



Spring Edition Education Newsletter – January 2021

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 around safeguarding themes and is not exhaustive.

Welcome to 2021! Reflecting back to 2020, it sure was a roller coaster year with its ever increasing challenges in a rapid changing environment.

The word 'unprecedented' has featured far more prominently in our lexicon than ever before. It has been a year that none of us has ever been through previously and hopefully will never experience again.

You are no doubt already aware that, on Monday night, the prime minister announced the third national lockdown which was ratified by parliament yesterday and has become law and we have now entered another period of national lockdown similar to what we had last March.

This was not the news any of us were hoping for but it is deemed necessary to help reduce the spread of Covid-19. Despite this, we need to keep in mind that there is now a vaccine and it is starting to be rolled out across the country. It may take time to get back to a relative level of normality but there is light at the end of the tunnel.

We will get through this and be stronger for it as a result. Hopefully you all had an opportunity to recuperate and refresh ready for the new term. Your dedication throughout has been outstanding, so a big thank you to all our education providers and all the staff in these settings who have kept going throughout the constant changes.

Another bumper term for schools this term with lots more guidance, including DfE: Guidance on return to school in Jan 2021, the filtering rules for Standard and Enhanced DBS checks have changed from 28th November 2020, rapid covid-19 tests for secondary schools, consultation on changes to 'Keeping Children Safe in Education', details of Ofsted's inspection plans for 2021.

From January 2021, DfE will increase the help available through its [get help with technology](#) programme.

There are also local developments with updates with the Family Information Service (FIS) website and virtual roadshows taking place, Changes in LADO arrangements and the SCST is transitioning from being an independent company to one that is wholly-owned by Slough Borough Council.

Thank you to you all who contributed to the survey monkey on reflective discussions for DSL's last term. We are pleased to share we are working closely with a provider to focus on staff self care. We will be rolling out our reflective discussion sessions pilot at the end of January 2021. Watch out for this and a self care guide which will be also coming out over the next few weeks.

Please note when a vulnerable child and young person is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

DfE coronavirus helpline | 0800 046 8687

NSPCC: Coronavirus Helpline

The NSPCC Helpline help@nspcc.org.uk,
Helpline practitioners can be contacted on
0800 800 5000



Welcome to Heather Cook as the single point of contact (SPOC) for enquiries from education settings requiring COVID support, advice locally and lateral flow testing in schools.

She will act as a conduit between schools, Education Team, Public Health and Duty Desk providing guidance to schools and colleges experiencing an outbreak. She will be available to provide latest guidance on contact tracing requirements, bubble size, PPE, staff working and risk assessments.

Heather will be providing a weekly update on guidance and changes as they emerge through the LINK.

Heather.cook@slough.gov.uk | **07837 725 098**

The notification of cases to both DfE and duty desk will NOT change

Slough CV19Notifications

CV19Notifications@slough.gov.uk

Thames Valley Health Protection Team (TVHPT):
03442 253 861

News update from SCST



SCST move to Observatory House

The Trust will be moving to Observatory House early in the New Year although a date is yet to be confirmed. When this

Transition to being a wholly-owned company

As you may be aware, Slough Children's Services

Trust is transitioning from being an independent company to one that is wholly-owned by Slough Borough Council. When the Trust was originally set up in October 2015 at the instruction of the Department for Education, it was always intended to be for a limited amount of time and we are now approaching the end of this time. The intention is to now build on the Trust having pulled children's social care in Slough out of inadequacy for the first time in many years, by working in closer partnership to improve the service further.

Discussions are ongoing as to the set up of this new organisation but from the outside you should not notice much difference. It is intended for this new company to be in place by 1 April 2021 and we will keep you informed of further developments as they unfold. One already apparent change is that the role of chief executive at the Trust has been combined with the role of director of children's services at the Council, and an interim for this post, Eleni Ioannides, has recently been appointed.

The transformation programme at **Slough Children's Services Trust** has now been completed but the reality is that you shouldn't notice many visible changes from the outside, just a few name changes.

- The Front Door is now called the **Referral and Assessment Service**
- The Child Protection and Court Service is now the **Safeguarding and Family and Support Service**
- The Children Looked After and Leaving Care Service is now called the **Children Looked After and Support Service**

The programme has been focused on reviewing and implementing an operating model that enables us to work smartly together, builds the resilience and capacity that we need to face changing demand, and have the voice of the child driving everything we do.

The overarching objective of the programme was to become a sustainable organisation which delivers consistently good services, develops its staff and offers value for money achieved through making changes to evolve the current model.

As some of you may know, the Local Authority Designated Officer, Nicola Johnstone, has recently left after four years at the Trust. We are in the process of recruiting a new LADO and we will let you know when they have been appointed. In the meantime, we do not have a single named person covering the role; instead we have a number of people within the Quality Assurance Service who will provide cover. More information, including the LADO Referral Form which should be used, can be found on the Trust's website at: <https://www.scstrust.co.uk/lado>

The LADO can be contacted at:
LADO@scstrust.co.uk | Phone: 07927 681858 / 01753 690906

Please ensure these are reflected in your policies, contact details and communicate appropriately with all staff.

Private Fostering

Private fostering occurs when a parent (or someone with parental responsibility) makes an arrangement for their child or children to be cared for by someone else who is not a close family member.

A private fostering arrangement occurs when:

- A child (someone younger than 16 years or 18 years in the case of a child with disabilities) is planned to be cared for, or has already been cared for, by someone else for 28 consecutive days or more.
- The person who will care for them – known as a private foster carer – is not a close family member*.
- The arrangement for care is made by the parent and the private foster carer without the involvement of the local authority (or, in our case, the Trust) and the child or children are still the responsibility of their parents.

If you are caring for a child for 28 consecutive days or longer, or if you know of someone who is, please let the Trust know. Just visit www.scstrust.co.uk/privatefostering





Education Safeguarding: Guidance updates

On the 10th December 2020, the DfE published their draft '**Keeping Children Safe in Education (KCSiE) 2021**' guidance for consultation. The process closes on 4th March 2021 and seeks views on the proposed changes due to take effect from September 2021, including updates to their 'Sexual violence and sexual harassment between children in schools and colleges' guidance. It also consults on DSL capacity and Governor safeguarding support and training. Please find further details here: <https://www.gov.uk/government/consultations/keeping-children-safe-in-education-proposed-revisions-2021>

On the 9th December 2020, the DfE also updated '**Working Together to Safeguard Children 2018**' in order to reflect factual changes around information sharing, homelessness duty and references to domestic abuse.

Ofsted

Ofsted's return to inspection in 2021 will happen in phases, with no graded inspections for education or social care providers planned before the summer term. More details about Ofsted's phased return (dated 7 Dec 2020) to inspections through 2021 can be found here: [Ofsteds-plans-2021](#)

Updates to Governance handbook and competency framework (DfE)

The DfE's Governance handbook for Academy trusts and maintained schools has been updated. A full list of changes can be found in the Governance Handbook on page 8 here: [Governance Handbook](#)

The Competency Framework for Governance (2017) is clear about the importance of safeguarding and how governors should understand their responsibilities. The Framework says that 'someone' on the board should know the requirements relating to safeguarding, and that 'everyone' should know their duties. This is a subtle difference, but essentially means that everyone should understand safeguarding, but that one person has the detailed knowledge and leadership responsibility for the board. Due to coronavirus, if governors or academy trustees wish to visit a school, they should speak with the school leader and work out a pragmatic solution that takes into consideration the school's risk assessment, and how the health and safety of any visitors, alongside staff and pupils, will be protected.

Guidance documents for structures and role descriptors in governance have also been published from a safeguarding perspective. Governor/Academy Trustee for [safeguarding] that is particularly relevant in the guidance here: <https://www.gov.uk/government/publications/governance-structures-and-roles>

Coronavirus School Updates (updated 07.01.2021)

Since the start of the academic year, the continuing efforts of leaders, teachers and staff across education and childcare have ensured that settings remain as safe and COVID-secure as possible. During the period of national lockdown, schools, and wraparound childcare and other out-of-school activities for children should allow only vulnerable children and young people and the children of critical workers to attend. All other pupils and students should not attend and should learn remotely until February half term.

<https://www.gov.uk/government/publications/schools-and-childcare-settings-return-in-january-2021/schools-and-childcare-settings-return-in-january-2021>

NSPCC Learning has also refreshed its content on children returning to school in the UK. The content includes resources to support children and young people at the start of the new term including: safeguarding and child protection policies and procedures; recognising and responding to concerns; the impact of coronavirus on children's mental health; and supporting children's mental health and wellbeing. [Coronavirus: returning to school](#)

Some fantastic tips on recognising abuse and neglect during lockdown can be found here: [NSPCC LOCKDOWN](#)





Remote Learning Safely

The rapid spread of COVID-19 has demonstrated the importance of building resilience to face various threats, from pandemic disease to extremist violence, grooming and cyber bullying to climate insecurity, and even rapid technological change. Significant minorities are already struggling with the current measures implemented to control the situation and the emotional impact that comes with them, while significantly more expect to in the coming weeks. Prior to lockdown, many young people in the UK were already struggling, with concerns over sociological factors such as family breakdown; as well as technological challenges, a growing sense of social isolation, and anxiety.

Remote Teaching Safely

Teaching online is different to teaching face-to-face. But adults should always maintain professional relationships with children and young people. If you're recording or live streaming lessons, make sure teachers are in a neutral area where nothing personal or inappropriate can be seen or heard in the background. Clarification of behavioural expectations in remote teaching/conferencing or presentations and re-enforcement of appropriate boundaries through an updated **Code of Conduct Policy**.

- The school's policy on when/whether microphones and cameras on devices should be switched on or off.
- Whether types of location that are and are not appropriate
- Guidance on location, clothing, backgrounds in video streams or recordings.
- Whether to specify timeframes within which teaching may take place.
- Whether the teaching should be recorded or monitored and how and, where it has been decided to record teaching and one-to-one sessions, how this will be clearly articulated to pupils and parents.
- Use parents' or carers' email addresses or phone numbers to communicate with children, unless this poses a safeguarding risk. Use school accounts to communicate via email or online platforms, never teachers' personal accounts. Make sure any phone calls are made from a blocked number so teacher's personal contact details are not visible. Have a parent there at the child's end, and have the phone on speaker phone where possible. Give parents a heads-up of what time you'll be calling if you're blocking numbers, so they're more likely to pick up.

The full presentaton can be downloaded from the LINK resource pages.

Remote Education Support

The **EdTech Demonstrator programme** is a peer-support network of schools and colleges that was launched in April 2020. It offers advice, support and guidance on ways technology can be effectively embedded to support remote teaching during the coronavirus (COVID-19) outbreak and beyond.

Schools and colleges can access [existing EdTech webinars](#) from the EdTech Demonstrator website. Or you can sign up for [bespoke 1:1 support](#) from a demonstrator school or college.

DfE have set up a free **Professionals Online Safety Helpline** which supports the online safeguarding of both children and professionals. Call **0344 381 4772** or email helpline@saferinternet.org.uk

Other guidance for online teaching can be found here: [The KEY Online Support](#)

You can find all the DfE related updates here: [DfE Remote Teaching](#)

Resource list No. 3: Online Safety has lots of resources here: [OnLine Safety Resources](#)

NSPCC [Undertaking remote teaching safely](#) | <https://coronavirus.lgfl.net/safeguarding>





Safer Recruitment Update

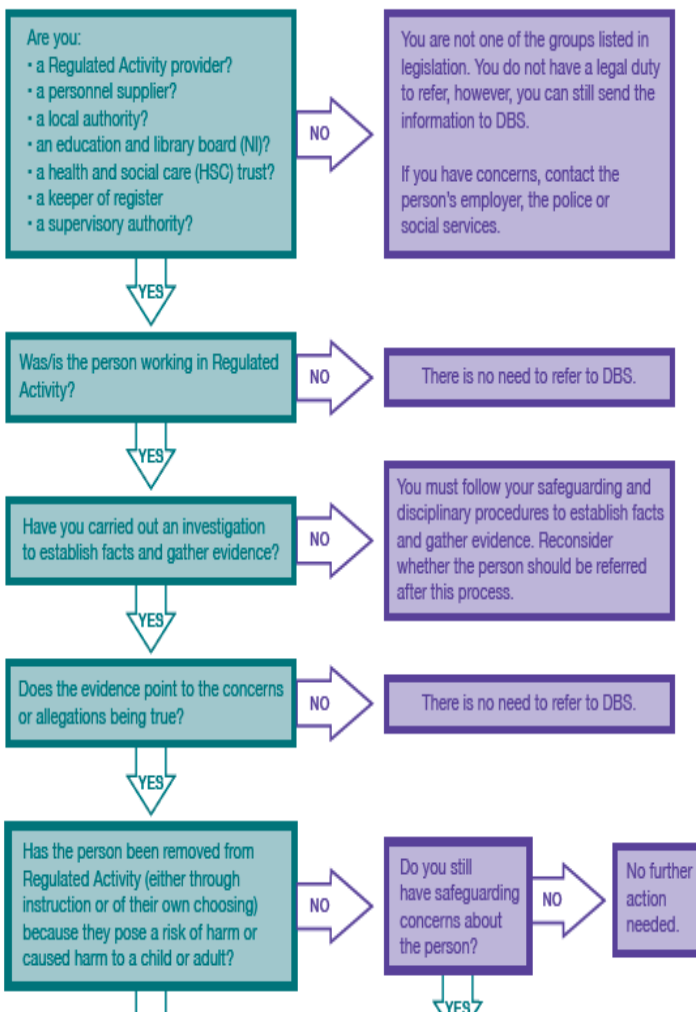
Safer recruitment update:

NSPCC Learning has pulled together guidance to help anyone working with children and young people recruit safely whilst observing social distancing guidance. The guidance covers: choosing the right candidate; vetting, disclosure and barring checks; and starting employment. [Recruiting safely during coronavirus](#)

The Government has made changes to the **criminal records disclosure** rules for sensitive roles, to ensure the right balance is struck between rehabilitation and protecting the public. The new legislation implemented from 28 November 2020, will remove the automatic disclosure of youth cautions, reprimands and warnings and remove the automatic disclosure of all convictions where a person has more than one conviction (known as the 'multiple conviction' rule). <https://www.gov.uk/government/news/new-filtering-rules>

Barring referral flow chart

We have put together the following flow chart to help you decide if it is appropriate to refer someone to us.



DBS launches new 5 year strategy

The new 5 year strategy details the DBS' ambitions for 2025, and focuses on three key elements: DBS profile, People and Quality. Click to view: DBS 2025 Strategy Making Recruitment Safer

<https://www.gov.uk/government/news/dbs-launches-new-five-year-strategy>

Further guidance regarding ID checking guidelines can be found here:

<https://www.gov.uk/government/news/further-update-to-id-checking-guidelines>

EEA Teacher checks

From 1 January 2021 professional regulators in the EEA (EU, Iceland, Liechtenstein and Norway) will no longer share information about sanctions imposed on EEA teachers with the Teaching Regulation Agency (TRA). **The Teaching Regulation Agency will no longer maintain a list of EEA teachers with sanctions.**

Schools must continue to carry out safer recruitment checks on all applicants including those that have lived or worked outside of the UK, schools must make any further checks they think appropriate so that relevant events that occurred outside the UK can be considered, including obtaining an enhanced DBS certificate with barred list information (even if the teacher has never been to the UK).

Teachers may be able to provide proof of their past conduct as a teacher, issued by the professional regulating authority in the country in which they worked. Where available, such evidence can be considered alongside other pre-appointment checks to help assess their suitability. <https://www.gov.uk/guidance/changes-to-checks-for-eu-sanctions-on-eea-teachers-from-1-january-2021>

Safer recruitment training is scheduled for a virtual delivery for 10th February 2021.

To book a place click here:

<https://thelink.slough.gov.uk/events-and-training>



Domestic Abuse Updates

Please join the DA discussion forum by logging into www.bluejeans.com

Domestic Abuse Virtual Surgery: Discussion Forum

Dear Practitioners,

It was recognised that during the first wave of lockdown, which resulted from the Covid-19 pandemic, that practitioners were facing a number of challenges and complex cases in relation to domestic abuse (DA). It was felt that peer support and discussion in managing these cases would be welcomed.

A monthly DA surgery discussion forum has been set up as a safe place to discuss cases which may have a degree of complexity.

**Please note that this group does not replace MATAAC and MARAC, or other formal processes, referrals, and pathways.*

The monthly surgery will be a drop in session where practitioners from across the partnership will be present during a two hour time slot. This group will help and support practitioners via the following:

- Sharing of concerns around managing complex cases on a no named basis
- Sharing of best practice around managing complex DA cases
- Developing solutions for managing complex cases
- Provision of advice and guidance from a range of multi-agency practitioners
- Identification and discussion of support mechanisms available for DA victims and their families, as well as for perpetrators
- Further clarity around using the referral pathway and DA provision map

If you would benefit from joining the group to help support victims of DA, we will be holding these surgeries via bluejeans conference facility online; please see dates below. Please join the group by logging on via www.bluejeans.com. Any problems with access, please contact corletta.rolle@slough.gov.uk.

There will be no set chair but an open discussion to support practitioners.

- The first discussion group will be on 7 December, 2-4pm (Bluejeans ID code: 7568440403, passcode: 3216)
- 28 January 2021, 2-4pm (ID 7568440403/passcode 3216)
- 25 February 2021, 2-4pm (ID 7568440403/passcode 3216)
- 25 March 2021, 2-4pm (ID 7568440403/passcode 3216)



If you have any questions, please do not hesitate to contact Rachel Axtell, DA partnership coordinator, on 07395 258338.



1. Main Line – **Hestia DA Service** – 01753 477352
2. Professional Referral Line – 01753 476807
3. DA Outreach Line – 01753 875620

Email Referrals: Slough.IDVA@hestia.org or Slough.IDVA@hestia.org.cjsm.net

National Domestic Abuse Helpline: 0808





Domestic Abuse: Operation Encompass

The **Operation Encompass Teachers' Helpline** was created in response to the growing number of children experiencing Domestic Abuse, many of whom will not currently be accessing their school, and also to assist teachers who are working in very different situations, without many of their usual support mechanisms and under great pressure. The Helpline is staffed by Educational/Clinical Psychologists at



Psychology Associates who all have extensive experience of providing consultation and support to staff working in schools and education settings, this service provides school staff with the opportunity to have immediate, in the moment, consultation that is confidential and easily accessible. This ensures a reflective space to seek guidance and discuss any worries, concerns or queries you may have following an Operation Encompass call, and in preparation for supporting the child. Operation Encompass also encourages schools to offer these children places in school during the current situation.

Operation Encompass Schools Handbook can be downloaded here: [OE-Booklet-DA-Schools.pdf](https://www.operationencompass.org/oe-booklet-da-schools.pdf)

A simple one-page poster Recovery and Resilience Planning resource for schools to use, created in partnership with Psychology Associates, considered as an 'aide memoire' to supporting children experiencing domestic abuse, trauma and adversity.

The areas on this Recovery and Resilience Planning sheet are interconnected and interdependent, a positive effect in one area will positively impact the other areas.

Relationships

Interpersonal contact between staff, children and families. Loss of relational support is a significant threat to resilience.

- ✓ Time is needed throughout the school day to talk, play interact and engage in a shared activity.
- ✓ Observe and notice any changes in a child's behaviour and what this may be signalling.
- ✓ Ensure targeted and individual child and family needs are identified.
- ✓ Be kind and compassionate to others and yourself.

Emotional Wellbeing

Bereavement and loss is at an unprecedented scale. Loss of tactile social interaction. Increased sense of isolation, rejection and heightened anxiety.

- ✓ Provide opportunities to connect with feelings that may be distressing and overwhelming.
- ✓ Fun and playfulness is protective to our threat-response system.
- ✓ Support emotion regulation and expression.
- ✓ We need to meet the emotional need before a child can effectively learn.

Engagement

Increased distractibility, day-dreaming, zoning out and irritability. Tiredness, apathy, disrupted sleep routines and loss of interest.

- ✓ We need to feel secure before we can focus and actively listen and engage.
- ✓ Accept the child is doing the best they can.
- ✓ Build on areas of interest in meaningful, practical and creative ways and elicit the child's views.
- ✓ Model curiosity and engagement alongside them.

Learning

Social-emotional needs impact upon us cognitively. This can impede executive functioning and the capacity to focus, sustain attention, organise, plan and retain information.

- ✓ Establish routines, structure and predictability.
- ✓ Tailor the pace of learning and reduce cognitive load.
- ✓ Revisit earlier goals and interleave to test for mastery and retention.
- ✓ Build self-efficacy and a sense of achievement.

Psychology Associates

OPERATION ENCOMPASS

To support those working with children experiencing Domestic Abuse Operation Encompass has created, free online training and video's about Domestic Abuse, the impact upon children and ways to support. Click here: www.operationencompass.org



Health & Wellbeing Updates

The Health and Wellbeing back to school edition has all the latest information and resources available locally and nationally. Information can be accessed here: [THE LINK: School Health and Wellbeing Project Webpages](#) and [School Health & Wellbeing Project resource directory](#)

On **Thursday 4 February 2021** we need your help to get the nation talking about mental health.

This Time to Talk Day we're focusing on **the power of small** – because a small conversation about mental health has the power to make a big difference. The coronavirus pandemic means that this Time to Talk Day might look a little different. You might not be able to get involved in the way that you usually would, but at times like this open conversations about mental health are more important than ever.

Start by **signing up for our Time to Talk Day updates** and ordering your **free postcards and poster** to help get the conversation started. <https://www.time-to-change.org.uk/about-mental-health>

For more information please contact the School Health & Wellbeing Project Officer, Susan Dyer | 07753 316916 susan.dyer@slough.gov.uk .

I would particularly like to draw your attention to the [ANNA FREUD CENTRE: Wellbeing INSET Day Toolkit](#) It contains some very useful resources and even if you are unable to use it to run an INSET Day provides a useful guide for things to consider to promote the health and wellbeing of both pupils and staff over the first few weeks of re-opening.

'**The Little Blue Book of Sunshine**' has been relaunched the [#littlebluebookofsunshine](#). The book offers lots of practical mental health advice for teenagers, as well as information about where to get help when they need it most. Find out more: <https://bit.ly/2WD670W>

Wellbeing for Education Return project:

In Slough, we are making sure that this programme enhances and supports all the wider work already taking place (or planned). We are working very closely with the Mental Health Support Team, Getting Help Service, and Educational Psychology Team and will be consulting with other local organisations to ensure they know about the programme and are given an opportunity to contribute. This programme also aligns with a whole school approach to health & wellbeing. Ongoing support is now available through the SHaRON platform. For further information please visit the Wellbeing for Education Return page on The Link website [WFER](#)

SHARON Platform



SHaRON stands for **Support Hope and Resources On-Line Network**. The newly launched **SHaRON Venus platform** provides support specifically for Education Professionals. In parallel to this there is also a well-established and award-winning SHaRON platform called Saturn which offers support specifically to parents and carers who are accessing CAMHS.

SHaRON is anonymous so that members of the network can feel able to share their experiences and receive support from others who have been through or are going through a similar journey to you. Please feel free to post questions and share information with other members, however we do ask that no names are used if referencing your students/school and colleagues.

Find out more by emailing: CAMHSGettingHelpEast@berkshire.nhs.uk

#SelfCare guides – You matter!!

New staff self care guides will be coming out shortly. The guides will have access to wellbeing webinars, tips on work-life balance and access to support from a range of agencies for you and only you! Reflective discussion group sessions will also be available. Dates will be shared shortly.

Education Support: Sign-up for [Free Counselling for Education Staff](#). Night or day, trained counsellors (BACP Accredited) are here to listen without judgement and help you find a way forward, whatever your worries or concerns and make you feel better. **08000 562 561**

The helpline service is free and available to all serving and retired teachers, lecturers and staff in education.



Safeguarding Tools/Projects

'**Somethings not right**' which has been developed jointly by the Home Office in partnership with Child line, NSPCC, Barnardo's, the Children's Society, the Marie Collins Foundation and the Internet Watch Foundation.

This campaign has some resources to aid children and young people to share any issues, concerns or feelings via the link here: <https://www.childline.org.uk/somethings-not-right>

Harmful sexual behaviour: Stop It Now

Stop It Now has developed a toolkit for parents, carers and professionals to help them be aware of the risks of harmful sexual behaviour in children and young people. The toolkit includes support, advice and information, and resources and links to useful organisations. [Preventing harmful sexual behaviour](#)

Access the toolkit: [Harmful sexual behaviour prevention toolkit \(PDF\)](#)

See also on NSPCC Learning | [Protecting children from harmful sexual behaviour](#)

Brook's Traffic Light Tool nationally recognised Sexual Behaviours Traffic Light Tool and training provides a highly visible, multi-agency response that helps professionals to identify, understand and respond appropriately to sexual behaviours in young people. For more information please click [here](#).

Neglect Screening tool, Risk Indicator tool, Young carers screening tool's can be found here: <https://thelink.slough.gov.uk/safeguarding/safeguarding-in-schools/toolkits>

Speak out Stay safe for primary schools Due to the coronavirus (COVID-19) pandemic, the way Speak out Stay safe is delivered has been changed. NSPCC are delighted to announce that with the amazing support of Ant and Dec they have launched an online version of our assembly. Speak out Stay safe is a safeguarding programme for children aged 5- to 11-years-old. It is available to all primary schools. An adapted version of the programme for children with special educational needs and disability (SEND) is also available. Click here: [Speak Out](#)

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-olds. The podcast covers: how the coronavirus crisis has affected the Speak out Stay safe programme and 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](#)

Online tutors - keeping children safe (Guidance for parents and carers)

Given the 'challenges' this year, it's likely that more parents will be looking for online tutors for their children. Anyone can become a tutor and parents may not know the questions to ask. London Grid for Learning has put together some guidance for parents which would be useful for you to share with them. The link to the guidance is [HERE](#)

Every year, private tutors help children catch up with missed work or address areas they are struggling with, or with extra-curricular activities like music. Lockdown has led to major growth in this area, especially online, and this is expected to continue with further bubble and possible school closures.

More laptops and tablets will be available in 2021 The Department for Education is working with mobile phone providers to provide additional mobile data to children, young people or families who meet the following criteria:

- They don't have access to a fixed broadband connection
- They cannot afford the additional data needed to access educational resources or social care services
- They have access to a mobile device that uses a participating network
- They are facing disruption to their face-to-face education, or have been advised not to

From January 2021, DfE will increase the help available through its [get help with technology](#)





Safeguarding Practice

If you are worried that a child may be being exploited, this tool gives you a list of indicators to help you work it out and take appropriate action. Often, children do not recognise themselves as victims, or that they are being groomed, and as a result disclosures of such abuse can be unlikely. Therefore, this indicator tool aids the identification of exploitation.

Practice Standards from the Safeguarding Children from exploitation group (SCEG)

These are our aspirations for children we are working with who find themselves at risk of or experiencing exploitation. This includes knife crime, gangs, county lines as well as child sexual exploitation.

The practice standards are derived from Joint area inspections and therefore are multi agency standards. The standards are about what support a child will get and all agencies should deliver what is needed to that child. These standards can be found in the document embedded below.

It was agreed that the standards should be shared widely and also be part of the induction for all staff. It was also agreed that all agencies need to be confident to promote the standards in their own agency and also to challenge when not being delivered.

<https://www.sloughsafeguardingpartnership.org.uk/scsp/scsp/professionals/criminal-exploitation-of-children-tools-for-practice>

There is a need for a clear framework for early intervention and prevention for exploitation in Slough. These are published on the Family Information Service app and website.



PRACTICE
STANDARDS.docx



The bite size CPD slides which were delivered virtually in December 2020 can be found here on the LINK here: [CPD](#)

Drugs Diversionary Scheme

Thames Valley Violence Reduction will be piloting out a new Drugs Diversion Scheme for schools later this term in partnership with the YOT. The aim is to reduce exclusions and managed moves, where a young person is found in possession of a controlled drug, on school premises. Watch this space for more news on this as the project come on board.

CPD: All training dates can be found here: <https://thelink.slough.gov.uk/events-and-training>

Safeguarding Partnership Training: There are some courses which would be really useful for school staff such as Core Groups, Exploitation training <https://www.sloughsafeguardingpartnership.org.uk>

Date for DSL Networks: Primary Network 13th January 2021 & Secondary Network 14th January 2021

Intel reporting

The principle of sharing Intelligence information can be summarised as acknowledging that staff from partner agencies work within our communities on a daily basis and will see, hear and be told things that will contribute to putting the jigsaw together that is the crime intelligence picture. The partnership form is intended to be a simple way of passing that information to the local Police Intelligence Team. The Intelligence form it is not intended to replace other reporting mechanisms & where information is being reported through existing channels it shouldn't be repeated on this form.

This form is to be used for the things you think might be of interest or potentially suspicious but doesn't require a call for service. The information submitted on this form is to try & prevent/detect crime activity.

Colleagues can book onto the training by emailing Corletta.rolle@slough.gov.uk

Details of the updated Intel form can be found here: <https://thelink.slough.gov.uk/safeguarding/safeguarding-in-schools/toolkits>

All the information contained in this newsletter is correct as at 30th December 2020. Information is changing rapidly so some elements may be out of date by the time to read it so please bear this in mind.

