus: social isolation and the risk of child abuse

Source: NSPCC Learning

NSPCC Learning has published a briefing looking at social isolation and the risk of child abuse during and after the coronavirus pandemic. Key findings from a review of research evidence and data collected by the NSPCC helpline and Childline include: that coronavirus has increased stressors on caregivers; conditions caused by the coronavirus pandemic have heightened the vulnerability of children and young people to certain types of abuse, for example online abuse, abuse within the home, criminal exploitation and child sexual exploitation; and the 'normal' safeguards to protect children and young people have been reduced during the pandemic.

Read the briefing: [Social isolation and the risk of child abuse during and after the coronavirus pandemic](#)

Coronavirus: safeguarding children in sport

Source: Child Protection in Sport Unit

The NSPCC Child Protection in Sport Unit (CPSU) has published a news story around safeguarding children and young people in sport as lockdown eases across the UK.

Read the news story: [Safeguarding children in sport as lockdown eases](#)

See also on NSPCC Learning > [Child protection in sport training](#)

Safeguarding children with special educational needs and disabilities

Source: NSPCC Learning

NSPCC Learning has published a webpage providing information about safeguarding children and young people with special educational needs and disabilities (SEND). The webpage includes legislation and guidance on supporting children and young people with SEND.

Visit the webpage: [Safeguarding children with special educational needs and disabilities](#)

Coronavirus: children returning to school in England

Source: Department for Education

The Department for Education (DfE) has published plans for schools and colleges to fully reopen to all children and young people from September 2020. The guidance applies to all schools in England including: local-authority-maintained schools; academies; free schools; alternative provision schools; pupil referral units; independent schools; and boarding schools. Separate guidance has been published for early years and for special schools.

Read the press release: [Schools and colleges to reopen in full in September](#)

Read the guidance: [Guidance for full opening: schools](#)

[Guidance for special educational settings to prepare for the September return of pupils with special](#)

[education needs and disability \(SEND\)](#)[Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak](#)**Coronavirus: pastoral care in schools**

Source: Department for Education

The Department for Education (DfE) has published guidance on how schools in England can provide additional emotional and pastoral support for pupils when they return to school following the coronavirus outbreak.

Read the guidance: [Pastoral care in the curriculum](#)

Coronavirus: local lockdowns

Source: Department for Education

The Department for Education (DfE) has published guidance on what schools, colleges, nurseries, childminders, early years and other educational settings need to do if there's a local lockdown during the coronavirus outbreak.

Read the guidance: [Local lockdowns: guidance for education and childcare settings](#)

Coronavirus: guidance for holiday or after-school clubs and other out-of-school settings

Source: Department for Education

The Department for Education (DfE) has published guidance for organisations or individuals in England who provide community activities, tuition, holiday clubs or after-school clubs for children during the coronavirus outbreak. This guidance is relevant for those providers which fall within the government's definition of an out-of-school setting (OOSS), as well as those providers caring for children over the age of five and registered with Ofsted on either the compulsory or voluntary childcare register. Guidance for parents and carers of children attending out-of-school settings has also been published.

Read the guidance: [Protective measures for out-of-school settings during the coronavirus \(COVID-19\) outbreak](#)

[Guidance for parents and carers of children attending out-of-school settings during the coronavirus \(COVID-19\) outbreak](#)

Coronavirus: return of inspections

Source: Ofsted

Ofsted has announced its inspection plans for schools, early years settings in England from autumn 2020. Plans include: a phased return of inspections starting with an interim period of visits, prioritising issues including child safeguarding.

Read the news story: [HMCI commentary: our plans for the autumn](#)

Read the guidance: [Education plans from September 2020](#)

Coronavirus: response from Children's Commissioners to reopening schools

Source: Children's Commissioners for England, Scotland and Wales

The Children's Commissioner for England, The Children and Young People's Commissioner Scotland and The Children's Commissioner for Wales have published responses to their respective governments' guidance on re-opening schools.

Read the responses: [Anne Longfield responding to the Government's plan to reopen schools to all children in September](#)

Coronavirus: impact on children and young people in BAME communities

Source: Royal College of Paediatrics and Child Health

The Royal College of Paediatrics and Child Health (RCPCH) has published an article looking at how the coronavirus pandemic is affecting children and young people in Black, Asian and Minority Ethnic (BAME) communities in the UK. The article discusses: the impact of school closures on BAME children: and points to evidence which shows that while younger people are a low risk group for the virus, BAME children and young people are experiencing the pandemic differently from their peers as a consequence of the disproportionate social, economic, and psychological impacts on their communities.

Read the news story: [How is COVID-19 affecting children and young people in BAME communities?](#)

Coronavirus: impact on early years

Source: The Sutton Trust

The Sutton Trust has published an impact brief examining the effect of the coronavirus pandemic on the early years sector in England, with a focus on children, parents and providers in disadvantaged communities. A report has also been published looking at recent government policy on early childhood education and care in England, and whether the right balance is being achieved between supporting child development and learning and raising parental employment through flexible, affordable childcare.

Read the news story: [COVID-19 impacts: early years](#)

Read the impact brief: [COVID-19 and social mobility \(PDF\)](#)

Read the report: [Getting the balance right \(PDF\)](#)

Coronavirus: remote learning

Source: National Foundation for Educational Research

The National Foundation for Educational Research (NFER) has published a report looking at pupils' level of engagement with remote learning during the coronavirus crisis. Findings from a survey of 1,233 school leaders and 1,821 teachers in primary and secondary schools in England show that: teachers are in regular contact with 60% of their pupils; and 55% of their pupils' parents are engaged with their children's home learning. Proportions of pupils less engaged than their classmates include: pupils with limited access to IT and/or study space (81%); vulnerable pupils (62%); pupils with special educational needs and disabilities (SEND) (58%); and young carers (48%). A separate study for the University College London (UCL) Institute of Education estimated that two million pupils in the UK – around one in five – had done no schoolwork or managed less than an hour a day.

Read the press release: [New report looks at pupil engagement in remote learning during the Covid-19 pandemic](#)

Read the report: [Pupil engagement in remote learning \(PDF\)](#)

[Schoolwork in lockdown: new evidence on the epidemic of educational poverty \(PDF\)](#)

Coronavirus: home schooling

Source: Children's Commissioner for England

The Children's Commissioner for England has published findings from preliminary research on the home schooling provided to children during lockdown. Findings from a survey of 4,559 school-aged children conducted over 5 days at the end of April 2020 include: 96% of children were not attending school at the time of the interview; and the most common amount of time to spend on schoolwork per day is 1 to 2 hours for children under 13 years old and 2 to 3 hours for teenagers. In a briefing, the Commissioner voices concern about the impact of the coronavirus crisis on children's education and highlights the need for summer scheme support.

Read the blog: [The numbers behind home schooling during lockdown](#)

Read the briefing: [The need for summer scheme support in response to Covid-19 \(PDF\)](#)

Coronavirus: return to school resources

Source: Place2Be

Place2Be has put together a series of resources for primary and secondary schools to help headteachers and school staff start to bring their schools back together. The resources are intended to be a starting point for staff to promote emotional wellbeing and resilience – themes covered include hope, gratitude and connectedness.

Access the resources: [Return to school resources](#)

See also on NSPCC Learning > [Returning to school after the coronavirus lockdown](#)

Coronavirus: school exclusion risks

Source: University of Oxford

The Department of Education at the University of Oxford has published a report on school exclusion risks after the coronavirus crisis. Discussions with practitioners and professionals from health, education, criminal justice, local authorities and third sector voluntary organisations in England found that: children and young people adversely affected by the coronavirus crisis are extremely diverse; there is a need to think beyond conventional and recognised categories of vulnerability; and a need to think about risk both clinically and socially and recognise complexity. The report calls for adopting a need based holistic approach involving good collaboration and communication within and between services.

Read the news story: [Launch: school exclusion risks after Covid-19 report](#)

Read the report: [School exclusion risks after Covid-19 \(PDF\)](#)

Coronavirus: family experiences during school closures

Source: Child Poverty Action Group

The Child Poverty Action Group (CPAG) has published a report exploring experiences of learning during lockdown, to understand how families, particularly those on low incomes, were supported when the coronavirus pandemic forced schools across the UK to close their doors to the majority of pupils. A survey of 3,600 parents and carers and 1,300 children and young people in England, Scotland and Wales found that: 40% of low-income families were missing at least one essential resource to support their children's learning; families who were worried about money were more likely to say they found it difficult to continue their children's education at home; and replacement of free school meals is valued by parents and has been critical to helping families make ends meet.

Read the news story: [The cost of learning in lockdown](#)

Read the report: [The cost of learning in lockdown: family experiences of school closures](#)

Coronavirus: mental health

Source: Mind

Mind has published a report looking at the impact of the coronavirus on people's mental health across the UK. Evidence from more than 16,000 responses to surveys carried out in April and May has been used to draw up five tests which the UK Government must meet in order to protect and improve the country's mental health after coronavirus which includes support for children and young people. Recommendations include: implementing a comprehensive plan for supporting children and young people back into education, including those who have experienced trauma, loss and bereavement due to coronavirus and/or are at risk of school exclusion.

Read the new story: [UK Government must urgently plan for recovery from coronavirus mental health crisis, says Mind](#)

Read the report: [Five tests for the UK Government \(PDF\)](#)

[The mental health emergency How has the coronavirus pandemic impacted our mental health? \(PDF\)](#)

See also on NSPCC Learning > [NSPCC Learning: Child mental health](#)

Keeping children safe in education

Source: Department for Education

The Department for Education (DfE) has published updated statutory guidance for schools and colleges in England on safeguarding children and safer recruitment. Keeping children safe in education (from 1 September 2020) is for information only and does not come into force until 1 September 2020. Substantive changes from KCSIE September 2019 are outlined in Annexe H.

Read the guidance: [Keeping children safe in education](#)

Read the updated guidance: [Keeping children safe in education: statutory guidance for schools and colleges from 1 September 2020 \(PDF\)](#)

Online safety in schools and colleges: questions from the Governing Board

Source: UK Council for Internet Safety

The UK Council for Internet Safety has updated the guidance on questions that school governors in England and Wales should ask to help ensure their school leaders are keeping children safe online.

Read the guidance: [Online safety in schools and colleges: questions from the Governing Board](#)

See also on NSPCC Learning > [Child protection for school governors training](#)

Harmful sexual behaviour in schools

Source: Contextual Safeguarding Network

The Contextual Safeguarding Network has published a briefing on the findings from a two-year study into harmful sexual behaviour (HSB) in schools in England. A study involving 160 students from secondary providers found that: prevalent forms of HSB experienced between surveyed students include: sexual/sexist name calling (73% of students); rumours about students' sexual activity (55%); sexual harassment (36%); and sexual images being shared without consent (30%). Data from the special schools survey suggested less HSB happened between students in special schools than in the other settings surveyed.

Read the news story: [Beyond referrals – schools](#)

Read the briefing: [Beyond referrals: harmful sexual behaviour in schools: a briefing on the findings, implications and resources for schools and multi-agency partners \(PDF\)](#)

See also on NSPCC Learning > [NSPCC Learning: Protecting children from harmful sexual behaviour](#)
> [Harmful sexual behaviour in schools training](#)

Racism in secondary schools

Source: Runnymede Trust

The Runnymede Trust has published a report looking at racism in secondary schools in England. Findings from interviews with 24 secondary school teachers from across Greater Manchester include: a need to increase the proportion of teachers from black and minority ethnic backgrounds (BME) and the racial literacy of all teachers; clearer anti-racism policies are needed to embed a culture of anti-racism in schools; and evidence that negative effects of a police presence in schools are felt most by BME and working-class students.

Read the news story: [Racism in secondary schools](#)

Read the report: [Race and racism in English secondary schools \(PDF\)](#)

Safeguarding children from racism

Source: Farrer & Co, Just for Kids Law

Farrer & Co has published an insight briefing looking at safeguarding children from racism. The briefing includes suggestions for how schools can begin to tackle the issue of racism and practical steps schools can take to create an anti-racist culture. In a separate blog, Just for Kids Law discusses

the legal barriers to reviewing cases where children have been excluded from school and race discrimination is believed to be a factor.

Read the briefing: [Safeguarding children from racism and creating an anti-racist culture](#)

Read the blog: [The barrier to justice that silences victims of racism in English schools](#)

Institutional racism in schools

Source: Teaching Times

An article in Teaching Times discusses institutional racism in schools and the role of school leaders and governors. The article looks at the experiences of Black, Asian and Minority Ethnic (BAME) teachers and students and the impact of subconscious bias and discrimination.

Read the news story: [Institutional racism in schools: what can school leaders and governors do?](#)

Black lives matter

Source: NSPCC

The NSPCC Library and Information Service has created a reading list showcasing resources from the library collection on child protection and race. Childline has updated its website with information to support children and young people coping with world news.

Access the resources: [Child protection and race](#)

Visit Childline: [Coping with world news](#)

Relationships, sex and health education

Source: Department for Education

The Department for Education (DfE) has released the first of a series of 14 training modules for teachers in England to support them in giving lessons on the relationships, sex and health education (RSHE) curriculum which will make mental health and wellbeing a compulsory part of pupils' education in primary and secondary school. The statutory requirement to start the PSHE curriculum is September 2020. However, the DfE has written to schools to say that due to the coronavirus and closures, schools who are not in a position to implement fully from September have been granted some leeway and now have until Summer term 2021 to do so.

Read the press release: [Extra mental health support for pupils and teachers](#)

Read the news story and access the training module: [Teaching about mental wellbeing](#)

Read the DfE communication: [Communication to schools on the implementation of relationships education, relationships and sex and health education \(PDF\)](#)

Relationships, sex and health education

Source: Sex Ed Diaries

Sex Ed Diaries has released a podcast about relationships and sex education in schools in England. The most recent episode discusses sexual health, exploring what young people need to learn, and how to ensure teaching is inclusive.

Read the news story: [Welcome to Brook's Sex Ed Diaries, a podcast about Relationships and Sex Education in schools](#)

Listen to the podcasts: [Episodes](#)

Relationship and sex education

Source: Sex Education Forum

Relationships and Sex Education (RSE) Day took place on 25 June 2020. To mark the day the Sex Education Forum made available schools packs for primary and secondary settings. The ideas in the packs have been selected to be responsive to the coronavirus crisis.

Read the news story: [RSE Day - 25 June 2020](#)

Access the resources: [Ideas for settings: primary age children \(PDF\)](#)
[Ideas for settings: secondary age children \(PDF\)](#)

LGBTQ young people

Source: INEQE Safeguarding Group

INEQE Safeguarding Group have published a safeguarding factsheet for teachers, safeguarding professionals and parents and carers providing information on how to best respond to the needs of LGBTQ young people. A resource pack for young people provides secondary-aged pupils with facts, written activities and key discussion opportunities on Pride and the LGBTQ community.

Read the news story and download the resources: [LGBTQ young people: contextual safeguarding factsheet and resource pack](#)

Domestic Abuse Bill: children to be recognised as victims

Source: Action for Children

Action for Children reports that the government has confirmed that the Domestic Abuse Bill will be amended so that children affected by domestic abuse will be recognised as victims in their own right. The move follows a campaign by the NSPCC and other organisations working to support adult and child victims and survivors, calling for the government to make sure that children's experiences are reflected in the Bill's statutory definition of domestic abuse.

Read the news story: [Domestic Abuse Bill: children no longer the 'invisible victims'](#)

Consultation: changes to the School Admissions Code

Source: Department for Education

The Department for Education (DfE) is consulting on a revised version of the statutory School Admissions Code for England. The consultation includes proposals to reduce the time vulnerable children spend out of the classroom, and better support children when moving school during term time. The code is also being amended to prioritise children adopted from state care outside of England and make sure they benefit from the same experience and opportunity in accessing a school place as those adopted domestically. The consultation closes on 16 October 2020.

Read the press release: [Vulnerable children to get better support when moving school](#)

Read the news story: [Changes to the School Admissions Code](#)

Read the consultation draft: [School Admissions Code: consultation draft \(PDF\)](#)

Tes SEN show

This conference, organised by Tes, takes place on 8-9 January 2021 in London.

Further information: [Tes SEN show](#)