



# Autumn edition Safeguarding in Education Newsletter – September 2024

**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@scstrust.co.uk](mailto:sloughchildren.referrals@scstrust.co.uk)

Out of Hours can be contacted on: 01344 351999  
Thames Valley Police 101  
[www.thamesvalley.police.uk](http://www.thamesvalley.police.uk)

Slough LADO: Dawn Lisles  
01753 474053 / 07927 681858  
[LADO@sloughchildrenfirst.co.uk](mailto:LADO@sloughchildrenfirst.co.uk)

NSPCC Whistleblowing helpline:  
0800 028 0285  
[help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Prevent  
National Referral Form;  
[preventreferrals@thamesvalley.pnn.police.uk](mailto:preventreferrals@thamesvalley.pnn.police.uk)

Zarine Power: Education  
Safeguarding Professional  
[Zarine.power@slough.gov.uk](mailto:Zarine.power@slough.gov.uk)  
07561 116 580

*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!

I hope you all had a lovely summer break and had a well-deserved rest. I have really enjoyed getting to know you during the last few months and I would like to thank you for making me feel so welcome. I look forward to seeing you at the DSL Networks this month be sure to put the dates in your diaries – we have some great projects coming up which I hope you will find exciting.

Some of you will be wondering about the 175 audit and as I mentioned to you before the summer break SBC have secured a new platform which will be rolled out within the next few weeks. More details to follow.

There is lots packed into this newsletter and I have also attached some very useful information. Please take some time to read through and share with appropriate colleagues.

Happy reading!!





# Changes to Keeping Children Safe in Education for 2024



## Keeping children safe in education 2024

Statutory guidance for schools and colleges

2 September 2024

There was no consultation period this year as the changes are mainly technical. For example, many of the changes are to bring KCSIE in line with the [Working together to safeguard children 2023](#) guidance.

Click here for a link to Keeping children safe in education 2024; [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#) and see below for the key changes.

### Part 1: safeguarding information for all staff

All staff working directly with children are expected to read at least part 1 of KCSIE (those who don't work directly with children can read the condensed version of part 1, in annex A). The changes to part 1 are:

#### An updated definition of safeguarding

This is now in line with the Working together to safeguard children 2023 guidance. Safeguarding and promoting the welfare of children is now defined as:

- Providing help and support to meet the needs of children as soon as problems emerge (this bullet point is new)
- Protecting children from maltreatment, **whether that is within or**

**outside the home, including online** (this last part has been added)

- Preventing the impairment of children's mental and physical health or development
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

This is in paragraph 3.

#### An updated list of early help indicators

You should now also be alert to any child who:

- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- Has a parent or carer in custody (previously it was 'family member in prison'), or is affected by parental offending
- Is frequently missing/goes missing from education, home or care (the word 'education' has been added)

This is in paragraph 18.

Find more detailed information on early help in the [Working together to safeguard children](#) guidance, which includes a more comprehensive list of indicators that a child may need early help.

#### New wording and changes in terminology

When referring to 'abuse and neglect', the guidance now also includes 'exploitation' throughout (for example, see the heading at the top of page 11).

The definition of abuse now also has 'including where they see, hear or experience its effects' in relation to domestic abuse (paragraph 24).

'Unexplainable and/or persistent absences from education' has replaced the phrase 'deliberately missing education' when referring to safeguarding issues (paragraph 29)

'It is important that **when** staff have any concerns about child-on-child abuse they should speak to their DSL' – this has replaced '... **if** they have concerns ...' (paragraph 31)



The definition of child criminal exploitation (CCE) and child sexual exploitation (CSE) now says CCE and CSE 'may involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator'. Previously the definition didn't include the word 'may' (paragraph 34)

## **Part 2: the management of safeguarding**

### **The section on children who are lesbian, gay, bisexual or gender questioning has been updated**

For now, this section **remains under review** until the response to the [gender questioning children consultation](#) and final guidance have been published.

We've reached out to the Department for Education (DfE) to ask how and when it's planning to update this section now that the final version of KCSIE 2024 has been published. We'll update this article as and when we hear more on this.

If and when guidance on gender questioning children is published, you should refer to that guidance when deciding how to proceed.

In the meantime, you shouldn't make any changes to your policies and procedures in response to the draft gender questioning children guidance. You must, of course, continue to fulfil your legal duty to protect and support your Trans students and staff.

The phrase 'gender questioning' has replaced the word 'trans'.

This section reflects that the Cass review:

- Identified that caution is necessary for children questioning their gender as there are still unknowns around the impact of social transition, and that children may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD)
- Recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children

KCSIE says your school should take a cautious approach to supporting a gender questioning child and:

- Consider the broad range of the individual's needs
- Do this in partnership with their parents/carers (except in rare circumstances where involving parents/carers would bring a significant risk of harm to the child)
- Include any clinical advice that is available
- Consider how to address wider vulnerabilities, such as the risk of bullying

It's also important for staff to 'create a culture' where pupils can speak out or share any concerns with staff (previously it was to 'provide a safe space' for pupils to do this).

### **A new paragraph on using the DfE's data protection guidance**

Staff, governors and trustees should use the DfE's data protection guidance for schools to help you:

- Comply with data protection law
- Develop data policies and processes
- Know what staff and pupil data to keep
- Follow good practices for preventing personal data breaches

This is laid out in paragraph 93.

### **A new paragraph on alternative provision**

- This clarifies that where a school places a pupil in an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. You should be satisfied that the placement meets the pupil's needs (paragraph 171)

### **Updated wording in section on elective home education (EHE)**

It now says that:

- Elective home education can mean that some children are not in receipt of suitable education
- Many home educated children have a 'positive learning experience' (previously it said 'overwhelmingly positive learning experience')

This is in paragraph 179.



Paragraph 180 has been updated to reflect the School Attendance Regulations 2024, which state that a school must make a return to the local authority (LA) when a pupil's name is deleted from the admission register.

### **Removed information on plans for further guidance on sexual harassment and sexual violence**

- KCSIE 2023 stated that further guidance on teaching relationships education specifically to prevent sexual harassment and sexual violence would be published. This has been removed (paragraph 132 of KCSIE 2023)

### **Part 3: safer recruitment**

Reference to the UK Centre for Professional Qualifications in paragraph 287 has been removed, as they no longer provide an advisory service on behalf of the UK Government about regulated professions and recognition of professional qualifications. This service ceased in December 2023.

### **Part 4: safeguarding concerns or allegations made about staff**

There are no changes to this section.

### **Part 5: child-on-child sexual violence and sexual harassment**

#### **Updated definition of early help**

- Early help is now defined as 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse' (paragraph 497)
- This reflects the Working together to safeguard children guidance, linked above

#### **Statistic clarification**

- The guidance says that **children with disabilities** are 3 times more likely to be abused than their peers. This previous wording was 'children with special educational needs and disabilities' (paragraph 456).

### **Annex A: safeguarding information for school and college staff**

There is a change in terminology, which is the same as in part 1. 'Unexplainable and/or persistent absences from education' has replaced the phrase 'deliberately missing education' when referring to safeguarding issues (paragraph 12).

### **Annex B: further information**

#### **Preventing radicalisation**

The section on preventing radicalisation is still under review after the government published a [new definition of extremism](#) on 14 March 2024.

For now, changes include:

- An updated definition of radicalisation, which is defined as 'the process of a person legitimising support for, or use of, terrorist violence'
- 'Susceptible to radicalisation into terrorism' has replaced the wording 'susceptible to an extremist ideology'
- When referring to the Prevent duty, 'the need to prevent people from becoming terrorists or supporting terrorism' has replaced 'the need to prevent people from being drawn into terrorism'
- Some information around possible indicators has been removed. Instead, refer to the DfE's guidance on [managing risk of radicalisation in your education setting](#)

### **Child criminal exploitation (CCE) and child sexual exploitation (CSE)**

There's a small update to the indicators of county lines. Be aware of children who:

- Go missing **from school or home** and are subsequently found in areas away from their home
- Have been the perpetrator or **alleged** perpetrator of serious violence (e.g. knife crime), as well as the victim

### **Children and the court system**

- Separate age-appropriate guides for schools to support children have been published: [5 to 11 year-olds](#) and [12 to 17 year-olds](#)

### **Annex C: role of the designated safeguarding lead (DSL)**

#### **Availability**

- Clarification that availability of the DSL in exceptional circumstances could include Skype.



## Holding and sharing information

- The final bullet point in the section on holding and sharing information has been updated to include that the DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions
  - This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program

## Next steps

As these changes are minimal, there's not much you'll need to do in response.

- Check whether you need to reflect any of these changes in your [child protection policy](#), such as any updated definitions and terminology changes
- Be aware that the sections on 'children who are lesbian, gay, bisexual or gender questioning' and 'preventing radicalisation' are **under review** and therefore may change, but we don't know when this will be
- Make sure you follow the guidance on keeping written records of all concerns, discussions and decisions, including the rationale for those decisions
- If you place a pupil with an alternative provision provider, make sure you're satisfied that the placement meets the pupil's needs

*This information was adapted from The key*



# OFSTED Updates

## 3 September 2024: Ofsted publishes results of its 'Big Listen'

Ofsted has outlined the main changes that it's making in response to its [Big Listen](#).

### What's happening, and when?

- Piloting over **this autumn term**: Ofsted will announce all inspections for that week on a Monday, with inspections taking place over the following 2 days
- Starting from **this September**: a pause to the publication of inspection reports when safeguarding concerns are highlighted in otherwise high-performing schools until the next visit (within 3 months)
- **Early 2025**: consultation to begin on a new inspection framework
- From **September 2025**: report cards will be introduced for all inspections, replacing the single headline judgements



### What else is changing?

Ofsted announced that it is also:

- Consulting on an increased focus on inclusion in the upcoming report cards system, to scrutinise how providers are meeting the needs of disadvantaged and vulnerable children
- Introducing new annual safeguarding, attendance and off-rolling reviews for schools (date currently unknown)
- Developing an 'area insights' service, to gather and share local data (introduction date currently unknown)
- Starting an 'Ofsted academy' focused on sharing best practice from the sector (launch date currently unknown)
- **For early years providers**: streamlining the Ofsted registration process, and a review of how Ofsted registers, inspects and regulates multiple providers (date currently unknown)
- **For children's care providers**: stronger regulations, including new legislation to help tackle unregistered settings and oversight of children's homes at group level (date currently unknown)

Read the [outcome of the Big Listen](#) consultation.

Building a better Ofsted: the response to the Big Listen - GOV.UK

<https://www.gov.uk/government/news/building-a-better-ofsted-the-response-to-the-big-listen>





# Attendance



Department  
for Education

The DfE has published a new version of [working together to improve school attendance](#). This will become statutory guidance on **19 August 2024**.

The current version is non-statutory and remains in effect until then.

The changes are a mixture of clarification on existing guidance and updates to reflect changes in the law, including the upcoming School Attendance (Pupil Registration) (England) Regulations 2024.

We've summarised the key things you need to know.

## **New requirements on keeping and sharing registers**

You must:

- Keep registers electronically (paragraph 31)
- Preserve every entry in the attendance or admission register for 6 years (previously it was 3 years) from the date the data was entered (paragraph 36)
- Use the revised attendance and absence codes (paragraphs 283 to 407)
- Share your school's daily attendance data (paragraph 51)

Maintained schools and non-maintained special schools **must** (and other schools are expected to):

- Only grant leaves of absence for specific circumstances set out in regulation 11 of the 2024 attendance regulations (paragraphs 37 to 40)

All schools can also grant absence for education off site (paragraphs 41 and 42).

Where applicable, you're also expected to report unexplained absences to the pupil's youth offending team worker (paragraph 52).

## **New rules around issuing fines for unauthorised absences**

The new national framework for issuing penalty notices is designed to help ensure consistency across the country.

Fines will increase to:

- £80 to be paid within 21 days, or
- £160 if paid after 21 days but within 28 days

See paragraphs 174 to 200 for more details of the new framework.

## **Clearer expectations for the school's senior attendance champion**

This is an ongoing responsibility of the senior leader responsible for attendance. The champion is expected to:

- Set a clear vision for improving and maintaining good attendance
- Establish and maintain effective systems for tackling absence
- Have a strong grasp of absence data
- Regularly monitor and evaluate progress

See paragraph 25.

## **More detail about supporting pupils with physical or mental ill health**

This section provides more clarification about where the role of your school starts and ends.

It also provides more information about medical evidence, support for pupils with special educational needs and disabilities (SEND), and part-time timetables.

See paragraphs 53 to 68.

## **Clearer link between improving attendance and wider school culture**

The guidance puts greater emphasis on working in partnership with families to find supportive routes to improve attendance (paragraphs 17 to 24).

### **'Parenting contracts' will be called 'attendance contracts'**

This better reflects the agreement between parents, schools and/or LAs (see paragraph 138 to 150).





## Public Health Nursing Services

### Important changes to the public health nursing

Slough Borough Council's Public Health Lead (Children & Young People), Uche Obasohan, wrote to schools recently to let you know that HCRG Care Group would be providing Public Health Nursing services in Slough **from 1 October 2024**.

We are excited about starting to provide these services in Slough and this letter aims to introduce you to our organisation and give you an outline of what to expect over the coming weeks.

HCRG Care Group currently delivers high quality child and family services in Bath and North East Somerset, Essex, Lancashire, and Wiltshire. Please see the [HCRG Care Group website](#) for more information about our organisation and links to our child and family services websites.

### Service provision

We are committed to making sure that we transfer the services smoothly so that children and families in Slough benefit from continuity of care.

- We will provide Health Visiting and School Nursing services.
- We will operate from the same locations.
- Staff currently delivering Public Health Nursing 4 Slough services will continue to do so.



### What will happen on 1 October?

#### Public Health Nursing 4 Slough employees will transfer to HCRG Care Group

Over the past years, colleagues in Public Health Nursing 4 Slough have shown fantastic dedication and commitment to supporting children and families in Slough. Be assured that your contacts within the service will stay the same.

#### The service contact details will change

We will have a new phone number and a new website all set up for 1 October - we will send you details soon.



## Cost of Living Support

We are all facing rising household costs and an increase in food and fuel bills.



The pack in this link offers some suggestions to support you through this time and provides ways to release you from financial burden and pressures.



[Cost of living resource pack - English editions – Slough Borough Council](#)





## Child Strip Searches

The government is proposing a number of measures to strengthen protections in place for children and vulnerable people subject to a strip search that involves the exposure of intimate parts prior to arrest, as well as following detention.

Child strip-searched every 14 hours by police in England and Wales, report finds - The Independent  
<https://apple.news/AWHoH-EfkQnuzVZiP4MuoQg>

This link takes you the current government guidance, however the feedback from the review is still being analysed so the guidance is likely to be updated when this has been completed.

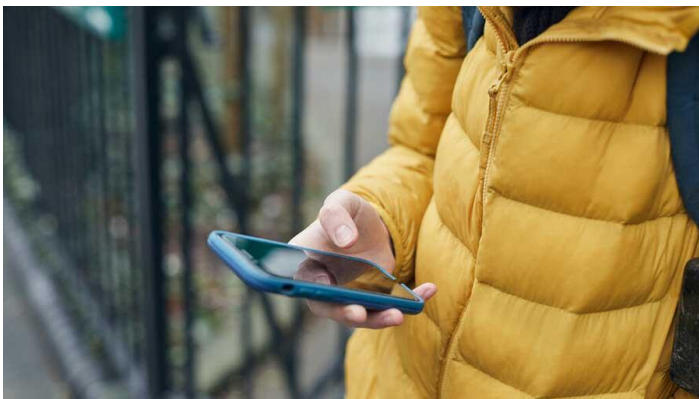
[Greater protections for child strip search - GOV.UK \(www.gov.uk\)](http://www.gov.uk)



## Gender Identity

### Childline supports thousands of young people on gender and sexuality

As we celebrate Pride Month, we're also reminding children and young people in the UK that Childline is here for them. We offer free, impartial and non-judgemental support, no matter the topic.



Over the past 12 months Childline (an NSPCC service) has delivered 2,419 counselling sessions related to gender and sexuality.<sup>1</sup>

Where gender was known, 62% of these counselling sessions were with young people who identified as trans or non-binary.<sup>2</sup>

#### Top five concerns

The top five concerns discussed around sexuality and gender identity were:

- Coming out
- Questioning sexuality/gender identity
- Gender dysphoria (where young people feel there is a mismatch between their biological sex and gender identity)
- Bullying based on gender or sexuality<sup>3</sup>
- Discrimination and/or prejudice.

Young people also contacted the service to talk about homophobia and transphobia they felt they had experienced or witnessed, either first-hand, online or through the media. Other concerns discussed included waiting lists for services, such as gender identity services.







# Spice in Vapes



Following [research](#) by the University of Bath, the BBC covered the issue of vapes being spiked with synthetic cannabis (also known as spice) leading to addiction amongst schoolchildren in England.

The [first article](#) says head teachers report children collapsing in school, followed by stays in intensive care, after unknowingly using vapes containing spice. The above research tested 596 confiscated vapes from 38 schools in England and found one-in-six contained spice.

The [second article](#) covers a student's 2-year addition to spice after first trying it at 14.



# Think Before You Share

At the beginning of the summer, the Internet Watch Foundation (IWF) launched a new campaign, "[Think Before You Share](#)", which promotes open dialogue between adults and young people amid warnings that [sharing nudes](#) is becoming "normalised" in schools.

The campaign advises young people about the pitfalls of sharing their own and others' explicit images, including how images and videos can quickly get out of hand and can even end up being shared by strangers.

The website also offers advice for children, parents and educators regarding starting conversations about this issue.



HELPLINE

## Professionals Online Safety Helpline

Supporting professionals working with children and young people, with any online safety issue they may be having

CALL  
0344 381 4772\*

EMAIL  
[helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)

\*Calls cost the same as standard landline starting '01' or '02'. If your phone tariff offers inclusive calls to landlines, calls to 0345 numbers will also be included.

**They're putting it ALL online.**

**You need to talk about it.**  
Your students are sharing sexual images. For resources, scan the QR code, or search: Internet Watch Foundation Talk Nudes

**Do you really want your round the whole school?**

**Think before you share.**  
Once you've sent it, anyone could see it. For support, scan the QR code, or search: Internet Watch Foundation Talk Nudes

The posters on the left are downloadable on their website.





# Leaving Children Home Alone

I often receive questions about what age children and young people can be left alone so I thought you would find this guidance helpful from the NSPCC

## Babies and toddlers

## Primary school children

## Secondary school children

Infants and young children aged 0-3 years old should never be left alone – even for 15 minutes while you pop down the road. This applies not just to leaving them home alone but also in your car while you run into the shops.

For more detail, please see our advice on [baby and toddler safety](#).



## Babies and toddlers

## Primary school children

## Secondary school children

While every child is different, we wouldn't recommend leaving a child under 12 years old home alone, particularly for longer periods of time.

Children in primary school aged 6-12 are usually too young to walk home from school alone, babysit or cook for themselves without adult supervision.

If you need to leave them home, it's worth considering leaving them at a friend's house, with family or finding some suitable childcare. We have advice about this below.



## Babies and toddlers

## Primary school children

## Secondary school children

Once your child reaches this age, you could talk to them about how they'd feel if they were left alone at home.

Whether they're 12 years old or almost 18 years old, there might be reasons that they don't feel safe in the house alone.

Just because your child is older doesn't necessarily mean they're ready to look after themselves or know what to do in an emergency. It can help to go over the ground rules and remind them how to stay safe at home.

Remember – you should never leave a child home alone if they don't feel ready, or if you don't feel they're ready.

Sometimes it's just better to leave them with someone – particularly if they're nervous or have complex needs. We have advice about this below.





# 5 ways to wellbeing

It is important that you look after yourself working in safeguarding. It can be very stressful and challenging at times.

The 5 ways to wellbeing offer some simple steps which you can do every single day.

## Step 1 – Connect

Connecting with others can help us feel close to people, and valued for who we are. Being social means different things for different people – you might prefer being in quieter situations with one other person, or you might like being in big groups. You might like to connect with people online, or you might enjoy phone calls or sending letters.

### Here are some ways you could make a connection today:

If you feel comfortable, you could try speaking to someone new

Ask how someone's weekend was, and really listen when they tell you

Put 5 minutes aside to find out how a colleague is doing

Give a colleague a lift to work or share the journey home with them

## Step 2 – Get active

Many people find that physical activity helps them maintain positive mental health. This doesn't have to mean running marathons or training every day at the gym. There are lots of different things you can do to be a bit more active.

Studies have shown that getting active can help you sleep better, have happier moods, and reduce feelings of stress, anxiety and racing thoughts.

### Here are a few ideas for how you can get active today:

Take the stairs rather than the lift

Go for a walk at lunchtime

Walk into work – maybe you could go with a colleague

Get off the bus a stop earlier than usual and walk the final part of your journey to work

Do some stretches before you leave for work in the morning.



## Step 3 – Take notice

Reminding yourself to take notice can help you to be aware of how you're feeling. It can help you understand what triggers your feelings of stress or anxiety.

Some studies have shown that savouring 'the moment' can also help you to feel more positive about life.

**Take some time to enjoy the moment and the environment around you. Here are a few ideas:**

Get a plant for your workspace

Have a 'clear the clutter' day

Take a different route on your journey to or from work

Visit a new place for lunch

## Step 4 – Learn

We're always learning new things – often without realising it. Feeling like you're learning and developing can boost your self-esteem.

And sometimes, setting goals can help you to feel more productive and more in control of your life.



**What can you learn today? Here are a few ideas:**

Sign up for a class

Read the news or a book

Do a crossword or Sudoku

Research something you've always wondered about

Learn a new word

## Step 5 – Give

There's been lots of research about the effects of taking part in social and community life. Some studies have shown that people who help others are more likely to rate themselves as happy.

**Is there anything you can do today, to be kind or helpful to someone else? You could try:**

Making a cup of tea for a colleague

Offering to help a colleague with something they're stuck on

Introducing yourself to a new-starter, to help them feel more at ease

Seeing if there are any volunteering initiatives open at work



There are a number of upcoming awareness days/weeks. Have a look at the ones listed below to see if your school could run any events to support some of these issues.

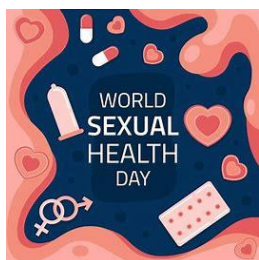


## World Suicide Prevention Day

**10th September – World Suicide Prevention Day** – According to [Papyrus](#), 1-in-4 young people may struggle with suicidal thoughts at any one time. This year's theme is "[changing the narrative on suicide](#)".



## Sexual Health Week



**9th-15th September – Sexual Health Week** – The campaign this year focuses on the link between sexual health and mental health. [Learn more](#)



## Youth Mental Health Day

**19th September is Youth Mental Health Day** This year's theme, [#ControlYourScroll](#), aims to empower young people with the tools and strategies to foster positive mental health in today's digital age.



## Breast Cancer Awareness Month

Breast Cancer Awareness Month 2024 is held in **October**, as it is every year. In 2024, it starts on **October 1st** and ends on **October 31st**.

[Breast Cancer Awareness Month](#) | [Breast Cancer UK](#)





## International Stuttering Awareness Day



International Stuttering Awareness Day shines a **helpful spotlight** on **stutterers** and educates the public about the causes.

**ISAD** is a perfect time to learn more about stuttering and the best ways we can be there for people who stutter with patience, understanding, and allyship.

It is believed that **genes** play an important role in the occurrence of most cases because approximately 66% of those who stutter have a family history of stuttering.

[International Stuttering Awareness Day \(isad.live\)](http://www.isad.live)



## National Stress Awareness Day

National Stress Awareness Day was set up by the International Stress Management Association, with the mission of raising awareness of the effects of psychological distress in the workplace and strategies to address it. The day also aims to reduce stigma of stress in the workplace.

Visit their website for more information; [Home | ISMA Stress Management Association](#)

Our theme for 2024 is ***Campaigning to reduce stress and improve wellbeing.*** We shall be stepping up our campaign, reaching out and collaborating with individuals and organisations who are working to reduce stress and improve lives. We are supporting all those who are working to shape and deliver solutions - solutions that will help to reduce the high incidence of stress and mental health-related conditions in society today.

This theme will also be reflected during International Stress Awareness Week **4th – 8th November 2024.**





# Anti-Bullying Week

Anti-Bullying Alliance are official organisers of Anti-Bullying Week and Odd Socks Day in England, Wales and Northern Ireland. Anti-Bullying Week 2024 will take place from Monday 11th - Friday 15th November, with the theme: Choose Respect.

Odd Socks Day is taking place on Tuesday 12th November, with adults and children being encouraged to wear odd socks to celebrate what makes us all unique.



Find out how the Anti-Bullying Alliance can help support you and your school to get involved in Anti-Bullying week with this free, online, event. Click below for your ticket.

Get Ready For Anti-Bullying Week School Event Tickets, Thu 10 Oct 2024 at 16:00 | Eventbrite

Alternatively, visit the website and download your resources.

[School Resources \(anti-bullyingalliance.org.uk\)](https://anti-bullyingalliance.org.uk)



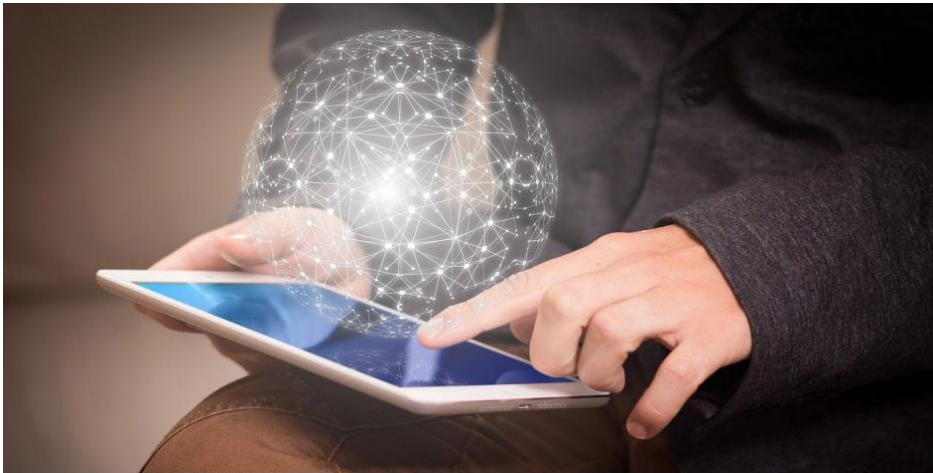


# Free Cyber Training

**Free CPD training for all DSL's on 17<sup>th</sup> October 10.00 till 11.30 at Langley Grammar School**

This training will be brought to you by Claire Walden who will deliver the Cyber choice programme. Please read the article below.

## **Safeguarding Against Cybercrime: An Introduction to Cyber Choices**



Keeping Children Safe in Education recognises the risk to young people of becoming involved in cybercrime – it is a safeguarding issue. **1 in 4 teenagers** have tried some form of cybercrime – many without realising their activities are illegal. At SEROCU, we deliver the Cyber Choices programme (signposted in KCSiE) which educates young people about the legal boundaries, so they can make informed decisions about their online activity. We are a policing

unit that seeks to reduce criminal computer use in young people and to avoid criminalising them where possible. This session introduces you to SEROCU and Cyber Choices, including when and how to make a referral to the programme.

### Learning outcomes:

- Understand what cyber activity falls under the Computer Misuse Act 1990;
- Understand the risk to young people of committing cyber-dependent crimes;
- Knowledge of some risk indicators of involvement in cyber-dependent crime;
- Awareness of the Cyber Choices programme, how SEROCU can support you and young people;
- Understand why, when and how to refer young people to SEROCU Cyber Choices.

Find out more by visiting:

<https://southeastcyber.police.uk/cyber-choices>

<https://www.nationalcrimeagency.gov.uk/cyber-choices>

At SEROCU, we deliver the Cyber Choices programme (signposted in KCSiE – page 145) which aims to educate young people about the legal boundaries, so they can make informed decisions about their online activity. We are a policing team that seeks to reduce criminal computer use in young people, providing deterrence and positive diversions for at-risk individuals, and we want to avoid criminalising them where possible. We run a FREE training session for DSLs and/or Computing Leads that introduces you to SEROCU and Cyber Choices, including when and how to make a referral to the programme. Further to this, we have a shorter training video to be rolled out to the wider staff in their schools after attending our session. Alternative Provision and SEND establishments can contact us to arrange specially tailored training sessions.

Email [cyberchoices@serocu.police.uk](mailto:cyberchoices@serocu.police.uk) with enquiries.

Find out more by visiting:

<https://southeastcyber.police.uk/cyber-choices>

<https://www.nationalcrimeagency.gov.uk/cyber-choices>







# Domestic Abuse Awareness



## Slough Training Catalogue

September 2024 - March 2025

Training professionals, volunteers and individuals in the community with the confidence and knowledge to recognise domestic abuse, respond safely, and record and refer appropriately.

**Slough**  
Borough Council

Please see the training catalogue which is attached to this [newsletter email](#).

This training has been funded by Slough Borough Council and is FREE for all practitioners in the Slough area. The training is organised and facilitated by Reducing the Risk of Domestic Abuse.

### Dates of DSL Networks Primary DSL Networks (1000 to 1200)

- All meetings will be held face to face at Langley Grammar School.
- Wednesday 18th September 2024
- Wednesday 15th January 2025
- Wednesday 23rd April 2025

### Dates of DSL Networks Secondary DSL Network (1600 to 1730)

- All meetings will be held face to face at Langley Grammar School.
- Thursday 19th September 2024
- Thursday 16th January 2025
- Thursday 24th April 2025

### DSL training

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





- **Safer recruitment** 3<sup>rd</sup> October 2024, 5<sup>th</sup> February 2025, 7<sup>th</sup> May 2025
- **Experienced DSL training** 16<sup>th</sup> September 2024, 26<sup>th</sup> November 2024, 20<sup>th</sup> January 2025, 13<sup>th</sup> March 2025, 14<sup>th</sup> May 2025
- **New to role of DSL** 12<sup>th</sup> September 2024, 8<sup>th</sup> January 2025, 29<sup>th</sup> April 2025, 4<sup>th</sup> July 2025

All these courses can be accessed via the LINK here: [Events & Training | The Link \(slough.gov.uk\)](#)





# Professional Helplines

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

## TERM DATES 2024/2025

School term and holiday dates for community and voluntary controlled schools. Academy, free and voluntary aided schools can set their own term dates, so please check with your school.



### Autumn 2024 Term 1 (39 days)

Term starts on: Tuesday 3rd September 2024\* Term ends on: Friday 25th October 2024

**October holiday:** Monday 28th October 2024 to Friday 1st November 2024

### Term 2 (35 days)

Term starts on: Monday 4th November 2024 Term ends on: Friday 20th December 2024

**Christmas holiday:** Monday 23rd December 2024 to Friday 3rd January 2025

### Spring 2025 Term 3 (30 days)

Term starts on: Monday 6th January 2025 Term ends on: Friday 14th February 2025

**February holiday:** Monday 17th February 2025 to Friday 21st February 2025

**Term 4 (30 days)** Term starts on: Monday 24th February 2025 Term ends on: Friday 4th April 2025

**Spring holiday:** Monday 7th April 2025 to Monday 21st April 2025 (Good Friday – 18th April 2025; Easter Monday – 21st April 2025)

### Summer 2025 Term 5 (23 days)

Term starts on: Tuesday 22nd April 2025 Term ends on: Friday 23rd May 2025

**May holiday:** Monday 26th May 2025 to Friday 30th May 2025

### Term 6 (38 days)

Term starts on: Monday 2nd June 2025 Term ends on: Wednesday 23rd July 2025

### Inset days.

There are five Inset (Teacher Training) Days to be taken during the 2024/2025 academic year. One of these, set by the LA, will be the first day of Term 1 (Tuesday 3rd September 2024). The remaining four days must be taken within the 195 days given here. These dates will be set by the school and communicated to parents directly.

### Bank holidays in 2024/25 academic year.

Christmas Day - Wednesday 25th December 2024  
Boxing Day- Thursday 26th December 2024  
New Year's Day - Wednesday 1st January 2025  
Good Friday - Friday 18th April 2025

Easter Monday - Monday 21st April 2025  
May Day Holiday - Monday 5<sup>th</sup> May 2025  
Spring Bank Holiday- Monday 26th May 2025  
August Bank Holiday - Monday 25th August 2025