



Summer edition Safeguarding in Education Newsletter – April 2024

Please note the information and links are provided to the relevant documents, which are being updated on an ongoing basis and are subject to change. The guidance shared is focussed on safeguarding themes and is not exhaustive.

Welcome back to the final term in this academic year! I hope you all had a well deserved break!

As some of you know Jatinder Matharu is on secondment for a year. We wish Jatinder well in her new role and thank her for all the support she has provided us. In Jatinder's absence I will be taking on some of her responsibilities. This will include running the DSL network and leading all safeguarding training as well as support for, and communication with, Schools.

I have been working in safeguarding at Langley Grammar school for 16 years. Some of you will already know me from the DSL network and the wellbeing afternoon. I am looking forward to working with you all.



Please see below for who the key contacts/responsible staff are for Education Safeguarding while Jatinder is on secondment.

Safeguarding Area	LA Lead	Lead Contact details
Safeguarding Training for schools	Zarine Power Education Safeguarding professional	Zarine.Power@slough.gov.uk
DSL Networks	Zarine Power Education Safeguarding professional	
Communications to Schools	Zarine Power Education Safeguarding professional	
LADO Investigations	Zarine Power Education Safeguarding professional	
Ofsted Complaints	Neil Hoskinson, Associate Director for Education and Inclusion/Sabi Hothi, Head of School Services	Neil.hoskinson@slough.gov.uk Sabi.hothi@slough.gov.uk
Sec 175 Safeguarding Audit	Samantha Da Costa Senior CME & Attendance Officer	Samantha.dacosta@slough.gov.uk
Keeping Children Safe in Education Group	Anjli Sidhu Attendance & CME Lead	Anjli.sidhu@slough.gov.uk
Partnership Offer to schools	Samantha Da Costa Senior CME & Attendance Officer	Samantha.dacosta@slough.gov.uk
Transitions	Samantha Da Costa Senior CME & Attendance Officer	Samantha.dacosta@slough.gov.uk
Mental health (Whole School Approach)	Anjli Sidhu Attendance & CME Lead	Anjli.sidhu@slough.gov.uk
Contextual Safeguarding	Donna Briggs Early Help Group Manager	Donna.briggs@slough.gov.uk

Slough Children First
If your concern is regarding the harm of a child or young person, please immediately contact: 01753 875362 and email a MARF to sloughchildren.referrals@scsrust.co.uk

Out of Hours can be contacted on: 01344 351999
Thames Valley Police 101
www.thamesvalley.police.uk

Slough LADO: Dawn Lisles
01753 474053 / 07927 681858
LADO@sloughchildrenfirst.co.uk

NSPCC Whistleblowing helpline: 0800 028 0285
help@nspcc.org.uk

Prevent National Referral Form;
preventreferralslough@thamesvalley.pnn.police.uk | 01865

Zarine Power: Education Safeguarding Professional
Zarine.power@slough.gov.uk
07561 116 580





Emotional Abuse

NSPCC

The NSPCC has published a briefing looking at what data and statistics are available to help professionals, and the organisations they work for, make evidence-based decisions about emotional abuse.

It includes information from a number of sources such as data from services which work with children and research into children's and adults' self-reported experiences, which help build up a picture of the scale of emotional abuse.

The link to the full document can be found here; [Emotional abuse: statistics briefing | NSPCC Learning](#).

Key findings from the data are below;

- Most child abuse includes an element of emotional abuse, but it is recorded as a specific concern for over 1 in 3 children who are the subject of a child protection plan or on a child protection register in the UK.
- There were over 7,000 contacts to the NSPCC's Helpline and over 2,700 Childline counselling sessions in 2022/23 about emotional abuse.
- There were over 61,000 police-recorded offences related to emotional abuse in **England, Wales** and **Northern Ireland** in 2022/23.



Signs that a child could be experiencing emotional abuse...

Age inappropriate behaviour

Struggling to make or keep relationships

Lack of confidence

Difficulty controlling their emotions

Remember, if you are worried about a child, we're here.

0808 800 5000

NSPCC





Incidents of sharing nudes and semi nudes



Updated guidance on responding to incidents of sharing nudes and semi nudes
A reminder that the government has published [updated guidance](#) about image-based sexual abuse. This is essential reading for designated safeguarding leads (DSLs).



The rise of online misogyny – practical steps

The rise of online misogyny and its impact on young people, particularly boys, has become a growing concern in the UK. In this [article for SecEd](#), SEND and Inclusion Specialist Margaret Mulholland looks at what schools can do to address the issue, including seven practical steps we can take.

SEXISM VERSUS MISOGYNY

Visit www.PEDIAA.com

SEXISM	MISOGYNY
Sexism is prejudice or discrimination on the basis of sex or gender	Misogyny is hatred of, contempt for, or prejudice against women
May be not as blatant as misogyny	More intense and blatant
Can affect anyone	Directly affects women and girls





Government Open Call for Evidence



Department for Education

The Department for Education (DfE) has opened a call for evidence on safeguarding practice in schools in England. They are seeking views from schools and other professionals on safeguarding practice development to help inform Keeping Children Safe in Education (KCSIE) 2025 guidance. There is a 12-week call for evidence to take the views of schools, colleges, and other professionals on safeguarding practice development and direction, in advance of keeping children safe in education (KCSIE) 2025. This call for evidence closes at **11:59pm on 20 June 2024**.

The DfE are seeking your views on:

- the role of designated safeguarding leads
- child safeguarding information
- safer staff recruitment
- filtering and monitoring
- supporting children following reports of sexual violence and harassment
- protecting children in boarding and residential special schools
- quality assuring safeguarding
- children bringing their own devices to schools
- artificial intelligence



This link will take you to the summary information above; [Safeguarding children in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/keeping-children-safe-in-education-2025). However, this call for evidence is being held on a different website; this link will take you directly there if you are interested and willing to contribute. [Safeguarding Children in Schools and Colleges: A Call for Evidence - Department for Education - Citizen Space](https://www.gov.uk/guidance/keeping-children-safe-in-education-2025)





Gender Identity Services Review

Dr Hilary Cass has published the final report of the Independent review of gender identity services for children and young people. The review, commissioned by NHS England, sets out what is known about the young people who are seeking NHS support around their gender identity. The review makes recommendations on how services and treatments should be delivered to support children and young people questioning their gender identity or experiencing gender dysphoria. You can read the review in full here; [Final Report – Cass Review](#)

Overview of key findings

- There is no simple explanation for the increase in the numbers of predominantly young people and young adults who have a trans or gender diverse identity, but there is broad agreement that it is a result of a complex interplay between biological, psychological and social factors. This balance of factors will be different in each individual.
- There are conflicting views about the clinical approach, with expectations of care at times being far from usual clinical practice. This has made some clinicians fearful of working with gender-questioning young people, despite their presentation being similar to many children and young people presenting to other NHS services.
- An appraisal of international guidelines for care and treatment of children and young people with gender incongruence found that that no single guideline could be applied in its entirety to the NHS in England.
- While a considerable amount of research has been published in this field, systematic evidence reviews demonstrated the poor quality of the published studies, meaning there is not a reliable evidence base upon which to make clinical decisions, or for children and their families to make informed choices.
- The strengths and weaknesses of the evidence base on the care of children and young people are often misrepresented and overstated, both in scientific publications and social debate.
- The controversy surrounding the use of medical treatments has taken focus away from what the individualised care and treatment is intended to achieve for individuals seeking support from NHS gender services.
- The rationale for early puberty suppression remains unclear, with weak evidence regarding the impact on gender dysphoria, mental or psychosocial health. The effect on cognitive and psychosexual development remains unknown.
- The use of masculinising / feminising hormones in those under the age of 18 also presents many unknowns, despite their longstanding use in the adult transgender population. The lack of long-term follow-up data on those commencing treatment at an earlier age means we have inadequate information about the range of outcomes for this group.
- Clinicians are unable to determine with any certainty which children and young people will go on to have an enduring trans identity.
- For most young people, a medical pathway will not be the best way to manage their gender-related distress. For those young people for whom a medical pathway is clinically indicated, it is not enough to provide this without also addressing wider mental health and/or psychosocially challenging problems.
- Innovation is important if medicine is to move forward, but there must be a proportionate level of monitoring, oversight and regulation that does not stifle progress, while preventing creep of unproven approaches into clinical practice. Innovation must draw from and contribute to the evidence base.

Overview of Recommendations

The recommendations set out a different approach to healthcare, more closely aligned with usual NHS clinical practice that considers the young person holistically and not solely in terms of their gender-related distress. The central aim of assessment should be to help young people to thrive and achieve their life goals.

- Services must operate to the same standards as other services seeing children and young people with complex presentations and/or additional risk factors.
 - Expand capacity through a distributed service model, based in paediatric services and with stronger links between secondary and specialist services.
 - Children/ young people referred to NHS gender services must receive a holistic assessment of their needs to inform an individualised care plan. This should include screening for neurodevelopmental conditions, including autism spectrum disorder, and a mental health assessment.
 - Standard evidence based psychological and psychopharmacological treatment approaches should be used to support the management of the associated distress from gender incongruence and co-occurring conditions, including support for parents/carers and siblings as appropriate.
 - Services should establish a separate pathway for pre-pubertal children and their families. Ensuring that they are prioritised for early discussion about how parents can best support their child in a balanced and non-judgemental way. When families/carers are making decisions about social transition of pre-pubertal children, services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.
 - NHS England should ensure that each Regional Centre has a follow-through service for 17–25-year-olds; either by extending the range of the regional children and young people's service or through linked services, to ensure continuity of care and support at a potentially vulnerable stage in their journey. This will also allow clinical, and research follow up data to be collected.
- There needs to be provision for people considering detransition, recognising that they may not wish to re-engage with the services whose care they were previously under.
 - A full programme of research should be established to look at the characteristics, interventions and outcomes of every young person presenting to the NHS gender services.
 - The puberty blocker trial previously announced by NHS England should be part of a programme of research which also evaluates outcomes of psychosocial interventions and masculinising/ feminising hormones.
 - The option to provide masculinising/feminising hormones from age 16 is available, but the Review recommends extreme caution. There should be a clear clinical rationale for providing hormones at this stage rather than waiting until an individual reaches 18. Every case considered for medical treatment should be discussed at a national Multi- Disciplinary Team (MDT).
 - Implications of private healthcare on any future requests to the NHS for treatment, monitoring and/or involvement in research, and the dispensing responsibilities of pharmacists of private prescriptions needs to be clearly communicated.

Currently the DfE is considering the feedback it received on their draft non-statutory guidance for schools and colleges about children questioning their gender. The link to the press release regarding this guidance can be found here; [Parent first approach at the core of new guidance on gender questioning children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/press-releases/2022/05/parent-first-approach-at-the-core-of-new-guidance-on-gender-questioning-children)





Vaping



A recent survey by the anti-smoking group ASH found that 20.5% of children aged 11 to 17 had tried vaping, up from 15.8% in 2022. We are seeing a huge rise in the use of vapes in our schools nationally.

The following is adapted from an article that originally appeared in the Guardian Newspaper 11/04/23 about how to help teenagers quit vaping. (originally by *Michelle Jongenelis for the Conversation*)

You're chatting to a student about their homework when they open up to you about their vaping. What started off as an occasional puff of an e-cigarette has turned into something more serious. "I was curious and just wanted to try it," they say. "All my friends were doing it and I wanted to do it too."

But now they are vaping more often and getting anxious when they can't access their vape. They want to quit but they aren't sure how.

Here are some practical tips to help teenagers stop vaping.

You might want to reprimand the student, or say, "If your friends jumped off a cliff, would you do it?" But you know criticism and lecturing don't work. So, what do you do? First, acknowledge it's a great sign the student wants to quit and is asking for help. We know motivation is critical to behaviour change.



But if you're a parent or teacher of a teen who isn't ready to try quitting, you need to work on boosting their motivation to quit first. Talk with them about their vaping. Ask them what led to them wanting to quit and their reasons for wanting to give up. You can both use those reasons to help motivate quitting. You can do this using a practical exercise.

Discuss potential barriers that might get in the way of quitting. What are they worried will happen if they try to quit? Have they been using vaping to relax and are worried they will become more anxious? Are they worried about losing friends? Do they think they won't be able to quit? Once you have an idea of the costs and benefits the students perceives, you'll be in a better position to help them. For example, if they have been using vapes to relax, help them find other ways of reducing stress.

It might also help to tap into their values and use these to highlight that their vaping isn't aligned with who they want to be. For example, if they are skipping class to vape but are usually a diligent student, discuss this discrepancy and the longer-term impact of their dependence (for example, not getting into uni).

Set a goal

Once they are motivated, it's time to set a goal to quit. Work with the young person to develop a SMART goal that is SMART (right).

That goal might be to quit vaping by a certain date. But they may need to set smaller goals first. This might mean "This week, I will only vape on Monday, Wednesday and Friday."

Once achieved, these goals can be made more challenging until gradually, the young person has





succeeded in quitting vaping. Make sure you reward them or they reward themselves for achieving their goals, even the small ones.

Next, if the young person has been using nicotine vapes – and many vapes contain nicotine even if they are not labelled as such – they may be addicted. Contact the Quitline or encourage them to see their GP to discuss support. They may need extra help weaning off e-cigarettes. A nicotine tapering plan may help.

How to handle the setbacks? The young person will likely have some trouble quitting. Create coping plans. What will your teen do if they are feeling stressed and want to reach for their vape? What will your teen do if they are at a party and are offered a puff?

These strategies may help your student:

- Keeping busy by doing puzzles, drawing or playing games on the phone.
- Changing locations. Encourage them to get out and about. They can go to the gym, outside for a walk or head to the footy.
- Reminding them about the reasons they want to quit and the costs of not quitting.
- Helping them practise saying “no” to a vape.
- Having snacks or gum they can grab when they have the urge to vape.



Show compassion. There are many reasons people vape. Among them is a vaping industry, with deep pockets, that's expert at manipulating young people to start and continue vaping. So be compassionate and try not to judge the young person. Lecturing, criticising and being punitive won't help them quit. Position yourself as someone they can rely on.

Suggest some of the smoking swaps to the left.





WhatsApp Reduces Age Limit

In case you were not aware, WhatsApp has recently lowered the minimum age for using the app from 16 to 13 in the UK and the EU. This may, or may not, have an impact on the number of students you see using this social media platform.



The change was announced in February and came into force on Wednesday 11 April. The campaign group Smartphone Free Childhood said the move “flies in the face of the growing national demand for big tech to do more to protect our children”.

It said: “Officially allowing anyone over the age of 12 to use their platform (the minimum age was 16 before) sends a message that it’s safe for children. But teachers, parents and experts tell a very different story. As a community we’re fed up with the tech giants putting their shareholder profits before protecting our children.”

WhatsApp said the change brought the age limit in line with that in the majority of countries, and that protections were in place.

Ofcom’s director of online safety strategy, Mark Bunting, said the regulator would not hesitate to fine social media companies that failed to follow its directions, once it had the power to do so.

He told BBC Radio 4’s Today programme that Ofcom was writing codes of practice for enforcing online safety. “So when our powers come into force next year, we’ll be able to hold them to account for the effectiveness of what they’re doing,” he said.

“If they’re not taking those steps at that point, and they can’t demonstrate to us that they’re taking alternative steps which are effective at keeping children safe, then we will be able to investigate. We have powers to direct them to make changes, if we believe changes are necessary to make.

“If they don’t comply with those directions, we do have powers to levy fines – and we won’t hesitate to use those powers – if there’s no other way of driving the change that we think is needed.”

This week Meta, which also owns Facebook and Instagram, unveiled a range of safety features designed to protect users, in particular young people, from “sextortion” and intimate image abuse.

It confirmed it would begin testing a filter called Nudity Protection in direct messages on Instagram, which will be switched on by default for users under the age of 18 and will automatically blur images sent to users that are detected as containing nudity.

When receiving nude images, users will also see a message urging them not to feel pressure to respond, and an option to block the sender and report the chat.





Malicious WhatsApp Groups



WhatsApp

The BBC published an article on the 12 April 2024. Following an investigation by the BBC and warnings from Northumberland Police about children being added to malicious WhatsApp groups promoting self-harm, sexual violence and racism. We are not aware of any widespread issues our area as yet but please be vigilant.

Children as young as nine have been added to malicious WhatsApp groups promoting self-harm, sexual violence and racism, a BBC investigation has found.

Thousands of parents with children at schools across Tyneside have been sent a warning issued by Northumbria Police. Schools said pupils in Years 5 and 6 were being added to the groups, and one head teacher discovered 40 children in one year group were involved. The BBC has seen screenshots from one chat which included images of mutilated bodies.

IMPORTANT SAFEGUARDING MESSAGE!

New WhatsApp Group:

This group encourages self harm in young people on a points scoring system [redacted]

Please check your child's mobile device and laptop to ensure that they are not added to this group. If you discover that your child is added to this group please remove them from the group and block it.

If you have any further concerns please do not hesitate to contact your child's Pastoral Leader or the Safeguarding Team at school.

"Warnings were sent to parents via schools. The question of who set up the group and for what purpose is the subject of a police investigation.

Northumbria Police said it was investigating a "report of malicious communications" involving inappropriate content aimed at young people.

"We would encourage people to take an interest in their children's use of social media and report any concerns to police," a spokesperson said.



Groups promoting harmful content on social media have featured in high-profile cases, including the death of Molly Russell in 2017 (below). Molly took her own life after struggling with images of self-harm. An inquest concluded the 14-year-old ended her life while suffering from depression, with the "negative effects of online content" a contributing factor.

A government source said the decision to lower the minimum age for WhatsApp access "flies in the face of growing concerns from parents about children's social media use and rising adolescent mental ill-health".





Intelligence

Please ensure you are familiar with, and are utilising, the Intel form for Thames Valley Police.



What is Intelligence?

- Everything should be considered as intelligence
- Something that seems unimportant or trivial to you could be the vital piece of the jigsaw...
- Identifying social media accounts, telephone numbers, associations, lifestyles, are key.

What do the Police do with intelligence?

- Review intelligence for immediate harm
- Seek to corroborate the intelligence from another source
- Act upon intelligence where safe to do so
- Disseminate to relevant department / agency

When should the Partnership Intelligence Form be used?

- To provide information that might indicate someone's involvement in committing crime.
- To provide information that they are a potential victim of crime or vulnerable.
- Details of suspicious vehicles/events.
- Possession of suspicious property (bikes, electrical items).
- Third hand reports that suggest the above



Intelligence forms should not be used for reporting a crime – these should be reported through 999 in an emergency or by calling 101

Thames Valley Police

Partnership Agency Intelligence Sharing Submission Form

Please complete all 3 sections of this form and return to the relevant county e-mail address listed at the bottom of the form.

Reporting Person Details	
Reporting Person Name	
Reporting Person Job Title & Organisation	
Reporting Person E-mail Address	
Reporting Person Telephone	

Source Details	
Does the information originate from the person above?	
If no please provide the source details below. This will be held securely and not released.	
Source Name and Date of Birth	
Source Address	
Source Telephone	
Source E-mail	
Do you believe the source is willing to be contacted by police?	

Intelligence Report	
Date of Report	
Additional Information	

Once completed e-mail to the below email addresses:
BerkshireEastCID72s@thamesvalley.pnn.police.uk
Mark.Franklin@thamesvalley.pnn.police.uk
Paul.allum@thamesvalley.police.uk





Water Safety

With the good weather approaching (hopefully) students will be spending more time outside and perhaps near open water. Here are some tips from the Berkshire Fire Service to help children stay safe over the holidays.

Water Safety

- ✓ Every year several young people drown in water incidents across the UK
- ✓ The highest risk group is aged **15 to 24**
- ✓ In 2020 nationally, **47 young people** aged 15 to 24 lost their lives in a water incident
- ✓ In a number of cases, young people did not have the knowledge and understanding of cold water shock and the hidden dangers below the surface



By teaching young people how to protect themselves from harm and to take responsibility for their own and others safety when being near to or in the water, we are taking vital steps in keeping young people safe.

What to do in an Emergency



- ✓ Call 999 and ask for the Fire Service or the Coastguard if you are at the coast
- ✓ Give an accurate location, look for identifying landmarks or display boards
- ✓ If you are using an app to locate yourself, pass on the information to the Emergency Services
- ✓ Shout loudly for help - someone may be around to help you
- ✓ Shout to the person - if they can talk, it means cold water shock has passed, so can be encouraged to swim to the side
- ✓ Use a throwline / life-ring if available or a stick / scarf to pull them to the bank
- ✓ Never jump in to get them out - cold water shock affects even the best swimmers and you could become a second casualty



Coastal Dangers

- ✓ Try to swim at a beach with a lifeguard - swim between the red and yellow flags
- ✓ Make sure you understand and obey any safety flags at the beach
- ✓ Check the weather and tides before setting out
- ✓ If possible, avoid swimming alone





- ✓ Always pay attention to the lifeguards instructions when given
- ✓ Tell someone where you are going and when you will be back
- ✓ Inflatable rings or dinghies can be a well-known hazard when using them in open water, a strong wind or current could take you out further than you think
- ✓ Keep in touch - take some means of communication with you, like a mobile phone or a whistle.

Royal Berkshire Fire and Rescue Service hope you remain safe when close to open water... enjoy the summer and stay safe!

For further information and links to different activities, please visit:-

[Water Safty Additional Information Link: www.rbfrs.co.uk/your-safety/out-and-about/water-safety](http://www.rbfrs.co.uk/your-safety/out-and-about/water-safety)

- f [RoyalBerksFRS](#)
- t [@RBFRSOfficial](#)
- ig [RoyalBerkshireFire](#)
- in [Royal Berkshire Fire & Rescue Service](#)
- globe rbfrs.co.uk

**ROYAL BERKSHIRE
FIRE AND RESCUE SERVICE**



Beach & Open Water Safety Tips

Many of us travel to the beach in the warm weather - how fun!
Make sure to follow these tips to ensure that everyone stays safe near the beach and/or ocean!



1 Never leave kids unsupervised near ANY body of water, and ALWAYS ensure there's a Water Watcher on duty.

2 Remind children they're NOT to go near any body of water without permission from an adult.

3 DO NOT rely on water wings or any other inflatable flotation device to save a child in a water emergency.

4 Have children wear a properly-fitting life jacket if needed.

5 DO NOT allow your children to engage in any horseplay, breath-holding games or dunking in the water.

6 Only swim in designated areas with a lifeguard present, and avoid areas with high waves or rip currents.

7 Adhere to all posted rules, warnings and flags, which may indicate the presence of unsafe swimming conditions or deep water.

8 Enter the water feet first - DO NOT dive in!

9 Always swim with a buddy, who can signal for help if you need it.

britishswimschool.com/water-safety





Stress Awareness Month



Stress Awareness Month has been held every April, since 1992 to increase public awareness about both the causes and cures the modern stress epidemic. According to the Mental Health Foundation 74% of UK adults have felt so stressed at some point over the last year they felt overwhelmed or unable to cope.

What could you do for Stress Awareness Month?

These ideas could be shared with your students, staff or wider school community as you feel works in your context. Talk about Stress and its effects to reduce the stigma that is associated with stress by talking about the topic openly and freely with friends, family and colleagues.

- Share your coping mechanisms – if something has worked for you why not share it. It might benefit someone you care about and in the meantime, it might help you take your focus off your own challenges.
- Be nice to those who are stressed and anxious – we are all undoubtedly going to experience stress and anxiety in our lifetime so treat others going through it with compassion and empathy.
- Look after yourself – we all need to think more about self –care. Take time out of your day to relax or do something that you enjoy. Don't forget to exercise and eat well, even when you feel too stressed.

The most crucial thing you can do when you are stressed or anxious is to make sure you are continuing to look after yourself. Make time to relax when you need to and learn to say no to requests that are too much for you.

'The 30 Day Challenge' encourages you to pick one action each for your Physical, Mental and Emotional Wellbeing to carry out every day. You could even add actions for your social and spiritual wellness too.

It takes 30 days to turn actions into habits, which is why this is a month-long programme. The 30-day challenge will maximise your chances of turning useful knowledge and techniques into positive behavioural change. As a first step, please download and fill in our 30 Day Challenge Calendar and our 'Coping at Home and Keeping Connected Action Plan' to make your commitments a reality.

Signs of stress



-  Irritable, angry, or impatient
-  Unable to switch off
-  Unable to enjoy yourself
-  Depressed or anxious
-  Developing rashes/itchy skin
-  Fatigue or sleep problems
-  Heartburn or high blood pressure
-  Changes to menstrual cycle



[30-Day-Challenge-Hints-Links-and-Tips-Physical-Mental-Emotional-1.pdf \(stress.org.uk\)](https://www.stress.org.uk/30-Day-Challenge-Hints-Links-and-Tips-Physical-Mental-Emotional-1.pdf)



13th – 19th May 2024 – Mental Health Awareness Week

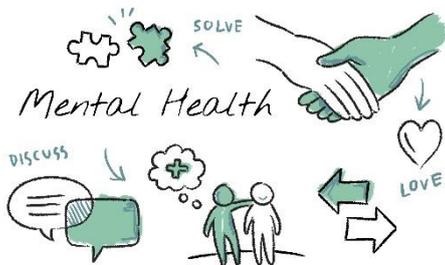
Mental Health Awareness Week 2024 will take place from 13 to 19 May, on the theme of "Movement: Moving more for our mental health".

Being active is important for our mental health. But so many of us struggle to get enough exercise. We know there are many different reasons for this, so this Mental Health Awareness Week we want to help people to find moments for movement in their daily routines. Going for a walk in your

neighbourhood, putting on your favourite music and dancing around the living room, chair exercises when you're watching television – it all counts!



There are lots of helpful resources available here: <https://www.mentalhealth.org.uk/>



Keep up with the latest on this year's Mental Health Awareness Week. Follow them on social media.

- X: [@mentalhealth](https://twitter.com/mentalhealth)
- Facebook: [@mentalhealthfoundation](https://www.facebook.com/mentalhealthfoundation)
- Instagram: [@mentalhealthfoundation](https://www.instagram.com/mentalhealthfoundation)
- LinkedIn: [@mental-health-foundation](https://www.linkedin.com/company/mental-health-foundation)

Worried about someone you work with, or care about?

The pressures that everyone is facing currently can affect people's mental health to a point where people may be considering ending their life by suicide.

What if someone I know feels suicidal?

It can be very distressing if you are worried about someone who feels suicidal. They may have talked about wanting to end their life, or you may be concerned that they are thinking about it. You might feel unsure of what to do, but there are lots of things that might help.

You could:

- encourage them to seek treatment and support
- offer emotional support
- offer practical support
- help them think of ideas for self-help
- help them to make a support plan

Suicide prevention guidance

The Slough Public Health team and Slough Safeguarding Partnership worked together to produce some guidance for practitioners to support adults, young people and children at risk of suicide ideation. The guidance includes warning signs, procedures to follow, general principles on working with suicidal service users and a list of services that can help. This advice could also be useful for anyone to know the signs. It can be found on the SBC website and the link here: [Suicide prevention guidance](#)





Thank You Day

Is this something you can promote in your school? Perhaps you could hold some school wide events linked to well-being and being kind, caring, appreciative people.

Save the date -
Thank You Day
is returning!
Sunday, 7th July

[The story so far - Thank You Day](#)

Every year, Thank You Day brings together millions of people across the UK to celebrate and give thanks to those that go above and beyond for us. It is an opportunity to thank the people on your street, in your block of flats and all those (unsung heroes/local legends); the volunteers, teachers, carers who go the extra mile for us.

This year, Thank You Day is back with a twist – focusing on giving thanks to our local communities.





Safeguarding CPD

There is a good range of CPD available for DSLs over the coming months.

DSL training

Please note the new dates for safeguarding training have been released for this academic year, including:

- **Safer recruitment** (7th May 2024)
- **Managing allegations** (9th May, 11th July 2024)
- **Experienced DSL training** (13th May 2024)
- **New to role of DSL** (29th April 2024, 4th July 2024)

All these courses can be accessed via the LINK here: [Events & Training | The Link \(slough.gov.uk\)](https://www.slough.gov.uk/events-and-training)

THE YOUTH-LED LGBTQ+ PROFESSIONAL TRAINING PROGRAMME

JOIN US FOR AN INFORMATIVE, THOUGHT-PROVOKING WORKSHOP EXPLORING MENTAL HEALTH IN LGBTQ+ CHILDREN & YOUNG PEOPLE

SPECTRUM

You will gain:

- an awareness and understanding of these complex issues
- enhanced ability and knowledge to engage in meaningful discussions
- the confidence to support LGBTQ+ CYP with their mental health

VISIT OUR WEBSITE TO FIND OUT MORE AND BOOK YOUR PLACE

Tuesday 30/04/2024
9:30am-4:30pm

Places limited, book now
Lunch and refreshments provided

brighterfuturestogether.org.uk/spectrum

Workshop designed with Health Education England and delivered by Dr Jamie Willo, Child and Adolescent Psychoanalytic Psychotherapist.

BRIGHTER FUTURES TOGETHER | **HEATHROW COMMUNITY TRUST** | **YES YOUTH ENGAGEMENT SLOUGH**

LGBTQ training- Spectrum

For anyone working with young people LGBTQ+ /Gender Identify Training – basic awareness and mental health awareness training (focused on young people)

Date: Tues 30 April 9.30 – 4.30 –(in person at Observatory House Slough).

Cost is £105 per person (incs light lunch)

To book click here <https://app.goodhub.com/bftlgbtq>

For more info about the course click here <https://brighterfuturestogether.org.uk/all-projects/spectrum/>

The training is delivered Dr Jamie Willo, Darzi Fellow and ACP accredited Child and Adolescent Psychoanalytic Psychotherapist working with Sussex Partnership NHS Foundation Trust in Children services for over 14 years. Jamie allows participants to experience how it may feel to be in the shoes of an LGBTQ+ person in our society, and highlights the difficulties faced on a day to day basis by LGBTQ+ people. The workshop is a safe, explorative space.

Dates of DSL Networks

Primary DSL Networks (10:00am to 12:00 noon)

24th April 2024 at Langley Grammar School

Dates of DSL Networks

Secondary DSL Network (16:00pm to 17:30pm)

25th April 2024 at Langley Grammar School



Professional Helplines

Guidance and support	Links
NSPCC Helpline - for staff delivering sensitive topics and other ready-made lesson plans and resources	Talk Relationships: delivering sex and relationships education NSPCC Learning
Harmful Sexual Behaviour Support Service SWGfL have a new support service for professionals in tackling harmful sexual behaviours.	https://swgfl.org.uk/harmful-sexual-behaviour-support-service/  HARMFUL SEXUAL BEHAVIOUR SUPPORT SERVICE <i>for the children's workforce</i> 0344 2250623 hsbsupport@swgfl.org.uk
Safety Planning for Harmful Sexual Behaviour resources and templates Three resources tailored to help all education professionals when they have concerns of child sexual abuse or behaviour.	 Centre of expertise on child sexual abuse Helping education settings identify and respond to concerns - CSA Centre
Challenging victim blaming behaviour guidance from UKCIS	Challenging victim blaming language and behaviours when dealing with the online experiences of children and young people (publishing.service.gov.uk)
NSPCC Report abuse in education Helpline	Dedicated helpline for victims of abuse in schools NSPCC 0800 136 663 help@nspcc.org.uk
Professionals Helpline	 Professionals Online Safety Helpline Part of the UK Safer Internet Centre Free support and advice for professionals working with children and young people, dealing with online safety issues 0344 381 4772 helpline@saferinternet.org.uk Professionals Online Safety Helpline Safer Internet Centre 0344 381 4772
Revenge Porn Helpline	Revenge Porn Helpline - 0345 6000 459
Stalking Helpline National Stalking helpline A free service offering advice for victims of stalking	National Stalking Helpline Suzy Lamplugh Trust
Operation Encompass Helpline	Teachers' Helpline : Operation Encompass 0204 513 9990
Harmful sexual behaviour prevention toolkit (Lucy Faithfull Foundation) <i>Support for parents and children displaying harmful sexual behaviours</i>	Stop it Now 0808 1000 900  Stop It Now! UK & IRELAND Helping prevent child sexual abuse