

# Oxfordshire Safeguarding Children Board



## Safeguarding in Education Bulletin

Issue 26: Autumn/Winter 2020



Welcome to the Oxfordshire Safeguarding Children Board SiE bulletin.

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## 1. Welcome from the OSCB Chair



Dear Colleagues

In what is only my first month with the OSCB it is my pleasure to welcome you to the Autumn Term's SIE Bulletin, which provides a timely update on what has been going on and what is coming up. In these most unusual of times it is perhaps even more important to maintain contact, keep informed and look ahead to when life starts to re-balance.

In the very short time I have been working with colleagues here in Oxfordshire, I have been immediately impressed with the commitment, professionalism and dedication to the safeguarding and wellbeing of children and young people in the county. This has been a common theme across the other partnerships where I work, with the unique challenges of the last few months being met with innovation, resilience and a renewed determination to come together to deliver those services young people need.

It is reassuring on taking up this role to find that the hard work of Richard Simpson and more recently, Jane Portman has helped established a strong and effective partnership; something I intend to continue and build upon.

I am looking forward to meeting as many of you as possible over the coming months, whether that's via the now familiar use of online platforms, or as I am sure we are all hoping, in face to face meetings. I am also keen to re-acquaint myself with Oxfordshire having been a student at what was then Oxford Polytechnic back in the 1980s. A career in policing followed during which time I developed a deeply held commitment to partnership working and the wellbeing of the most vulnerable in our society, and I hope that together we can work to safeguard the children and young people in Oxfordshire.

Best wishes

Derek Benson  
Chair of Oxfordshire Safeguarding Children Board

## 2. OSCB Business Unit Update

### Training update

**The OSCB training programme is alive and kicking:**



We now have eLearning courses available for 'Level 2: Awareness of Child Abuse and Neglect' and 'Level 3: Advanced / Designated Safeguarding Lead' training which, once successfully completed, will provide practitioners with a certificate valid for 1 year.

Subsequent attendance at a **live webinar** will extend this validity period.

If you are confused about where you stand with undertaking mandatory safeguarding training, either Level 2 or Level 3, please do

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.

### Course availability:

Other courses from our programme have now been successfully translated into virtual delivery in a webinar format and the following courses still have some limited availability; do check out the OSCB website for further details - <https://training.oscb.org.uk/events-list>

WEBINAR COURSE	DATE	TIME
Generalist – Level 2	Various	n/a
DSL – Level 3	Various	n/a
Early Years Generalist	Various	n/a
Early Years – DSL Level 3	Various	n/a
Restorative Practice: An Introduction	Various	n/a
Early Help Assessment (EHA) and Team Around the Family (TAF)	Various	n/a
Understanding Child Exploitation: part 2	07.12.2020	09:30 – 12:30
Reducing Parental Conflict: PART ONE of two	19.01.2021	09:30 – 13:00
Domestic Abuse and Young People	20.01.2021	10:00 – 13:00

### Are you interested in becoming part of the OSCB's Training Pool?

Members of the Oxfordshire Safeguarding Children Board pool of volunteer trainers from a variety of agencies delivered training to over 5000 local practitioners in 2019 and they achieved a '**Highly Commended**' Award from the NSPCC in 2018 in the national 'Safeguarding Trainer of the Year Award' from over 100 nominations!

We are always looking for additional trainers to join us, so if you are interested in this area of work and/or for your own personal development, we ask you to contact the OSCB training co-ordinator for a discussion about what we can offer in return – [gay.suggitt@oxfordshire.gov.uk](mailto:gay.suggitt@oxfordshire.gov.uk)



We would ask that you:

- Are up to date with your Designated Safeguarding Lead training
- Attend a 'Train the Trainer' event
- Observe a course being delivered by experienced trainers
- Co-train 3 courses with a more experienced trainer per year
- Attend one half day trainer development session per year
- **AND** most importantly of all, **have a passion** for safeguarding children which you would like to pass onto others!

The 'Train the Trainer' course is due to move online in early 2021, with a knowledge based eLearning preparation course followed up with an interactive and practical webinar.



Keep your eyes peeled for more information!

We look forward to welcoming you onto an event soon. The OSCB Training Team can be contacted via [OSCB.Training@oxfordshire.gov.uk](mailto:OSCB.Training@oxfordshire.gov.uk)

## Learning and Improvement

### [Child K Learning Summary](#)

On the 17<sup>th</sup> of November the OSCB published the findings of its historic serious case review into 'Child K', an Oxfordshire child admitted to hospital with severe weight loss in 2016.

Overall, the serious case review found that no professional had responsibility for understanding the child's needs as a whole. To read the learning summary, click on the link above or to access the full report and press statement go to the [Child Safeguarding Practice Reviews webpage](#).

### [Mental Health Audit Summary](#)

An audit was undertaken in February of this year to evaluate the experience of children identified as a 'child in need' or subject to child protection planning, and children in care who have mental ill health.

The audit findings reinforce the message that clear planning is needed to get children back in to school when they are not attending. Schools are key to noticing and alerting others to the potential concern. Click on the link above to read the full audit summary.

### [Learning from recent reviews for education providers](#)

Follow the link above for a summary of the key themes and examples of good practice for education settings from recent safeguarding practice reviews undertaken.

The summary also highlights the tools and resources available to support your work with children and young people.

## Child Exploitation Screening Tool Evaluation

Have you completed a Child Exploitation Screening Tool? We would really value your feedback!

In order to continually improve the service we provide to children at risk of exploitation, the OSCB has put together an evaluation how children and young people at risk are identified and supported. We would be really grateful for any thoughts or comments about the Child Exploitation Screening Tool, particularly if there are any areas for improvement.

The questionnaire [CE Screening tool evaluation](#) should only take about five minutes.

Thank you very much!

### 3. The Brain Story

How can we use neuroscience in our everyday practice to improve family outcomes and build stronger communities?

The Brain Story provides a knowledge platform to articulate key scientific research about how experiences change the way our brains are built, and the mechanisms that drive the intergenerational cycle of adversity. This understanding is fundamental to improving long term mental and physical health outcomes; it is critically important for both policy and practice across health, education, social services and the criminal justice system, but also the wider community.

Using a series of powerful metaphors, the Brain Story explains the principles of brain development and psychological functioning. Each metaphor provides a key public health message including Contingent Responsiveness (Serve and Return), Executive Function (Air Traffic Control), Adverse Childhood Experiences (Toxic Stress) and Resilience. The metaphors offer a shared language for both professionals and families, facilitating mutual understanding and communication.

#### [Executive function video](#)

The Brain Story Certification Course is a free self-paced, online course which will take you through a comprehensive programme of the science underpinning child development, the impact of Adverse Childhood Experiences (ACEs) and the mechanism underpinning their association with increased risk of later difficulties with physical and mental health.

#### The Oxford Brain Story

A team at the University of Oxford is working to explore and evaluate different ways of implementing the Brain Story to maximise its reach and impact. The team would love to support you and your organisation with adopting the Brain Story. Please visit: [www.oxfordbrainstory.org](http://www.oxfordbrainstory.org) or @OxBrainStory and contact:

- [louise.dalton@psych.ox.ac.uk](mailto:louise.dalton@psych.ox.ac.uk)
- [elizabeth.rapa@psych.ox.ac.uk](mailto:elizabeth.rapa@psych.ox.ac.uk)
- [katy.smart@psych.ox.ac.uk](mailto:katy.smart@psych.ox.ac.uk)

### 4. Education Settings and COVID-19

The DfE have recently updated their guidance on [Safe working in education, childcare and children's social care](#). The guidance contains some helpful reminders for **all staff** regarding visits to family homes as well as information on preventing and controlling infection, including the use of PPE, in education, childcare and children's social care settings during the coronavirus outbreak.

This is for all staff in:

- children's homes, including secure children's homes
- residential special schools or colleges
- fostering services
- visits to family homes
- alternative provision
- early years and childcare settings
- schools, including special schools
- 16 to 19 academies
- further education (FE) settings including general FE education colleges, sixth form colleges and other providers

It includes advice on:

- minimising contact

- changes of work practices
- hand and respiratory hygiene
- increased cleaning of the environment
- limiting movement
- when you might need to use PPE

Reminder re [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.

## 5. Update on implications of COVID 19 on Children's Social Care

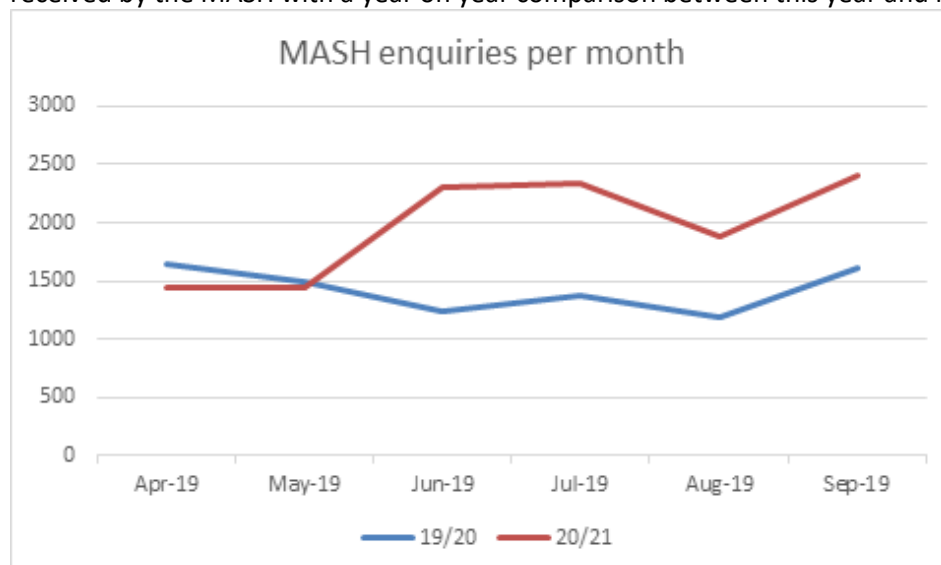
### Introduction

Since March 2020 the Covid19 pandemic has impacted on Children's Services in two main ways, these are:

- An increased in demand for services
- Less cases being closed due to factors outside the control of children's services

### Increase in Contacts to the MASH (Multi-agency Safeguarding Hub)

The increase in demand can be seen in the graph below which illustrates the difference in enquires received by the MASH with a year on year comparison between this year and last.



The table below illustrates that initially during lockdown enquiries were suppressed, but rose sharply to almost double the level of the previous year in June. Demand has continued at significantly higher levels over the following months (though gradually reducing).

	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19
19/20	1649	1489	1241	1379	1189	1611
20/21	1441	1437	2303	2340	1887	2411
Difference	-13%	-3%	86%	70%	59%	50%

This represents a surge of work that is “flowing through” the Children’s Social Care system which is already translating into more assessments and may ultimately lead to more children becoming subject to child protection plans and cared for.

For the MASH this equates to a 30% increase in workload. To manage the impact of this additional work it has been agreed that 7.2 additional workers will be temporarily employed in the MASH until demand returns to more normal levels.

The reasons for this increase in demand are multifaceted. There is an emerging body of evidence that the pandemic and restrictions imposed have increased the prevalence and complexity of a wide range of social issues (e.g. domestic abuse, mental health problems and substance misuse). Mental health organisations are also citing that increasing social isolation, job losses, housing insecurity and reduced access to services as factors fuelling a rise in adults experiencing poor mental health.

### **Increase in Requirement for Statutory Assessments**

Children’s services are required to conduct statutory assessments and to intervene to support children in need (including those in need of protection). These must be completed within tight time frames varying from the immediate protection of children at risk of harm through to a maximum time frame of 45 working days for lower priority assessments.

Effective children’s services are dependent upon good throughput of work. The 30% increase in MASH contacts is increasing the number of assessments required. To meet this additional demand, it has been agreed that there will be an additional recruitment on a temporary basis of 5.8 workers within Family Solutions Plus service to complete the extra assessments.

### **Children subject to Statutory Plans**

Children’s services are also required by the Children Act 1989 to provide support to children who are made subject to plans (Child in Need/Child Protection) and children who become cared for by the Local Authority. The surge will also increase the number of children and families who require help and support on this basis.

This issue is further compounded by complications in ending social work involvement. There are two main factors contributing to this. Firstly, as a result of the pandemic the family courts are taking longer to conclude proceedings. The Ministry of Justice reported that the average time taken for care or supervision proceedings between April and June 2020 was 36 weeks<sup>i</sup> (against a 27-week target). This significantly increases the time families need to remain open to social worker. The second factor relates to other agencies feeling increasingly reluctant to agree social work involvement ending. This is due to elevated concerns about pressures faced by families due to the crisis and the more limited contact with children linked to the ways schools and other services are operating at present.

Given the above it has also been agreed that teams will be given additional capacity to safely manage this work.

### **Youth Justice**

There has also been an increase in demand for Youth Justice services due to the backlog in court hearings following easing of lockdown measures in July 2020. The numbers of new orders in the service is averaging 4 per week, and we do not anticipate any reduction in these numbers in coming

months. This exceeds normal demand and capacity in the team. Court requirements for completion of pre-sentence reports also generates additional demands upon case managers.

### **Forecasting Future Demand**

The pandemic is unprecedented and consequently it is difficult to forecast how long this elevated demand is likely to continue. It is also hard to predict how cases will progress. We are also exploring and analysing the nature of the new demand, unfortunately much of it does seem rooted in serious and entrenched problems (domestic abuse, parental mental health and substance misuse).

**It is important to note that Children Services are operating “business as usual”.**

If you have an immediate safeguarding concern, please contact: **MASH** on 0345 0507666

If your concern is **out of hours**, please contact: **Emergency duty team** on 0800 833408

If you have a non-immediate or emerging concern contact **LCSS**

- North 0345 241 2703
- Central 0345 241 2705
- South 0345 2412608

## **6. ESAT/LADO update**

### **Annual Safeguarding 157/175 report:**

Thank you to those schools who have completed the report and submitted to the team. Can I remind those schools yet to complete, that the final submission date is the 31<sup>st</sup> of December. From 1<sup>st</sup> Jan you will be able to access the report but not be able to edit or submit it.

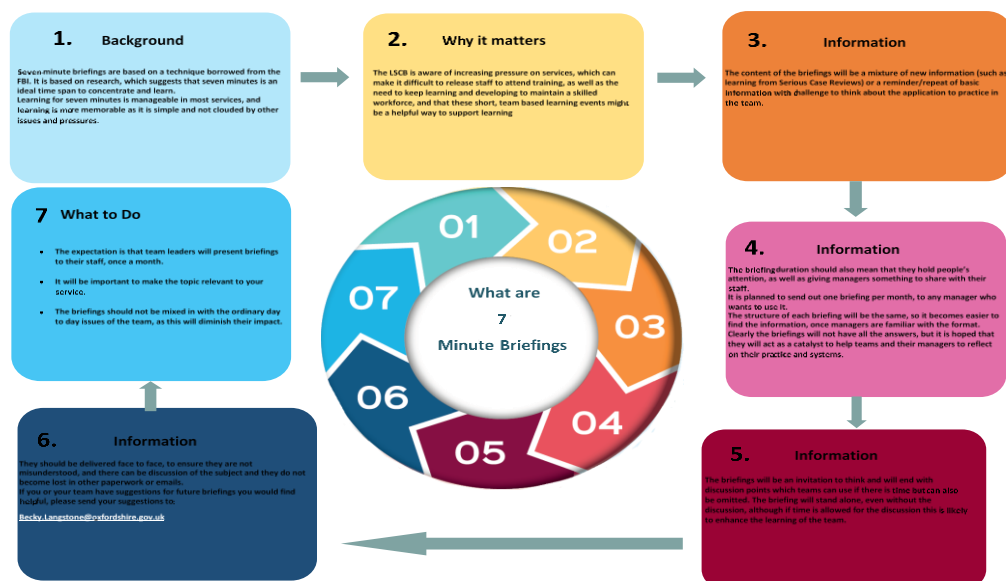
The evidence sections are for you to provide evidence to your governing body or board of trustees so they can endorse the report.

### **7-minute Briefings:**

Over the last couple of months, the ESAT have introduced 7-minute briefings to schools on a virtual platform. These have been going extremely well and we have decided to provide these sessions monthly to all DSL's.

The content of the 7-minute briefings will be a mixture of new information (such as learning from Serious Case Reviews) or a reminder/repeat of basic information which enable staff to think about the application to their practice.





### **7-Minute Training Dates:**

2<sup>nd</sup> December – Child Sexual Exploitation - 10am  
 7<sup>th</sup> January 2021 – Harmful Sexual Behaviour - 10am  
 4<sup>th</sup> February 2021 – County Lines – 10am  
 4<sup>th</sup> March 2021 – Contextual Safeguarding – 10am

All sessions will be via Teams. Please send your interest to the LADO email address [lado.safeguardingchildren@oxfordshire.gov.uk](mailto:lado.safeguardingchildren@oxfordshire.gov.uk)

### **Training**

The LADO and ESAT continue to offer virtual training, DSL Forums and Schools safeguarding briefings. If you would like to book on any of the training below please email: [lado.safeguardingchildren@oxfordshire.gov.uk](mailto:lado.safeguardingchildren@oxfordshire.gov.uk)

### **Safer Recruitment training Dates:**

10<sup>th</sup> December - 9.30am-12pm - via Teams

### **DSL Forums:**

17<sup>th</sup> March 2021; Start time 2pm  
 23<sup>rd</sup> March 2021; Start time 9.30am  
 25<sup>th</sup> March 2021; Start time; 9.30am  
 8<sup>th</sup> June 2021; Start time; 9.30am  
 10<sup>th</sup> June 2021; Start time 9.30am  
 15<sup>th</sup> June 2021; Start time 2pm

### **Schools Safeguarding briefings:**

5<sup>th</sup> January 2021; Start time 9.30am  
 19<sup>th</sup> April 2021; Start time 9.30am

## 7. Locality and community support service news



### The Early Help network – 12-week update

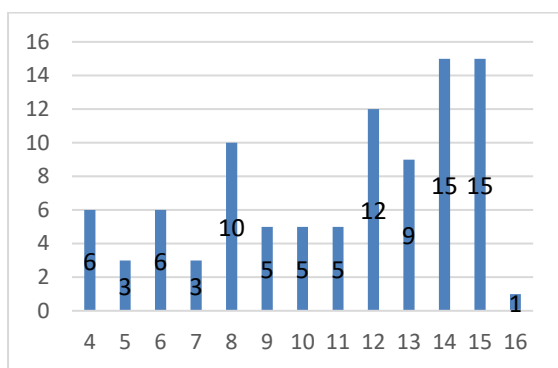
The Early Help network is a virtual multi-agency network established in June 2020 in response to Covid 19 and the anticipated impact to families, Education settings are able to book a 30-minute virtual consultation to discuss families in need of support. Multi-professionals provide advice and guidance, and proportionate solution focused plans are developed.

Consultation slots are booked through LCSS.

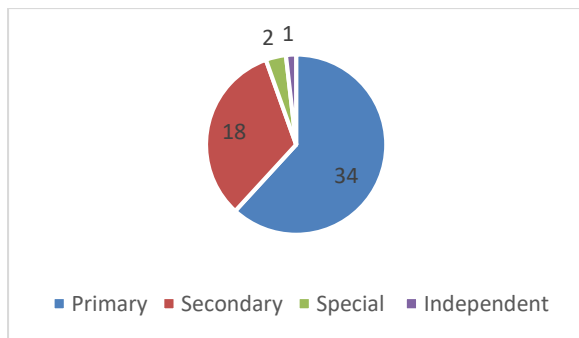
(This is not appropriate for immediate safeguarding or children already open to Children’s Services)

We have achieved: **12** weeks of meetings **95** consultations **224** children discussed

#### Age of the **95** Subject children discussed



#### The **55** different School’s attended



#### Areas of concern include:

- School attendance
- Anxiety
- Challenging/aggressive behaviour
- Self-harm/ low mood
- Exploitation
- Parental mental ill-health/physical health
- Financial difficulty



#### Outcomes include:

- Targeted Early Help support (36%)
  - EHA/TAF
  - LCSS support with EHA/TAF
  - Information sharing
  - Professional advice
  - Exploitation screening tool

#### Professionals in attendance include:

- LCSS and Targeted Early Help
- CAMHS and School Nurses
- Police
- Learner Engagement
- Educational Psychology
- District Council

### Feedback

- So often, in schools you try to keep coming up with solutions in isolation and it was great to know there were so many professional around to offer support
- It was extremely useful to have access to professional advice from a range of backgrounds. Clear action points were given to support the child in question.
  - Parents were equally impressed with how quickly we were able to put something in place.
- I found the network meeting really useful; I was shocked by how many professionals were there and it was great to see everyone bringing their expertise.
  - Progress is already happening for this family. I think the meetings are a fantastic idea.
- The ability of the professionals to collaborate with transparent information sharing means that my student and her family are already accessing additional support

### LCSS Survey

We are looking to improve the way we all work together to support families at an early stage of need and would like your feedback. We will use it to take forward learning from a recent case review on neglect.

The short questionnaire can be accessed by clicking on the link [LCSS Short Survey](#), is open until the 18<sup>th</sup> of December, and should take no longer than 5 minutes.

**We thank you for your time.**

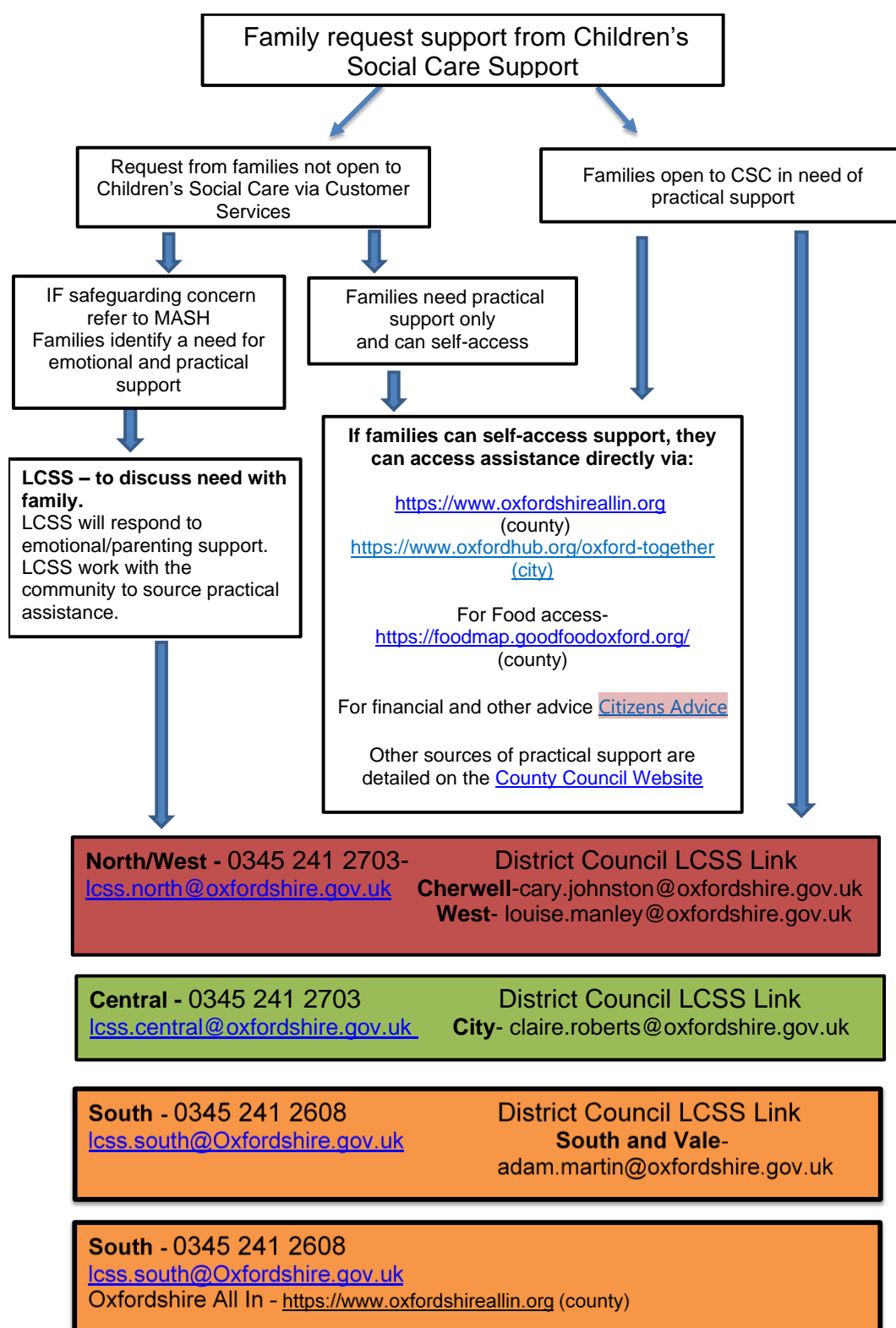
### LCSS and COVID 19

As part of the COVID 19 pandemic LCSS are receiving an increase in contacts directly from families who are seeking support in terms of parenting, **emotional support** and general coping strategies. LCSS are offering telephone support including parenting interventions, signposting to online resources and liaising with other agencies about appropriate support for the family. In addition, Children's services are receiving an increasing number of requests from families seeking **practical support** for example food, finances, baby care products etc

In response to the increasing need for families to access practical support in a timely way LCSS are working with **Oxford Hub** for the City (<https://www.oxfordhub.org/oxford-together>) and **Oxfordshireallin** for the rest of the County (<https://www.oxfordshireallin.org>). For support around food access across the county- **Good Food Oxford** (<https://foodmap.goodfoodoxford.org>)

LCSS are also working alongside the District Councils, Voluntary and Community sector partners, Church and Faith groups to ensure that families who require practical support will receive that support in a **timely** way.

Below is a flowchart to explain the process of accessing support for families from Children's Services.



## 8. Learner engagement update

We have seen a significant increase in families removing their children from school rolls for the purposes of Elective Home Education. Whilst this is an entitlement available under the current legislation, reasons shared are based on anxiety about COVID-19. We are working hard to mediate with parents to offer advice and reassurance about the COVID-19 safety measures that schools have

been working so hard to put in place and maintain. Should partners become aware of families considering this course of action, please do offer all assurances possible and signpost to the Public Health England guidance. [eh@oxfordshire.gov.uk](mailto:eh@oxfordshire.gov.uk) is available to provide further guidance as required.

### [2020 Oxfordshire Schools' Primary and Secondary Anti-Bullying Survey](#)

The primary and secondary surveys opened to all schools on Monday 2<sup>nd</sup> November and will close on Monday 21<sup>st</sup> December 2020 at 5pm.

We urge all Schools in Oxfordshire to participate in this consultation as it will inform our strategic work to prevent and tackle all forms of bullying at a county-level. By participating in the annual survey, you will also receive a breakdown of your own school's results which can further inform your strategic work to eradicate bullying in your setting and create a safe environment for all learners.

County results will be published in Schools News on Tuesday 12<sup>th</sup> January 2021. Individual school results will also be emailed out to the Headteachers of participating schools by this date.

To access the direct link to this year's survey with instructions, [click here](#).

### [NEW Equality, Diversity and Inclusion Self-Evaluation Tool](#)

View our [Equality, Diversity and Inclusion Self-Evaluation for Educational Settings](#) to support your ongoing work to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

For more information on the Learner Engagement Service and available support, go to: <https://schools.oxfordshire.gov.uk/cms/content/learner-engagement-service>

To access the latest local and national guidance, specialist support and good practice, as needed, to support your management of the COVID-19 recovery phase, go to:

<https://schools.oxfordshire.gov.uk/cms/content/returning-school-after-lockdown>

[Click here](#) for more information, signposts and relevant school resources on preventing and tackling harmful behaviour; promoting equality and diversity; and embedding restorative approaches.



## 9. Early Years update



Early Years Settings (including childminders) have shown incredible resilience and determination to provide ‘business as usual’ for children and their families during the past few months. Settings are continuing to have an additional eye on children who are vulnerable and known to them and other services, but also children who are newly vulnerable due to the pandemic.

Numbers of Covid-19 cases have remained low in the Early Years sector, but staff must continue to exercise vigilance especially regarding social distancing both in and out of the workplace.

It is important that during the pandemic families are made aware that their entitlement to funded education and care continues. This is particularly important for children who are eligible for the 15 hours Two-Year-Old Funding. You can find out about eligibility to this funding [here](#).

By taking up the funding young children not only receive all of the benefits of playing and learning with other children, but families can access the support that being part of an Early Years setting can bring such as early help. Funded Two Year places can be accessed through early years settings, childminders and some schools. Please continue to encourage families to take up their funded place.

The Early Years Team continues to provide the OSCB Training for the Early Years sector along with a series of early help assessment training led by the LCSS team. These can be booked through [Step into Training](#) (search under course list for Early Help).

Many settings have been in touch to enquire about completing the Safeguarding Self-assessment (audit). This shows great commitment to ensuring your safeguarding practices are robust and up to date. The Early Years Team are in the process of bringing the self-assessment online. In the next few weeks, you will receive an email requesting that you complete and return this as agreed in the Terms & Conditions of your Funding Agreement.

In the meantime, continue to use the self-assessment which is available on our toolkit. We are not planning on major changes to the questions so any information you have already collected should be easy to review and transfer to the new format.

Ofsted have made a number of interim visits to settings and childminders who received a Requires Improvement or Inadequate judgement at their last Ofsted inspection. This judgment is often given for safeguarding reasons. These visits have resulted in Ofsted determining that the safeguarding actions have been met which is great news.

As we approach the festive season and more of our teaching and learning and activities (including Nativity plays) go online please use this opportunity to review your Acceptable Use of ICT Policy and Code of Conduct policies both for staff and parents to ensure they are fit for purpose.

## 10. Local news

### Family Solutions Plus is live

Oxfordshire Children’s Services is delighted to announce that the Family Solutions Plus (FSP) model went live at the beginning of November.

The model is based on the [Family Safeguarding Model](#), developed in Hertfordshire County Council, and is a model of system change where adult practitioners are embedded within FSP teams with

social workers. Teams are trained in motivational interviewing, undertake group case discussion, and follows a structured strengths-based intervention programme known as the workbook.

To deliver this model in Oxfordshire - we have created 17 teams that will form closer working relationships with local partners including schools, GPs, Community Police Teams, etc.

Within the Oxfordshire FSP model we have combined the assessment and intervention services to prevent children and families experiencing multiple changes therefore there will no longer be a separate children and families assessment service. The assessment and intervention services now sit within Family Solutions Plus, meaning less changes in workers for families.

Early Help remains a core part of the wider overarching Family Solutions Services as do Family Group Conferencing and Education, Employment and Training Services.

### **[Family Solutions Plus and Children's Social Care information - November 2020](#)**

## **Support for vulnerable families during COVID-19**

During Covid-19 there have been various Government and local Oxfordshire initiatives to offer support to families who are vulnerable or facing hardship during this pandemic.

Please find attached two documents aimed at helping professional staff signpost or access support for families during these difficult times.

The first document attached entitled:

1. **[Oxfordshire System community to support residents: For professionals](#)**

Gives a detailed overview of the current support that is available to families with contact details of the organisations offering that support.

This is a fast-changing environment so this document will be updated as and when new support becomes available. We hope this document will be helpful to you all in supporting families to access the right support.

The second document attached entitled:

2. **[Support for families open to CSC and LCSS Covid-19 response link with District Councils, voluntary and community sector](#)**

Is information that LCSS have shared with partners and we are sharing with all of you.

It describes for partners how families open to CSC can access support through their allocated Children Services practitioner. Practitioners can use the information and links within both documents to sign post or directly access support for families.

The document also describes how those families who are referred into Children Services through Customer Services where it is identified that the family do not require Children Social Care Services but a need for preventative early help emotional or practical support is identified will be signposted to LCSS to offer that support.

In addition, for your information LCSS are linking closely with the District Councils who are coordinating a lot of support within their local areas for families.

If you are finding it difficult to access support for any families that you are working with and require additional support from the District Councils please do contact the LCSS workers linked to the districts and they will support in whatever way they can.

## SafeStories

SAFE! Have recently released their latest SafeStories video, Rob and Tyrone's Story. This story focuses on Rob and Tyrone and touches on an experience of child drug exploitation. The plot and characters were created by young people during workshops with SAFE!, and the video was subsequently written and produced by 1848Media.



You can watch the video [here](#)

The video is designed to be accessed directly by young people, as well as for use in a classroom setting, or as a resource for one-to-one support. With many thanks to Leanne Dorn and Rae Hancock at the Cherwell School in Oxford who have written a set of lesson three plans for key stages 3 and 4 which include PowerPoint presentations and resources, and accompanying teacher notes. If you are interested in receiving a copy of the lesson plans for use in school or a youth work setting, please complete this [form](#)

## 11. National Updates

### Speak out Stay safe: podcast

**Source:** NSPCC Learning

NSPCC Learning has released a podcast discussing the online version of the Speak out Stay safe school assembly for children aged 5- to 11-years-old in the UK and Channel Islands. The podcast covers: how the coronavirus crisis has affected the Speak out Stay safe programme; how it has been adapted so that it still remains available to primary schools; what's different about the virtual offer and what's remained the same; and what other safeguarding support is being made available for schools.

**Listen to the podcast:** [Speak out Stay safe podcast](#)

**See also on NSPCC Learning**

> [NSPCC Learning: Speak out Stay safe](#)

### Protecting children from county lines

**Source:** NSPCC Learning

NSPCC Learning has put together information to help anyone who works or volunteers with children and young people to recognise the signs that a child might be being exploited by a county lines gang, and understand what action to take to help keep children safe. Topics covered include: the risks associated with county lines; recognising and responding to concerns about county lines; how professionals can work to prevent county lines; and a summary of the relevant legislation and guidance.

**Read the news story:** [Protecting children from county lines](#)

**See also on NSPCC Learning**

> [Protecting children from trafficking and modern slavery](#)

### Peer-on-peer sexual abuse

**Source:** NSPCC Learning

NSPCC Learning has put together some principles outlining best practice to help with recognising and responding to peer-on-peer sexual abuse. The content includes information on: what peer-on-peer sexual abuse looks like; how to respond appropriately and proportionately to concerns or instances of peer-on-peer sexual abuse; how to help prevent peer-on-peer sexual abuse occurring; and an overview of the legislation and guidance to help practitioners recognise and respond to peer-on-peer sexual abuse across the UK.

**Read the content:** [Protecting children from peer-on-peer sexual abuse](#)



**See also on NSPCC Learning**

> [Protecting children from harmful sexual behaviour](#)

**Keeping children safe in out-of-school settings: code of practice**

**Source:** NSPCC Learning, CPSU

NSPCC Learning has created a webpage to highlight the new Department for Education (DfE) guidance on keeping children safe in out-of-school settings (OOSS) in England. A cross-sector group supported the DfE in developing the non-statutory guidance for providers of community activities, after-school clubs, tuition and other out-of-school settings in England. The code of practice includes advice on what policies and procedures providers should have in place for health and safety, safeguarding and child protection, staff suitability, and governance. Accompanying guidance for parents and carers aims to help them choose safe-out-of-school activities. The NSPCC Child Protection in Sport Unit (CPSU) has created content outlining what the guidance means for sports settings.

**Read the news story:** [What you need to know about the Department for Education's new guidance for out-of-school settings \(OOSS\)](#)

**Read the code of practice:** [Keeping children safe in out-of-school settings: code of practice](#)

**Read the guidance:** [Guidance for parents and carers on safeguarding children in out-of-school settings](#)

**CPSU content:** [New guidance on keeping children safe in out-of-school settings](#)

**Online safety: sharing videos and images**

**Source:** Net Aware

Net Aware, produced by the NSPCC and O2, has released content to help parents and carers who may be worried about their child sharing videos and images online. The content discusses why children use apps like TikTok and Snapchat, and provides guidance for parents and carers to help keep their children safe including: setting their account to private; reminding them not to post locations in real time or share personal information; and talking to them about sexting and sharing nudes.

**Read the news story:** [Should I be worried about my child sharing videos and images online?](#)

**Coronavirus: English guidance for schools, colleges and early years**

**Source:** Department for Education

The Department for Education (DfE) has published new guidance for schools, colleges and early years settings in England during the new lockdown restrictions. Guidance includes the requirement for students and staff in secondary schools and further education colleges in England to wear masks in communal spaces, outside of classrooms, where social distancing cannot be maintained.

**Read the news story:** [New guidance for schools, colleges and early years](#)

**Read the guidance:** [Education and childcare settings: new national restrictions from 5 November 2020](#)

**Coronavirus: Ofsted inspection of schools**

**Source:** Ofsted

Ofsted has published a report looking at how schools are managing pupils' return to education under the current coronavirus guidelines. Evidence from pilot visits to 121 schools across England visited between 14 and 18 September as part of a phased return to routine inspection found that school leaders have been working hard to make sure pupils are catching up with their education and schools have been offering a full curriculum and are planning how to remotely educate pupils who cannot attend in person.

**Read the report:** [COVID-19 series: briefing on schools, September 2020](#)

**Coronavirus: children and young people's wellbeing****Source:** Department for Education

The Department for Education (DfE) has published a report collating evidence from a range of government, academic, voluntary, and private sector organisations on the wellbeing in children and young people aged 5 to 24 in England over the period of March to August 2020. Indicators covered in the report include: personal wellbeing; relationships; health; education and skills; personal finance; and activities.

**Read the press release:** [Effect of pandemic on children's wellbeing revealed in new report](#)**Read the report:** [State of the nation 2020: children and young people's wellbeing](#)**Coronavirus: education****Source:** Institute for Public Policy Research

The Institute for Public Policy Research (IPPR) has published a report looking at the future of education in England after the coronavirus pandemic. The report includes findings from a survey conducted by Teacher Tapp for IPPR which found that: one in two teachers did not feel confident in knowing which children had experienced bereavement, abuse, poor mental health or new family caring responsibilities during lockdown; and less than half of teachers in state-funded schools said their students have onsite mental health support and less than a third said they have onsite physical health support.

**Read the news story:** [The 'new normal': the future of education after Covid-19](#)**Read the report:** [The 'new normal': the future of education after Covid-19 \(PDF\)](#)**Coronavirus: school attendance****Source:** The Children's Commissioner for England

The Children's Commissioner for England has published a briefing looking at school attendance rates during and after lockdown in England. The report covers: what happened in the period March–July 2020; what has happened since schools returned in September 2020; concerns about a rise in 'unexplained absence', not related to the coronavirus pandemic; and what children have said about the return to school.

**Read the news story:** [School return: Covid-19 and school attendance](#)**Read the briefing:** [School return: Covid-19 and school attendance \(PDF\)](#)**Coronavirus: school exclusions****Source:** Rees Centre

The Excluded Rights Research Team at the University of Oxford has published a report looking at potential new and heightened risks for school exclusions caused by the recent Covid-19 pandemic. Conversations with practitioners, policy makers and professionals across England found that policies need to: foster a nuanced understanding of vulnerability; recognise and promote well-being as fundamental for all children and young people; and identify and resolve policy and practice contradictions.

**Read the news story:** [Urgent need to limit school exclusions in England after COVID-19 with policy reform](#)**Read the report:** [School exclusion risks after COVID-19 \(PDF\)](#)**Coronavirus: remote learning****Source:** Contact

The Department for Education has announced a new legal duty on schools in England to provide remote learning to pupils who are at home because of Covid-19. Schools are now expected to offer pupils not in class, because they are self-isolating or their school is shut because of local or national restrictions, the same lessons as those in class. Contact, a charity for families with disabled children, has published an explanation of the legal duty.

**Read the news story:** [Legal duty on schools in England to provide remote learning to pupils at home because of Covid-19 announced](#)

**Read the guidance:** [Remote Education Temporary Continuity Direction: explanatory note](#)

### **Coronavirus: early years providers**

**Source:** Department for Education

The Department for Education (DfE) has published findings from an online survey of childcare and early years providers in England looking at how childcare providers have responded to the coronavirus pandemic. The survey of 4,012 providers, carried out between 2 July and 20 July 2020 found that the majority of providers were open at the time of the survey; and for those open at the time of the survey approximately half the average number of three- and four-year old children expected in a typical week attended the childcare setting. A separate DfE report looks at findings from research into how early years providers support disadvantaged children, children with SEND, the home learning environment and healthy eating.

**Read the report:** [Survey of childcare and early years providers and COVID-19 \(coronavirus\)](#)

**Read the report:** [How early years providers support children](#)

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

**Source:** Young Minds

Young Minds has published the findings from their third survey investigating the mental health impact of the coronavirus pandemic on young people in the UK. Findings from this survey with 2,011 young people aged 11-18 with a history of mental health needs who had returned to secondary school or college include: 23% of respondents said that there was less mental health support in their school than before the pandemic; and 58% of respondents did not feel that there was enough information and support available for their mental health.

**Read the press release:** [Schools need urgent funding to prevent mental health crisis – new report](#)

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

**Read all the coronavirus reports:** [Coronavirus: impact on young people with mental health needs](#)

### **Coronavirus: helpline for schools, parents and pupils**

**Source:** Department for Education

The Department for Education (DfE) has published a blog discussing the coronavirus helpline which offers schools, parents and pupils in England information and advice about coronavirus relating to schools and other educational establishments, and children's social care. The blog also discusses the online educational setting status form which teachers should use to in the event of a confirmed coronavirus case in their school.

**Read the blog:** [Understanding the coronavirus helpline and online educational setting status form](#)

### **Coronavirus and schools: FAQs**

**Source:** House of Commons Library

The House of Commons Library has published a briefing looking at the impact of the coronavirus pandemic on schools and pupils. It largely focuses on England, but includes some information about Scotland, Wales and Northern Ireland. The briefing covers: school closures and re-opening; school attendance; and evidence about differences in home learning.

**Read the briefing:** [Coronavirus and schools: FAQs](#)

### **Youth violence**

**Source:** Youth Endowment Fund

The Youth Endowment Fund has launched a strategy on keeping young people safe from violence in England and Wales and is calling on anyone whose work involves keeping children and young people safe from violence to collaborate. The charity, founded with an endowment from the Home Office,

will invest £200 million over the next 10 years to find the most effective ways to help prevent children and young people becoming involved in violence. The strategy aims to: fund place-based and targeted projects; evaluate effective ideas in preventing youth violence; increase accessibility of knowledge on preventing youth violence; scale-up initiatives that work; and work with the youth sector, education, police and local authorities.

**Read the news story:** [£200 million, 10-year fund to prevent children becoming involved in violence invites you to shape their future](#)

**Read the strategy:** [Strategy 2020-2029 \(PDF\)](#)

### **Gang associated girls**

**Source:** House of Commons Library

The House of Commons Library has published a briefing on gang associated girls, ahead of a Westminster Hall debate on the subject which took place on 6 October 2020. The briefing looks at how many women and girls are involved in county lines and sexual exploitation. Calls for action include: more evidence should be collected about women and girls involved in gangs; and police officers should be trained to identify women and girls involved in gangs.

**Read the briefing:** [Gang associated girls](#)

### **Homeless young people**

**Source:** Homeless Link

Homeless Link has published a report on the experiences and perspectives of young people facing homelessness across England. Recommendations based on interviews with 45 young people aged 16-25 who have experienced homelessness include: government should develop a cross-government strategy to prevent and end youth homelessness; and the Department for Education (DfE) should support local areas to ensure schools are funded to recognise and respond to young people at risk of homelessness.

**Read the news story:** [New research calls for urgent action to prevent and end rising youth homelessness](#)

**Read the report:** [We have a voice, follow our lead: young and homeless 2020 \(PDF\)](#)

### **Mental health services and schools**

**Source:** Department for Education

The Department for Education (DfE) has published findings from research evaluating the delivery of the expanded joint training programme to improve joint working between schools and mental health services. Evaluations carried out in 23 Clinical Commissioning Groups (CCGs) in England found measurable improvements to some aspects of communication and joint working between schools and NHS Children and Young People's Mental Health Services (NHS CYPMHS), although the results were not all at the level achieved by the original pilots.

**Read the report:** [Mental health services and schools link expanded evaluation](#)

### **Attachment and trauma awareness**

**Source:** Rees Centre

The Rees Centre has published a working paper looking at the impact on experiences and outcomes for vulnerable young people of attachment and trauma awareness training for school staff. The report, based on data collected from 24 primary schools in England before the coronavirus pandemic, finds that: 64% of staff reported resulting changes to their everyday practices working with vulnerable children; and many schools have reviewed their behaviour policies as a result.

**Read the news story:** [Attachment and trauma awareness helps support vulnerable pupils](#)

**Read the working paper:** [Attachment and trauma awareness training: analysis of pre-Covid survey data from staff in 24 primary schools \(PDF\)](#)

**School governance****Source:** Department for Education

The Department for Education (DfE) has published a report on school and trust governance. Findings from the report, which surveyed 1,207 schools, academies and trusts, include: 88% of boards had a link governor or trustee responsible for safeguarding; almost 70% of governors, trustees and board chairs found safeguarding and child protection training 'very useful'; 96% of people interviewed agreed that they had safeguarding skills that enabled them to complete their roles effectively.

**Read the report:** [School and trust governance investigative report](#)**Racism against young Black people****Source:** YMCA

The YMCA has published a report looking at young Black people in the UK's experiences of racism. Findings from focus groups and a survey of over 500 Black and Mixed ethnicity 16-30-year-olds include: 95% of young Black people reported hearing and witnessing the use of racist language at school, 64% worry about being treated unfairly by the Police, and 27% report a lack of trust in the NHS as a barrier to maintaining good physical health.

**Read the news story:** [Young, discriminated, and Black: the true colour of institutional racism in the UK](#)**Deaf children in UK schools****Source:** Guardian

The Guardian reports on a survey by the National Children's Deaf Society of parents with children attending primary and secondary school in the UK. The survey of 500 parents and found: 27% of d/Deaf children were being taught by teachers wearing masks, with the figures rising to 49% for students in sixth form or college, and 34% in secondary school.

**Read the news story:** [Charities fear impact of masks on deaf children in UK schools](#)**Child poverty****Source:** Barnardo's

Chief Executives from the NSPCC, The Children's Society, Barnardo's, Save the Children, Action for Children and the National Children's Bureau have written to Boris Johnson to ask him to work with them to develop long and short term governmental measures to help vulnerable children and their families affected by poverty this winter. Solutions covered include extending the provision of free school meals; and tackling educational inequalities.

**Read the news story:** [Children's charity leaders call on Boris Johnson to tackle child poverty](#)**Read the letter:** [Re: Supporting children and their families \(PDF\)](#)**Child poverty****Source:** Child Poverty Action Group

The Child Poverty Action Group (CPAG) and Greater London Authority (GLA) have produced a guide to help London schools tackle poverty in the classroom. The toolkit provides practical lessons and tips for schools on how to prevent and mitigate the worst effects of child poverty, to help London children living in poverty thrive in the school environment and get the most out of learning.

**Read the press release:** [New toolkit to help London schools tackle poverty](#)**Read the guide:** [Tackling child poverty: a guide for schools \(PDF\)](#)**Food poverty****Source:** The Food Foundation

The Food Foundation has released data which shows a high demand for free school meals across the UK this Autumn. Findings from an online survey of 2,309 adult households and 1,064 children aged

7-17 years show that 29% of children are registered for free school meals, with 42% of these children (900,000) newly registered to the scheme.

**Read the news story:** [Demand for free school meals rises sharply as the economic impact of COVID-19 on families bites](#)

### **Diversity and inclusion in schools**

**Source:** Estyn

Estyn, the education and training inspectorate for Wales, has published a report on effective support for lesbian, gay, bisexual and transgender (LGBT) learners, as well as those who are questioning their sexual orientation or gender identity. It highlights good practice in creating school and college cultures that celebrate diversity, prioritise inclusion and address LGBT issues in a development-appropriate manner. The report draws on evidence from inspection reports and from visits to a selection of schools and further education colleges across Wales.

**Read the news story:** [Celebrating diversity and promoting inclusion: good practice in supporting lesbian, gay, bisexual and transgender \(LGBT\) learners in schools and colleges](#)

**Read the report:** [Celebrating diversity and promoting inclusion: good practice in supporting lesbian, gay, bisexual and transgender \(LGBT\) learners in schools and colleges \(PDF\)](#)

### **School exclusions**

**Source:** Just for Kids Law

London's Child Poverty Network and Just for Kids Law have published a report looking at school exclusions and the disproportionate impact on some groups of children in London. Findings include: Black Caribbean children in London are nearly three times as likely to be excluded and children who are Mixed White and Caribbean are more than twice as likely; children eligible for free school meals were around three times more likely to be excluded; and the coronavirus pandemic has exacerbated existing inequalities for many children.

**Read the news story:** [New research reveals children in poverty and Black children in London are more likely to be excluded from school](#)

**Read the report:** [Race, poverty and school exclusions in London \(PDF\)](#)

### **Brexit**

**Source:** Department for Education

The Department for Education (DfE) has published information to help local authority children's services and schools in England prepare for the end of the transition period on 31 December 2020.

**Read the guidance for local authorities:** [Guidance for local authority children's services during the transition period and after 1 January 2021](#)

**Read the guidance for schools:** [Guidance for schools during the transition period and after 1 January 2021](#)

### **Headteachers' standards 2020**

**Source:** Department for Education

The government has updated standards for headteachers, replacing national standards from 2015. They are non-statutory and build on the 2011 teachers' standards. They include the Nolan principles for public life as well as standards for conduct in areas such as special educational needs and disabilities.

**Read the guidance:** [Headteachers' standards 2020](#)

### **Special educational needs: consultation**

**Source:** Education Authority

The Education Authority in Northern Ireland has launched two consultations on a programme of change for special educational needs (SEN) provision across Northern Ireland. The special schools

area planning framework advocates a consistent model across all areas of Northern Ireland that would see all special schools provide nursery, primary, post-primary and post-16 education in the same school. The second consultation document, a framework for specialist provision in mainstream schools, focuses on increasing the number of specialist provisions in mainstream primary and post-primary schools. The consultations close on 11 December 2020.

**Read the news story:** [Education Authority embark on 'ambitious programme of change' for special educational needs](#)

**Read the consultation documents:** [Consultations](#)

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