Autumn Edition Safeguarding in Education Newsletter – Sept 2022

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.
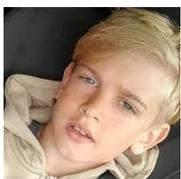
Welcome back!

A new school year has begun, new pupils are being welcomed into school, there have been staff changes and all sorts of new things are taking place. This term will be a busy one for safeguarding, following up on CP files from previous schools, to inset day training and developing positive relationships with all children.

Many exciting changes are being implemented this year, from KCSIE 2022, Attendance guidance and the Behaviour in Schools Guidance 2022, all focusing heavily on the Whole School Approach. The new NICE guidance for [Social, emotional and mental wellbeing in primary and secondary education (nice.org.uk)](#) (Published July 2022) also explicitly aligns to the Whole School Approach and trauma Informed approaches for strengthening broader protective factors which promote children's resilience. Please see feature on page 12. We will be working with senior leaders in the coming months to bring trauma informed coaching to all practitioners across the education sector. Watch this space! We have been working hard to bring new projects to support these national changes including a digital officer post, piloting an ERSA (emotional related school avoidance) project with your attendance officers, and rolling out emotional coaching to help schools with professional curiosity and skills to engage with children experiencing trauma. This build on the five to thrive model.

In May 2022, the Child Safeguarding Practice Review Panel published a review[1] looking at the circumstances leading up to the deaths of Arthur Labinjo-Hughes and Star Hobson in 2020. The review explores why the public services and systems designed to protect Arthur and Star were not able to do so. It also looks at wider issues and evidence from serious safeguarding incidents reviewed by the Panel in the last three years specifically looking at, practice and practice knowledge, systems and processes, leadership and culture and wider service context. The summary can be read here: [Summary of the national review into the murders of Arthur Labinjo-Hughes and Star Hobson (nspcc.org.uk).](#) The review has made recommendations for improvements to existing child protection practice and delivery of wider children's services. A single implementation plan, will be published by the end of this year.

Also, over the summer you will have heard about the online challenges in the news with the tragic death of Archie Battersbee and various individuals creating a strong following with radical, discriminatory, harmful views. The 2022 guidance includes a number of significant changes with many related to online safety. This edition focuses on online harms to assist your school/college to navigate through the changes and support on offer (see page 5).

On September 20, the Primary DSL network will be face-to-face, and the Secondary will remain online for this term with a view to once again being face-to-face next term. I am looking forward to seeing all of you. Please note the new LADO details and the refreshed Prevent pathway above.

KCSIE 2022 Update

KCSIE is the statutory guidance for schools and colleges regarding safeguarding children and safer recruitment. On September 1, 2022, the updated version will commence.

A major focus this year is on governance in education and attaining the appropriate level of strategic safeguarding training to hold schools and colleges accountable.

An emphasis is placed on the prevention of online harms both in the curriculum and in the support provided to parents in order to help them understand how to safeguard their children online.

Children can be victims of abuse if they witness it, and this can have a lasting impact on them, as well as victims of abuse in their own relationships (known as teenage relationship abuse). Through relationships, sex, and health education (RSHE), we can also teach children what healthy relationships look like. See feature on page 15 for NSPCC resources on healthy relationships cross phase.

Formerly a separate document, KCSIE incorporates guidance on sexual violence and sexual harassment between children in schools and colleges. It reflects the new name for 'peer-on-peer' abuse, which is now referred to as 'child-on-child' abuse, as the term 'peer' implies their ages are the same, although there may be an age imbalance from time to time. There is an opportunity to reflect on language used in peer-on-peer abuse such as "**victims**" and "**perpetrators**" and maybe use terms like; "children and young people who may have been harmed" and "children and young people who may harm other CYP"

It is emphasized in the guidance that children may feel embarrassed, humiliated, or threatened, therefore may not report the abuse to anyone. It is possible that they will not tell anyone because of their vulnerability, disability, sexual orientation, or language barrier. Despite these barriers, staff should be professionally curious and think about how to build trusting relationships with children that will enable them to share their experiences. It is important to note that children who are lesbian, gay, bisexual, transgender, or questioning (LGBTQ+), or perceived to be so, may be at greater risk of harm, since they may be targeted by their peers, or may not have a trusted adult to reach out to. It is the responsibility of the staff to provide a safe and supportive environment for students to express their concerns or speak out.

As part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.

The table below reflects the main changes in the guidance.

Some children may not be ready to talk about their experiences – additional vigilance of indicators and signs of harm	Consider extra familiar harms	Changes from peer on peer abuse to child on child abuse	Witnessing harm – Domestic Abuse, Serious Violence
Ensure LGBT+ children have a trusted adult	Training for governors – critical friend	Information Sharing where consent is not always possible	PHSE: Opportunities to teach safeguarding and online harms – Digital Wellbeing
Effectiveness of IT systems: Filtering and monitoring - should be an annual review (360)	Due diligence for leasing school premises	Carry our online searches for safer recruitment	DSL understand the appropriate adult in schools – Child Q

The full guidance can be found here: [Keeping children safe in education 2022 (publishing.service.gov.uk)](publishing.service.gov.uk)

An video update and slides for more details for education providers can be accessed through the LINK here: Communications & DSL Networks | The Link (slough.gov.uk)

Safeguarding and promoting the welfare of children is everyone's responsibility. That's why ALL school staff must read **and understand** Part 1 of the DfE's statutory guidance *Keeping Children Safe in Education*.

As many schools employ speakers of English as an Additional Language who are not required to have a high level of English for their role, it can be challenging to ensure that everyone understands the full meaning and principles of the guidance. Click here for translated copies of KCSIE
https://national.lgfl.net/digisafe/kcsie/kcsietranslate

Children's Commissioner analysis of data on strip searching children - Child Q

The Children's Commissioner has published a report analysing Metropolitan Police data detailing practices regarding the strip searching of children during stop and searches between 2018 and 2020. Over half of all these strip searches of children resulted in no further action taken, which calls into question whether these intrusive and traumatising searches were necessary at all. A quarter of children searched were aged 15 or under - in some cases, the children were as young as 10 years old. Of all boys who were strip searched, 58% were Black, as described by the officer. Police guidance states that an Appropriate Adult should be present if a child is strip searched (for example, a parent, social worker, or volunteer). The data showed that an Appropriate Adult was not present on almost a quarter (23%) of all occasions when the Metropolitan Police strip searched children between 2018 and 2020.

KCSIE outlines DSL should understand and consider the best interests and safeguarding needs of the child when a decision to conduct a strip search, ensuring a strip search is conducted in the presence of an appropriate adult and that it considers maintaining the child's dignity, their health, hygiene, and welfare needs.

UPDATED Guidance for safer working practices (February 2022)

Code of conduct Schools will have shared their Code of Conduct (CoC) with their staff and volunteers at the start of the autumn term and as part of their induction process for staff and volunteers who join at different points of the school year. There were changes in part 4 of KCSiE 2021 that required staff to understand that reporting concerns of a 'low-level' nature should be understood by all adults, that these too should be reported, and to whom. Schools should update this key document annually to include expectations around the use of IT and their own social media use.

Guidance for safer working practice for those working with children and young people in education settings – produced by the Safer Recruitment Consortium (who work alongside the DfE) to support updating their CoC. The most recent version of this document was published in February 2022 – this can be accessed from the link above. This (non-statutory) guidance will be helpful when developing your staff behaviour policy / code of conduct. If you wish to see what's new, there is a version that shows all changes in yellow
https://saferrecruitmentconsortium.org/

Safeguarding Partnership Updates

In March 2022, the Slough Safeguarding Partnership reactivated the Education Sub-Group and renamed it **KCSIE Sub-Group**. A plan is being developed to address the most pressing issues affecting education, including EHE, CME, and children refusing to attend school. The Slough Safeguarding Children Partnership will be sharing developments in the coming months that will have a direct effect on supporting children and young people back into education through a range of initiatives from our new ERSA (emotional related school avoidance) programme to emotional coaching.

▶Enable   **Sec 175/157 Audit - Important update!**

An update to advise you that this will be the final year we will be using the Enable online tool to complete our annual Section 175/157 safeguarding audits.

Moving forward we are exploring other options and I will keep you all updated as the options appraisal progresses.

In the interim for this year 2022 please continue to complete the audit online. The deadline is November 2022.

Important note: Once you have completed this year's audit please download and keep a copy for your records. This will assist with completing future audits as you can then refer to your responses. The portal will remain open until the end of November to enable you to download the details. After this date all the data will be wiped off the portal.

The **Safeguarding Partnership Communications sub-group** work together to produce and deliver an agreed communications plan for the partnership, promoting awareness of the Safeguarding Partnerships' strategic priorities including child abuse/neglect, safeguarding adults, exploitation, and domestic abuse and violence. See pages 17 – 18 for upcoming awareness days and resources.

Policy and Procedures updates

The Pan Berkshire Policy and Procedures Subgroup ensure that, they develop and maintain high quality safeguarding and child protection policies and procedures in line with key national policy and legislative changes. The quarterly newsletter can be found here: https://proceduresonline.com/berks/ The latest updates can be found below.

Bruising / Suspicious Marks on Children Not Independently Mobile – The following leaflet has been added What's Going On Leaflet - Information for parents and carers about bruising to immobile children. Please bring this to the attention of your staff for sharing with families as appropriate.

Safeguarding Partnership Arrangements (Roles and Responsibilities) – July 2022 Resolving Professional Difference of Opinion and Escalation - The Pan Berkshire Escalation Policy was updated in July 2022 and is now the called 'Resolving Professional Difference of Opinion and Escalation'. The chapter has been updated to reflect a more solution focused process to resolve differences of opinion and promote a positive outcome for the child and family. See full procedure here Resolving Professional Difference of Opinion and Escalation (proceduresonline.com)

Online Harms

Over the summer online challenges have been much in the news with the tragic death of Archie Battersbee and various individuals creating a strong following with radical, discriminatory, harmful views.

A quick reminder on how to deal with these issues:

1. Listen to your young people - hear from them about their experiences and worries over the summer. Provide calm and caring reassurance.

Don't add to the problem - avoid naming the challenges or individuals and certainly don't share or show their content, even as an example … the guidance notes this can be counterproductive, driving more young people to the material who feel they are missing out on what their peers are doing or even convert an online hoax into an online challenge.

Offer young people and staff strategies to respond - recognising risk, reporting, blocking, finding help. Your setting can be a robust centre of support.

Work as a group - convert peer pressure to an asset, use your curriculum to engage and inspire critical thinking and a caring community response, consider how you engage with the parent group.

For specific incidents, work to understand the facts about the concern and who is involved. Target your response and consider whether each child may be at risk of significant harm, following your child protection procedures. Link with other involved agencies (social care, police, CAMHS) as appropriate and get expert help about any online concern from the Professionals' Online Support Helpline - there's a poster to disseminate information on their site.

We are all too aware keeping children and staff safe online is a vital part of safeguarding and meeting school safeguarding obligations can be challenging. Recognising, responding, and dealing with these online issues is difficult. KCSIE guidance has added extra measures to more responsive to online harms.

KCSIE 2022 from 1st September requires annual safeguarding training for all staff that includes internet safety. Ofsted have highlighted that staff training can be one of the weakest links in school online safety provision.

Department for Education

Keeping children safe in education

Statutory guidance for schools and colleges

"Schools and colleges should consider carrying out an **annual review of their approach to online safety**"

KCSIE states, "Schools and colleges should consider carrying out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face."

SWGfL have a wide range of tools/resources to help you meet those challenges. Compliance is the only way forward, not negligence. It is vital that an online safety audit is neither treated as a tick box exercise, nor viewed as a static report: it should be a living document that reflects the fluid realities of technological change, evolving harms and user behaviours.

The 2022 guidance includes a number of significant changes with many related to online safety.

Specifically, aspects related to Filtering and Monitoring have been updated. Whilst the guidance already includes the duty that 'governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place', this is has been further strengthened with the addition of; 'and regularly review their effectiveness'.

Additionally, schools and colleges 'should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified'.

This update is an important clarification requiring schools and colleges to be confident that their filtering and monitoring solutions are operational and effective. In support of this new obligation, the guidance also includes a direction to [SWGfL Test Filtering](#), featuring the following:

'South West Grid for Learning (swgfl.org.uk) have created a [tool](#) to check whether a school or college's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content Your Internet Connection Blocks Child Abuse & Terrorist Content)'.

The guidance introduces the importance of schools and colleges speaking with parents and carers about children's access to online sites when away from their education setting, and that **'parents and carers may find it helpful to understand what systems schools and colleges use to filter and monitor online use'**.

[Children's experiences of legal but harmful content online: helplines insight briefing (nspcc.org.uk)](#) plus 360 tool to review

Support for governance:

KCSIE 2022 is tightening the requirement for all governors, not just the safeguarding governor, to attend safeguarding training. The updates should be strategic to help them understand and carry out their specific roles.

A number of organisations are offering governor training. The LGfL is offering governors a 2-hour evening training session which is tailored to the role and duties of a school governor. It will fulfil the requirement and

help them to carry out their duties as critical friend and driver of school improvement across a range of safeguarding from online safety.

- **The LGfL free session and can be booked here:** » LGfL (bookinglive.com)

- **The NSPCC** have also created an online CPD session for governors. This course contains four modules on your role and responsibilities, working with your school's senior leadership team, creating a safer culture, and preparing for safeguarding and child protection inspections. You can purchase for £25 per person here: Safeguarding training for school governors | NSPCC Learning

Schools who have bought into The KEY for Governors can access policy updates here: How

LGfL have added a series of documents/videos around the online safety policy to help you navigate the requirements of KCSIE for safeguarding in your school. Find out more here: The National Grid for Learning - KCSIE (lgfl.net)

Slough Borough Council are recruiting a digital officer to support Slough schools develop and support online reviews and navigate through the online world. Watch this space for start date!!

Help is at hand. There are some ready-made tools you can access to help take a review of your IT systems (see the next page for more details)!
Please share results with your school governors or trustees to help them fulfil their oversight duties.

The **London Grid for Learning** (LGfL) has created an audit tool – **Digi Safe Online Safety tool** to help schools and colleges conduct annual online safety risk assessments as recommended in the DfE's Keeping Children Safe in Education guidance. The audit tool document can be downloaded and customised and should be used to reflect any risks that arise because of technological changes, evolving harms and user behaviours.

The National Grid for Learning - onlinesafetyaudit (lgfl.net)
Digi Safe recommend that results, conclusions, and actions are incorporated into a school's overall safeguarding audit and considered as part of a holistic, contextual safeguarding approach – not treated separately to offline issues.
This audit has been broken down into two broad sections:
- Curriculum, General Approach & Communication
- Safe School Systems (technology for safeguarding and safeguarding for technology)

Free Online Safety Self-Review Tool for Schools

360 degrees safe is a free tool to help schools review their Online Safety policy and practice. The tool will walk you through each aspect of Online Safety, helping you to collaborate, report, and progress. 360 Degree Safe - Online Safety Review Tool | SWGfL

Online harm resources

New social Media hub from SWGfL social media offers a connective power unlike any other. Although we may all be very familiar with liking, sharing, hash tagging and streaming, social media has taken the world by storm in quite a short space of time. As one of the most accessible and available platforms to connect with others, many young people will start their social media journeys from quite a young age. The SWGfL hub will guide you on everything you need to know about social media and how you can raise awareness around online safety. Please click here to find out more:

New social media Hub Launched by SWGfL | SWGfL

SWGfL have created a Report Harmful Content Button which is now available to install on your organisation's website. Find out how you can stop the spread of lawful but awful material online.

The Report Remove tool can support a young person in reporting sexual images or videos shared online and enables them to get the image removed if it is illegal. Report Remove | IWF

Ofcom's Media Use and Attitudes Report 2019, released in February 2020, found that between the ages of nine and ten smartphone ownership doubles. What does this mean for online safety? How can parents keep children safe online?

E Safety Facts - Staying Safe Online – Parents guide E Safety Facts - Staying Safe Online | SWGfL

New resources launched to help support young people with SEND to Thrive Online

Childnet, a partner in the UK Safer Internet Centre, are delighted to announce the launch of the brand new Thrive Online resources. These resources are designed to empower young people with Special Educational Needs and Disabilities (SEND) to build happy and healthy online relationships.

The Thrive Online resources cover the important topics of healthy online relationships, digital wellbeing and online pornography for parents and carers of young people aged 11 and over with SEND.

Resources for educators and those working with young people

Through working with and listening to young people, educators, and parents, Thrive Online provides relevant and age-appropriate resources to empower young people online.

For educators, each topic contains a series of three lessons and films designed to initiate discussion and help young people navigate online spaces, learn essential strategies, and recognise the impact of online behaviour and actions

CEOP Healthy relationships resource for secondary age children

The Child Exploitation and Online Protection Command (CEOP) has released a new resource designed to help develop young people's understanding around healthy relationships and unhealthy behaviours. The resource consists of eight lesson plans and five short films to help protect children aged 12-14 from harmful sexual behaviour both off and online.

Cybercrime: 'Children with particular skill and interest in computing and technology can be inadvertently or deliberately led astray into cyber-dependent crime.' DSL's can refer to Cyber choices programme http://www.cyberchoices.uk/

Professionals' online safety helpline (POSH) Professionals Online Safety Helpline - UK Safer Internet Centre

TALK Checklist by Internet Watch Foundation | Home (iwf.org.uk) helps parents engage in conversation with their children about staying safe online. Young people are being contacted, in their own homes, on online platforms and apps and asked for sexual pictures and videos, while their parents and carers believe they are safe.

The IWF has created a resource to help parents and carers understand the risks of 'self-generated child sexual abuse imagery' using the acronym **'TALK'.**

TALK to your child about online sexual abuse. Start the conversation – and listen to their concerns.

AGREE ground rules about the way you use technology as a family.

LEARN about the platforms and apps your child loves. Take an interest in their online life.

KNOW how to use tools, apps and settings that can help to keep your child safe online.

ttps://talk.iwf.org.uk/know-how-to-use-settings/

NEED HELP NOW? If you think a child is in immediate danger, phone 999
If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

Number 22 facilitates 6-week interactive programmes to support parents/carers to understand the emotional health of children and young people.

The course aims to provide greater understanding of the various challenges and pressures that affect young people and to enable parents & carers to further support their child. The next group will be starting on 14th Sept 2022. For more information or to book a place please contact sarah.luke@number22.org

Attendance feature

Voices of England's Missing Children

The Children's Commissioner has published a new report Voices of England's Missing Children which identifies the key reasons why children are not in school and puts forward a blueprint to help make sure all children are in school, ready to learn, every day. It presents the findings from her Attendance Audit, setting out six ambitions to make sure every child is accounted for and supported, including: schools creating a culture that prioritises and promotes attendance, and organisations responsible for safeguarding/supporting children needing effective information sharing methods to avoid children getting lost in the system.

Attendance is everyone's business and the Children's Commissioner wants to see 100% attendance on the first day of the September term. That is why she is running a campaign of engagement over the summer to ensure that children are confident to return to school in September. Find out more from my new Back Into School portal which my team will be adding to throughout the summer, including adding resources for parents and professionals working with children.

what we learnt from The Big Ask about attendance and a series of podcasts on attendance, in which she talks to young people who have had difficulties with attendance in the past and who have started tackling being in school with the help of the school and its staff. They share what their issues are (including unmet special educational needs and disabilities, unaddressed bullying, and problems at home), their 'dream School' and discuss mental health.

Department for Education

Working together to improve school attendance

Guidance for maintained schools, academies, independent schools, and local authorities

Published: May 2022
Applies from: September 2022

Attendance guidance
The DfE have published new guidance for schools, trusts, governing bodies and local authorities in May 2022 regarding:
- importance of working together to improve attendance. This guidance follows the government's response to the recent
- consultation on school attendance and includes the new expectations of local authority attendance services that formed a
- central part of that. The guidance is being published now to allow schools and LAs time to prepare ahead of September, but
- the existing guidance on school attendance remains in force until the end of the academic year.

The new guidance also covers:
- The importance of working together to improve attendance
- Expectation of LA's – Rigorous tracking of data; devise; strategic approach establishes a School Attendance Support Team to provide core functions, work with Virtual School to track CLA
- Expectations of schools
- Expectations of academy trusts and governing bodies of maintained schools
- Support for persistently and severely absent pupils
- Attendance legal intervention
- Recording in the attendance and admission registers

The full guidance can be found here: School attendance: guidance for schools - GOV.UK (www.gov.uk)

Through the safeguarding practice reviews, it has been evident that children who become involved in serious crime or worse die from abuse, neglect or exploitation have very often missed school for long periods of time. We also understand that a punitive response is not always helpful with families struggling to get their children to school.

Since the pandemic, ERSA (emotional related school avoidance) cases have risen significantly at a national and local level and is a major concern for children and young people's mental health services, parents/carers, social care, and schools. National and local statistics are not kept on ERSA. The Children's commissioner collated attendance audit figures across 145 local authorities in England and found that 22%

of CYP were persistently absent (March 2022). This compares to 13% in 2020/2021. In RBWM, 2020/2021 persistent absence of CYP is at 11%.

ERSA is poorly understood and categorised by schools, local authorities, children and young people's mental health and education services and is often labelled as truanting, school phobia/refuser or persistent non- attendance. The Children's commissioner's report indicated that government and local authorities do not have an accurate picture of the numbers of CYP with ERSA or persistent non-attendance. Slough Borough Council are developing an ERSA (emotional elated school avoidance) toolkit to help schools bring children back to school by tackling and understanding the reasons why they are avoiding school and act early to tackle school avoidance.

Additional support through Attendance networks will be provided over the coming term to assist in putting in place these national measures. Watch this space!

In-Year Admissions: Vacancy Numbers

In order to ensure that every child that has submitted an in-year application for 2022/23 has a school place, we would like all schools participating in the local authority's in-year co-ordination scheme to send their vacancy numbers in each year group to the Admissions Team urgently. This would enable us to process and allocate places to all applicants early next week.

The new Secretary of State appears in this assembly template produced by the Children's Commissioner aimed at year six pupils to help them with their transition to secondary school. The template can be adapted to any school. **Download the attendance assembly here**.

Free training for schools on reducing exclusions through parent and carer engagement

Anna Freud have funded spaces available for our All on Board training, which is aimed at supporting senior mainstream school staff to reduce exclusions. Schools will learn how to manage student behaviour and mental health difficulties by engaging parents and carers.

The course is delivered in two twilight sessions by Anna Freud Centre psychotherapists and co-founders of the Pears Family School. There are dates available in January and March. Book your free place now It is widely recognised that the process of permanent and fixed-term exclusion is painful for everyone involved. For parents and carers, it may feel like a journey into the unknown, making the future seem uncertain and daunting. Exclusion comes with a huge amount of documentation and complicated legalistic information, with often little support or guidance around the emotional difficulty that is involved with the process.

Alongside the parents and carers of Pears Family School, Anna Freud have created the Turning Things Around resource to capture the lived experience of families who have faced exclusion, with the hope that it may support other parents and carers. View and download Turning things around

Whole School Approach

The Whole School Approach has also been promoted as a holistic approach to safeguard children and young people to preparing pupils for life in modern Britain and creating a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Developing a safeguarding culture through a whole school approach is referenced in KCSIE 2022 and the Ofsted guidance Inspecting safeguarding in early years, education and skills - GOV.UK (www.gov.uk) Ofsted will look at how leaders ensure that their school's culture addresses harmful sexual behavior and if a whole-school approach is in place to address them Sexual violence and sexual harassment between children in schools and colleges - GOV.UK (www.gov.uk) and how they are keeping children safe online Teaching online safety in schools - GOV.UK (www.gov.uk). Accordingly, KCSIE 2022 reinforces the responsibility of schools to ensure that children are not only aware of online safety, but they also support children's digital wellbeing and encourage parents to take responsibility for their children's welfare online.

Keeping children safe in education 2022
Statutory guidance for schools and colleges

For information only, this guidance does not come into force until 1 September 2022
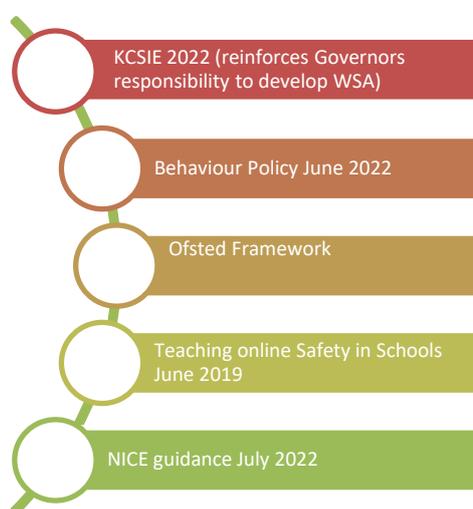
Having simple, clear, and well communicated expectations of behaviour and providing staff with bespoke training on the needs of the pupils at the school, behaviour can be managed consistently so that both pupils and staff can thrive, achieve, and build positive relationships based on predictability, fairness, and trust. The consistent and fair implementation of the measures outlined in the behaviour policy is central to an effective **whole-school approach** to behaviour

Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession. Behaviour in Schools - Advice for headteachers and school staff (publishing.service.gov.uk)

Searching, Screening and Confiscation Advice for schools has been updated July 2022. It is intended to explain the screening, searching, and confiscating powers a school has, ensuring that headteachers and members of staff have the confidence to use these powers and schools are a calm, safe and supportive environment to learn and work. You can access the updated guidance here: Searching, screening and confiscation at school - GOV.UK (www.gov.uk)

It is also included in the new NICE guidance for Social, emotional and mental wellbeing in primary and secondary education (nice.org.uk) (Published July 2022) explicitly aligning to the Whole School Approach and trauma Informed approaches for strengthening broader protective factors which promote children's resilience and reduce risk factors both in the family, at school and more broadly in the community.

Your health and wellbeing

**Education Support** Free helpline: **08000 562 561**

Boundaries, Rest and Letting Go
To have a long, fulfilling career in education you have to admit that your energy is not unlimited. But it can be difficult when demands are coming from every direction. Watch our webinar to find out: Self care Webinar
- how to take ownership of your boundaries
- how to make time for rest and switch off from work
- how to keep the professional and personal separate

You can download this poster here: helpline-poster.pdf (educationsupport.org.uk)

- DfE **Education Staff Wellbeing Charter**. Schools who sign up to the charter are demonstrating a public commitment to support the wellbeing and mental health of their staff. Over 1300 educational settings have signed up since the charter was launched last November. A series of wellbeing resources at the end of the charter page, explore the significance of staff wellbeing, guidance, and tools to measure wellbeing.

- The DfE has also appointed the training provider **Timewise** to train school leaders to implement flexible working practices in schools.

- The **Anna Freud** Centre can provide bespoke support and training to schools, including on staff wellbeing. They also produced this fantastic booklet on the topic – including some top tips and case studies

- DfE has collated lists of mental health and wellbeing resources for children and young people – one aimed at education staff and the other for education settings to pass on to their students to enable them to seek support on a range of issues independently, should they wish to.
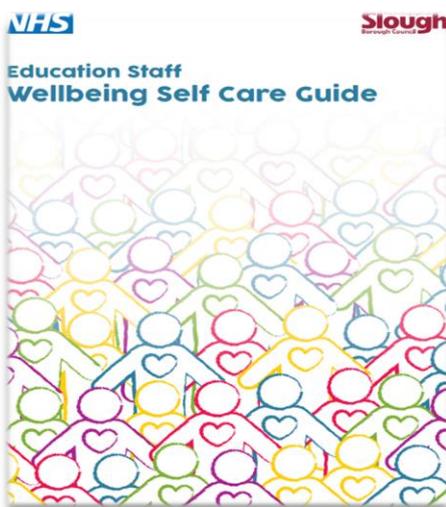
Education Staff Wellbeing web page provides easy access to a collection of local and national sources of support and information about staff wellbeing: School Health & Wellbeing Project | Education Staff Wellbeing | The Link (slough.gov.uk)

STAFF WELLBEING SUPPORT Number 22 offers wellbeing support to staff working in any setting. This can be individual or in groups. The aim of the monthly session is to provide emotional support, space for self-care and to boost resilience. For more information, please contact sarah.luke@number22.org

Safeguarding CPD

There is a good range of CPD available for DSLs over the coming months. Most sessions are still being delivered virtually; many are short 2-hour sessions.

DSL training
Please note the new dates for safeguarding training have been released for this academic year, including:
- **Safer recruitment** (7th October 2022, 9th February 2023, 11th May 2023)
- **Managing allegations (**12th Oct 2022, 12th Jan 2023, 20th April 2023, 5th July 2023)
- **Experienced DSL training (**14th September 2022, 30th November 2022, 19th January 2023, 9th March 2023, 16th May 2023)
- **New to role of DSL** (20th Sept 2022, 10th Jan 2023, 21st April 2023, 4th July 2023)

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

The multi-agency courses being delivered by the **Slough Safeguarding Partnership** are **free of charge.** All this training is targeted at level 3 competencies and continues to be conducted via Microsoft Teams so that all partners can access it. To replicate the classroom learning experience as best we can, attendee numbers are kept to a small number to ensure quality interaction. It is therefore advisable to book early.
All the training is 2 hours long and can be booked via our website Simply log onto our website and click on "Book training" on the first page. https://www.sloughsafeguardingpartnership.org.uk

Courses include:
- Exploitation of Children, Young People and Vulnerable Adults
- Multi agency Risk Tool for Adults who do not access services
- Core Groups in Children's Safeguarding
- Children's Child Protection Case Conferences
- Coercive Control Awareness
- Difficult Conversations surrounding Neglect

Dates of DSL Networks Primary DSL Networks (1000 to 1200)
- 21st Sept 2022
- 11th Jan 2023
- 19th April 2023

Dates of DSL Networks Secondary DSL Network (1600 to 1730)
- 22nd Sept 2022
- 12th January 2023
- 20th April 2023

Emotional Health & Wellbeing Webinar and Resources Programme Offer for Education Settings As part of the CAMHS offer for early intervention, the CCG have developed a comprehensive CPD Programme with a range of resources and webinars on mental health and wellbeing. You can access the FREE CPD sessions here: [Other Services | Children Young People and Families Online Resource (berkshirehealthcare.nhs.uk)](berkshirehealthcare.nhs.uk)

CPD: Virtual School Conference for Designated Teachers and DSL's (FREE CPD) - Tuesday 27th September between 9am and 3:15pm. The Virtual School are hosting a conference at Arbour Park Stadium, Stoke Road, Slough on Tuesday 27th September 2022. The conference will cover:

- Trauma Informed Practice – Supporting our most Vulnerable Learners
- The Early Help offer – What next?
- Navigating the Mental Health Pathway
- Attendance, the new guidance
- A day in the life of a Social Worker – Understanding the Child's Social Care Journey (Slough Children First) as well the Virtual School Team delivering information and advice on the new guidance in respect of *all* Children with a Social Worker (this now includes those children with CIN and CP plans as well as those 'Looked After').

Spaces are limited and I would encourage you to register your interest early to secure a place. You can register by emailing farrah.mughal@SloughChildrenFirst.co.uk.

Five to thrive is a simple means of describing the process of attachment to those caring for babies and young children. It takes up to date scientific discovery of how children develop and learn and helps practitioners to easily express what they most often understand instinctively both between themselves and the families they work with. Central to the five to thrive approach is the set of five key activities:

Respond • **Cuddle** • **Relax** • **Play** • **Talk** If you missed the introductory session you can still access the webinar here: **Five to Thrive introduction**

Watch out for the upcoming **Emotional Coaching** avaliable to all schools to help recognise a child's emotions, recognising emotion as an opportunity to relate and teach; listening empathetically and validating the child's feelings; helping the child to verbally label emotions and setting limits while helping the child to problem-solve.and develop internal regulation. Emotional coaching will build on the five to thrive model above.

EYFS/Reception

- **PANTS – The Underwear Rule** resources for schools and teachers - a simple way to talk to young school children about staying safe from sexual abuse. Download free resources including a lesson plan, slide presentation, curriculum links, classroom activities and more: https://learning.nspcc.org.uk/research-resources/schools/pants-teaching

Primary Pupils (KS1 & KS2, age 5-11)

- **'Speak Out. Stay Safe.'** virtual assemblies, co-hosted by Ant & Dec, with fully prepared, classroom resources, to extend learning: www.nspcc.org.uk/speakout. These virtual assemblies can be followed up with workshops for Years 5/6. Register for the virtual assemblies here: https://learning.nspcc.org.uk/services/schools-form. The programme helps children understand, abuse in all its forms and how to recognise signs of abuse, that abuse is never a child's fault and that they have the right to be safe, where to get help and the sources of help available to them, including our Childline service.

- **SEND pupils:** a specially adapted version of *'Speak Out. Stay Safe.'* for delivery on a 1:1/small group basis over 6 sessions with a range of adaptable supporting materials. Invaluable to support children on EHC plans who are often supported by a 1:1 adult. Register here: https://learning.nspcc.org.uk/services/schools-send-form

Secondary/Further Education Pupils (11+)

- **It's Not OK** helps children and young people recognise concerning behaviour and identify characteristics of positive relationships. The lesson plans, films and accompanying activities cover what behaviour to look out for and how to respond to it: https://learning.nspcc.org.uk/research-resources/schools/its-not-ok. **It's Not OK** reinforces the importance of building and maintaining positive relationships and recognising and responding to behaviour relating to, online safety, grooming, sexting, harmful sexual behaviour, child sexual abuse, child sexual exploitation.

- **Love Life** resources for young people with learning disabilities - films and supporting resources to explore topics such as emotions, relationships and identity with young people with SEND aged 11-25: https://learning.nspcc.org.uk/research-resources/schools/love-life. The resources enable adults to start conversations with young people about, feelings, privacy and boundaries, friendship, different kinds of love, online safety.

- **Stop Speak Support school pack** – prevention of cyberbullying: targets teenagers who are 'bystanders' of online bullying – it encourages pupils to be good digital citizens and equip them with the skills to know what they should do if they encounter bullying online. https://learning.nspcc.org.uk/research-resources/schools/stop-speak-support-school-pack

- **Talk Relationships** an e-learning course for teachers who deliver Relationships & Sex Education in secondary schools which will be available initially at no cost, for a time-limited period, from September 2022 (usual price £25). The resources aim for all young people to grow up understanding healthy and harmful behaviours within relationships, recognising their right to be safe, heard, and respected, and knowing how to get help from a trusted adult if they need it. To register interest in this CPD visit: https://learning.nspcc.org.uk/services/talk-relationships-ryi

Awareness Days!!

The Slough Safeguarding Partnership will send you quarterly updates on key safeguarding awareness days. This page brings you the latest safeguarding messages to keep residents of Slough safe. There are various safeguarding awareness days coming up across this quarter. We would greatly appreciate if these can be incorporated into your communications to help deliver our messages far and wide too difficult to reach communities of Slough.

Action needed: Please lift and shift messages into your communications internally with your staff and externally with residents, venues, and settings to promote safeguarding across Slough. You can drip feed some of the messages if you send out more frequent communications.
Also included is a safeguarding poster to promote the various helplines to protect vulnerable adults and children from abuse, neglect, and exploitation.
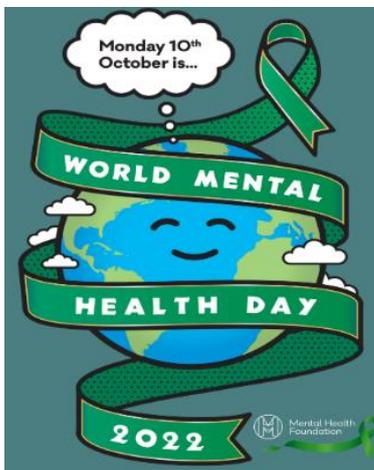
World Mental Health Day – 19th October 2022

The theme of 2021's World Mental Health Day, set by the **World Federation for Mental Health**, is 'Mental health in an unequal world'.

Resources and posters can be downloaded here: World Mental Health Day 2022 posters and social graphics | Mental Health Foundation

Modern Day Slavery - 18th October 2022

This Anti-Slavery Week runs between 17-23 October join us in shining the spotlight on the hidden crime of modern slavery. Anti-Slavery Day 2022 | Slave-Free Alliance (slavefreealliance.org)

Over the last few months, the numbers of cuckooing cases being reported have fallen in Slough. We don't think that this is because cuckooing has stopped, and we need your assistance to help identify cases.

Cuckooing can be considered a form of modern slavery, where the person is criminally exploited by others. It happens when a person's property is used by someone else for their own gain; this is usually drug dealers and/or drug users. In Slough the victim is most often someone who uses drugs or alcohol on a regular basis but may also have additional mental or physical health needs. They may initially be ok with having someone come into their property, but they will quickly lose control and will have little choice about who comes in and what they do. In the last year there were 34 people that we know of who were cuckooed in Slough, ranging in age from 25 to 73yrs.

A link to the Exploitation and Modern Slavery page on the Safeguarding Partnership Website is below
Slough Safeguarding Adults Partnership - (sloughsafeguardingpartnership.org.uk)

Anti-Bullying Week 2022: Reach Out Anti-Bullying Week 2022: Reach Out (anti-bullyingalliance.org.uk)

Anti-Bullying Week 2022 is coordinated in England and Wales by the Anti-Bullying Alliance. It will take place from 14 to 18 November 2022 and has the theme **Reach Out**.

Bullying affects millions of lives and can leave us feeling hopeless. But it doesn't have to be this way. If we challenge it, we can change it. And it starts by reaching out! Whether it's in school, at home, in the community or online, let's reach out and show each other the support we need. Reach out to someone you trust if you need to talk. Reach out to someone you know is being bullied. Reach out and consider a new approach. The week will kick off with Odd Socks Day on Monday 14th November, which is supported by CBBC.

The Anna Freud's, Mentally Healthy Schools team have also developed a toolkit for **Anti-Bullying Week toolkit** for schools and FE colleges and the theme for this year is **'one kind word'**.

Domestic Violence – White Ribbon Day 25th **November 2022**

White Ribbon UK is part of the global White Ribbon movement to end men's violence against women. Further details on joining in to promote the day please click here: White Ribbon UK

Practical support and information on how to respond to domestic abuse

It is always challenging supporting families that are dealing with domestic abuse, the Bright Sky app however helps victims with practical support and information when professionals are not available.

Bright Sky is a safe, easy to use app and website that provides practical support and information on how to respond to domestic abuse. It is for anyone experiencing domestic abuse, or who is worried about someone else. It is available in English, Welsh, Punjabi, Polish and Urdu, with the website also available in Arabic. www.thamesvalleypartnership.org.uk

The Bright Sky team at Thames Valley want to reach as many professionals as possible with a view to the app safely reaching those that may benefit from it. Sarah Godfrey from the team can also offer free online training sessions to staff to guide them through each function of the app. Sarah can be reached on sarah@thamesvalleypartnership.org.uk or 07903764143

TERM DATES 2024/2024

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

Autumn 2023

Term 1 (35 days)

Term starts on:	Monday 4th September 2023*	**Term ends on:**	Friday 20th October 2023

October holiday: Monday 23rd October 2023 to Friday 27th October 2023

Term 2 (35 days)

Term starts on:	Monday 30th October 2023	**Term ends on:**	Friday 15th December 2023

Christmas holiday: Monday 18th December 2023 to Tuesday 3rd January 2024

Spring 2024

Term 3 (28 days)

Term starts on:	Wednesday 3rd January 2024	**Term ends on:**	Friday 9th February 2024

February holiday: Monday 12th February 2024 to Friday 16th February 2024

Term 4 (29 days)

Term starts on:	Monday 19th February 2024	**Term ends on:**	Thursday 28th March 2024

Spring holiday: Friday 29th March 2024 to Friday 12th April 2024
(Good Friday – 29th March 2024; Easter Monday – 1st April 2024)

Summer 2024

Term 5 (29 days)

Term starts on:	Monday 15th April 2024	**Term ends on:**	Friday 24th May 2024

May holiday: Monday 27th May 2024 to Friday 31st May 2024

Term 6 (39 days)

Term starts on:	Monday 3rd June 2024	Term ends on:	Thursday 25th July 2024

Inset days.
There are five Inset (Teacher Training) Days to be taken during the 2023/2024 academic year. One of these, set by the LA, will be the first day of Term 1 (Monday 4th September 2023). 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 2023/24

Christmas Day	- Monday 25th December 2023	Easter Monday	- Monday 1st April 2024
Boxing Day	- Tuesday 26th December 2023	May Day Holiday	- Monday 6th May 2024
New Year's Day (substitute)	- Monday 1st January 2024	Spring Bank Holiday	- Monday 27th May 2024
Good Friday	- Friday 29th March 2024	August Bank Holiday	- Monday 26th August 2024