



Spring edition Safeguarding in Education Newsletter – April 2023

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 to the final term in this academic year! I hope you all managed to get some rest and time with your loved ones.

In this last term of the academic year, the Safeguarding agenda is growing at an ever-

increasing pace. This edition focuses on forced marriage, prevent and the online world.

Social media issues are on the minds of most schools on a daily basis. Keeping up with the rapid growth of this field is challenging. The Children's Commissioner has published two reports on young people and pornography, stating '[A lot of it is actually just abuse](#)' and another paper outlining [Attendance is everyone's business](#). This is very timely as the Slough Attendance Service have been working hard to reset the work and support, they offer following the changes to the attendance guidance published in September 2022. All schools should now have Study bugs in place in school. See pages 10 for more details of the upcoming attendance workshops.

Delivering sensitive messages carefully should not be underestimated. Recent news reports have highlighted individual safeguarding issues that may have a wider impact on education settings. [The Guardian](#) reported that a West Midlands school has been criticised in an independent report for failing to teach controversial topics as part of their RSE (Relationship and Sex Education) curriculum in a way that was considered safe for everyone involved. The report reinforces the need for confident educators to take on the challenges of delivering RSE. See page 5 for resources and support.

Finally, following the successful appearance last term of Knife Angels in the town, the Community Safety Partnership will be visiting the DSL Networks this term in an attempt to better understand the needs of schools on contextual safeguarding and serious violence. The community is clearly committed to working together to eliminate violence, and a multi-agency response is required. We invite you to share your thoughts and experiences and participate in shaping local services.

A further two seminars will be held this term on Prevent and Misogyny, and they will be packed with useful tips and resources to help you embed key messages into your setting. See more details in the bulletin.

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@scst.rust.co.uk

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

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

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

Prevent
National Referral Form;
preventreferralslough@thamesvalley.pnn.police.uk | 01865 555618
Lubna Hussain
lubna.husain@thamesvalley.pnn.police.uk | 07973 203091

PC Ranjit Benning
ranjit.benning@thamesvalley.pnn.police.uk | 07970 145236

Prevent Gateway Team – E-mail:
PreventGateway@thamesvalley.police.uk Tel.no: 01865 555618

Safeguarding issues are rarely standalone events. There are countless opportunities for perpetrators to come into contact with children and young people, so it's crucial that staff keep up to date with the latest issues. TES has published a new guide outlining the key seven key concerns that staff should be aware of right now. [DS83160 7 Key safeguarding concerns.pdf \(tes.com\)](#)

tes
7 key safeguarding concerns for schools right now





Forced Marriage

Updated DfE guidance following the new Marriage & Civil Partnership Act, 2022

Forced marriage affects people from many communities and cultures, so cases should always be addressed using all existing structures, policies and procedures designed to safeguard children and adults with care and support needs, including victims who may be trafficked, enslaved or are victims of domestic abuse, for example, and who are forced to marry someone against their will. Read the latest guidance here: [government guidance on forced marriage](#)

Guidance

Forced marriage resource pack

Published 27 February 2023

New Resources on Forced Marriage

Following the changes in legislation to the legal age for marriage in England and Wales, the Home Office has also published a [resource pack](#). The pack is designed to provide frontline professionals

with more resources on [forced marriage](#). It includes:

- Case studies of people who have experienced forced marriage;
 - Resources produced by both statutory and non-statutory organisations; [government guidance on forced marriage](#);
 - Links to support organisations and helplines which can assist people who may be at risk of forced marriage.
- The pack should be used alongside government [guidance on forced marriage](#).

Do you know what predatory marriage is?

Predatory Marriage is the practice of intentionally targeting and marrying a vulnerable (often older) person in order to gain access to their estate and assets upon their death. Predatory Marriage relies on grooming and coercion to exert control over another person to persuade them to marry for financial, material or other gain. The briefing explains the signs to look out for and what to do if you suspect someone is grooming a vulnerable parent/client/neighbour/friend/family member.

Predatory Marriage – 7 Minute Briefing

1. Introduction

Predatory Marriage is the practice of intentionally targeting and marrying a vulnerable (often older) person in order to gain access to their estate and assets upon their death. Predatory Marriage relies on grooming and coercion to exert control over another person to persuade them to marry for financial, material or other gain.

7. Additional Resources and further

- [Predatory marriage - Ann Craft Trust](#)
- <https://www.predatorymarriage.uk/>
- [Choice & decision making in Marriage](#)
- [Predatory marriage: what is it and what you can do](#)

6. What to do?

- Raise concerns with the registrar
- Concerns should be reported to the police and local authority
- Discuss the case with the Forced Marriage Unit
- Advise the family to seek specialist legal advice
- Consider applying for a Forced Marriage Protection Order
- Consider a 'caveat in expectation of marriage' via a specialist solicitor

2. Legislation

In UK law, marriage and civil partnerships rely on consent. The Marriage Act 1989 requires that two adult parties agree to a marriage, it is implicit that they understand and agree to marry by giving informed consent which is dependent on capacity to make decisions as determined by the Mental Capacity Act 2005. The Anti-Social Behaviour, Crime and Policing Act 2014 created the criminal offence of forced marriage. It is a criminal offence to marry a person who lacks the mental capacity to consent to the marriage, regardless of any pressure. It is also a crime to pressure someone to marry by any means.



3. What Does Predatory Marriage Look Like?

Grooming: Predators may identify a vulnerable target and spend time "grooming" them to persuade them that they hold them in high esteem and to make them feel valued and loved. Predators often describe themselves as the victims carer. The predator may move into the home

Isolation: Predators may spend time creating physical and emotional divisions between the individual and their friends and family to ensure only their voice is heard in isolation.

Harassment Predators may stimulate or create conflict and division within families & friendship networks

5. Things to consider

- The registrar should interview adults separately to ascertain capacity and consent, and stop any marriages where concerns are raised
- Legally in the UK a marriage will always revoke a Will so anyone who marries (or who re-marries) would need to make a new Will to be clear about their wishes upon death.
- Once married, the predator is entitled to make decisions regarding funeral arrangements which may eclipse any decisions made with family members prior to the marriage taking place.
- Predatory Marriage relies on coercive control and is a form of forced marriage.
- Lasting Power of Attorney does not protect against a coercive predatory marriage

4. Signs, Indicators, and examples

The signs and indicators are similar to other types of abuse, the person may appear isolated, withdrawn, fearful or unsure about their relationship or the people around them.

When dementia is present, the victim may not be confused or fearful. Presenting as 'pleasantly confused' should not be interpreted as consenting

One example of predatory marriage is that of JB [redacted] who was targeted in Leeds by a younger man and covertly married in November 2015, this predatory marriage only came to light following her death in March 2016.



Prevent

There have been many developments around Prevent. This includes, the **online learning** platform has been updated. You can access the refreshed training here: [Prevent duty training - GOV.UK \(www.gov.uk\)](https://www.gov.uk/prevent-duty-training)

The DfE has created a tool to help schools better understand how well they meet their Prevent duty responsibilities. The tool can help schools understand how well embedded their Prevent policies and practices are and encourages a cycle of continuous review and improvement. The **Prevent self-assessment tool** includes:

- a guide on how to make use of the tool
- a supporting spreadsheet to help you measure how well embedded policies and practices are

Additional advice and help with the tool is available by signing-up to upcoming webinars from the department that cover:

- gathering evidence of compliance and effectiveness
- signposting to other relevant resources, tools and guidance
- recording outcomes and addressing areas for improvement

DfE will be running **FREE Prevent facilitator** training on the **23rd May 2023** 0930 – 1500

DfE are offering a free train the facilitator session that will allow you, as school leader to deliver relevant and up to date.

Prevent training to your staff. The training will include refresher on Prevent, an overview of the risk and threat, both locally and nationally and policy advice.

- Case scenarios
- Risk assessments – using the latest toolkit
- Updates on the latest Prevent policy and how it links to online safety
- How to embed British values in the curriculum
- Training materials to deliver in your school

Book a place here: [Prevent - Train The Trainer Workshop](https://www.gov.uk/prevent-train-the-trainer-workshop)

New PREVENT resources

LGfL resources have been developed in collaboration with school practitioners, extremism experts, the Department for Education and the Home Office.

They are designed to reflect recent developments around extremism and empower staff to safeguard pupils as part of a whole-school approach to implementing the Prevent duty.

Each section includes short CPD videos to exemplify effective practice, answer questions which schools have asked, and provide top tips, discussion points and real-life case studies. They can be used as part of all-staff training and inset days, or during shorter briefings and individual CPD opportunities. The aim is to build staff confidence, develop practical approaches within and beyond the classroom, manage difficult conversations and promote engagement with parents, carers and the wider school community.

These can be accessed here: [Counter-Extremism \(lgfl.org.uk\)](https://www.lgfl.org.uk/counter-extremism)

LGfL and Counter Terrorism Policing have developed a new educational resource, '**Act Early Stories**'. The toolkit is aimed at DSLs, PSHE/RSHE leads and youth leaders in **secondary schools and out of school settings**.

The activities and lessons aim to raise awareness of exploitation, spark discussion with young people around extremist narratives and promote critical thinking. This new resource hopes to help build staff confidence to promote dialogue to address this difficult subject with young people.

Based on real-life stories around radicalisation, the resource includes videos, ready to use session slides with activities and guidance notes so they can be used by experienced practitioners as well as those who may not have much knowledge of the issues raised. <https://national.lgfl.net/digisafe/actearlystories>

Protecting students against the threat of extremism and online exploitation can be difficult. Addressing the curriculum through a contextual safeguarding approach can be an effective way to build young people's resilience to these threats. Embedding the foundational knowledge and skills essential to manage risk requires a holistic approach. This could be through having conversations with young people to reflect on their context and any risk factors they could experience – online or through association with peers or adults – combined holistically with cross-curricular opportunities to build on key safeguarding themes.

How can Act Early Stories help your curriculum address this risk?

Designed to be used across the curriculum and beyond, each story has a video case study and ready-to-use slides featuring icebreakers, conversation starters and cross-curricular activities.

[Adopting a Contextual Safeguarding Approach to Radicalisation and the Online Space - Educate Against Hate](#)

The pathway for referrals for safeguarding against radicalisation remains the usual referrals pathways previously shared here:

Referral should be made here: preventreferralslough@thamesvalley.pnn.police.uk | 01865 555618

Queries can be directed to: **Lubna Hussain** lubna.husain@thamesvalley.pnn.police.uk | 07973 203091

Ranjit Benning ranjit.benning@thamesvalley.pnn.police.uk | 07970 145236



Slough Children First Update

Early Help is about having the right conversation and the right support at the right time, so we all have a role to play. Early Help development in slough is beginning to focus on an approach, rather than a single service through us all collectively working together.

The **Early Help Champions Forum** continue to meet bi-monthly with champions, to strengthen our networks, having more than one setting or service holding conversations together to find solutions between us, so that no one feels like we are having to resolve and manage challenging situations on our own.

Future dates for the Early Help Champion meeting are Tuesday 16th May 2023, Wednesday 12th July 2023. All meetings run from 10am to 11:30am at Slough and Eton School, Ragstone Road, SL1 2PU

The **Slough's Early Help Surgeries** continue to run on MS Teams, where for 3 hours professionals can log in at any time to join conversations, ask questions and problem solve challenges for children and families known to them. For further information about the Early Help Champions Forum and Early Help Surgeries, please contact Adriana Lozano, Senior Early Help Officer on adriana.lozano@sloughchildrenfirst.co.uk or 07714 639249



RSE and PHSE Resources

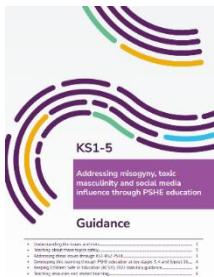
These **resources** from PSHE will help plan and teach your RSE curriculum with confidence, while engaging learners, parents, carers and the wider community, to ensure your setting is teaching RSE in a way that allows everyone involved to feel safe.

PROJECT EVOLVE BETA PHSE Evolve Resources

ProjectEVOLVE resources each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "[Education for a Connected World](#)" with perspectives; research; activities; outcomes; supporting resources and professional development materials. There are phase specific topics on PHSE/Risky behaviours etc with measure of learning resources/lesson plans we discussed here: [Search and Access Resources](#) ▶ [Curriculum | ProjectEVOLVE](#)

[Misogyny In Today's World Seminar](#) will be running face to face in Slough on the 2nd May 2023 1000- 1200

- Explore the reasons behind sexist behaviour and challenge our own biases
- Understand the importance of a balanced approach to tackling misogyny.
- Learn how to deal with bystander approaches.
- Information and resources to assist you in shifting perceptions and overcoming cultural challenges in your setting



[Addressing misogyny, toxic masculinity and social media influence through PSHE education](#) - KS1/2 teaching guidance (PSHE Association)

UK Feminista works to end sexism in schools – including sexual harassment, sexist language and gender stereotyping.

UK Feminista works to end sexism in schools – including sexual harassment, sexist language and gender stereotyping. They conduct [research](#), deliver [training](#) for teachers, and provide [resources](#) for schools.

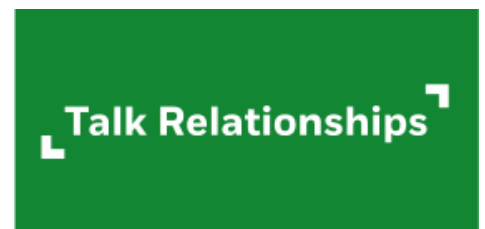
They also offer support for students and parents here: [online resource hub](#)

NSPCC Relationships Helpline

Remember the NSPCC have launched a new helpline to support people working in secondary education to overcome any challenges they may face when delivering sex and relationships education. You can access the **Talk Relationships Helpline** for advice on:

- how to respond to questions or concerns from students, parents or carers
- preparing a response to questions you think you may be asked
- managing a safeguarding concern or disclosure
- managing anxieties about delivering sex and relationships education.

How to contact: [0800 389 5347](tel:08003895347) or email help@nspcc.org.uk





Online Updates

Children's Commissioner - Digital Childhoods

In September 2022 the Children's Commissioner published findings from a survey of children and their parents on online safety. Over 2,000 children aged 8-17 responded to the survey which had a number of key findings including:

- The types of harmful content children are exposed to.
- Children who are eligible for free school meals were significantly more likely to see every type of harmful content.
- Only half of children who see harmful content report it to the platform.
-

This is a good report and worth a read, perhaps sharing key points in your staff meeting to keep staff up to date. You can find the report [HERE](#).



The Financial Times has produced a 15-minute video titled Virtual playground: Who is looking after your children? Parents search for their missing son and discover that a tech company knows more about their son than they do.



This video examines online harm, regulation and responsibility. [Capture: who's looking after the children?](#)
[| FT Film | Financial Times](#)

Social Media and Child Abuse Image Offences

An NSPCC investigation has revealed that UK police recorded a 66 per cent increase in child abuse image offences over the last five years.

In a recent [news blog](#), the NSPCC also argues unregulated social media is a central cause of the increase because social media companies are failing to prevent their sites being used to organise, commit and share images of [child sexual exploitation](#). The **recent** research revealed:

- Snapchat is the site most used to share child abuse images.
- Facebook, Instagram and WhatsApp, were used in 33 per cent of child abuse crimes on social media.
- Virtual reality environments, such as the Metaverse which is accessed through VR headsets, are now involved in child sexual abuse image crimes.

The SWGfL supplies a series of [social media checklists](#) to help guide users through their profile settings on several social media platforms, protect their privacy and keep them safe from abuse on social media

[Keeping children safe online | NSPCC](#) also have some great SEND (SEND resources).



Vodafone host a digital platform to help parents get the most out of tech and enjoy happy and safe digital live. Click here for more details: [Digital Parenting | Vodafone](#)

[ParentSafe](#) that is worth highlighting is the section on parental controls. You don't have to be an expert - just encourage them to use controls and point them here.





STREAKS, MEETS, AND SNAPS

YOUR HOW-TO GUIDE TO SNAPCHAT FEATURES

SNAPCHAT is a social media platform used to share customisable photos, messages, and short-form videos referred to as 'Snaps' which can disappear after 24 hours. But this app isn't only for turning your messages into ghosts. It has a multitude of features that keep it fresh and current with young people today.

SNAP MAP

- Shows real time location on an interactive map.
- Includes street, town/city, and building names.
- Options for 'meet up' and 'live location sharing' with friends.



Bitmoji



CAUTION: This feature is 'on' by default. You will need to activate 'Ghost Mode' to stop your location from appearing on the map.

FILTERS

- A moving image 'overlayed' onto pictures and videos.
- Can range from colour changing to face/setting altering.
- A popular way for users to express themselves.



DID YOU KNOW...

Snapchat is the original disappearing messages app! It's been around since 2011.

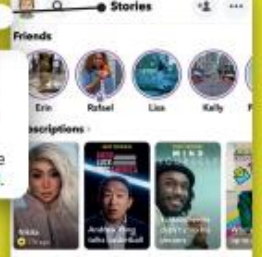


STORIES

- Personalised images or videos on your profile.
- Can be seen by select friends, all friends, or wider public.
- Posts will last for 24 hours before disappearing forever.



Stories



NEVER FORGET
If you want to stop a snap or story from disappearing, it can be archived in 'Memories' to be timestamped and reshared.

Discover



DISCOVER

- A live news feed featuring Snapchat's chosen publishers.
- Wall Street Journal, ESPN, and others are included.
- Influencers and brands are also featured.



SNAPSTREAKS

- Achieved when two users send messages daily for 3 or more days.
- Once reached, a flame emoji appears next to the friend's username.
- The number of days will appear as well to show how long the streak is.



SPOTLIGHT

- Short form videos used for viral video content.
- Users can like, reply, and share with friends on Snapchat.
- Videos cannot be downloaded or shared to other platforms.



THE PUBLIC EYE

Snapchat accounts must be 'public' to create Spotlight videos. This feature can be viewed and accessed by all users.



ALL ABOUT SNAPCHAT+

Snapchat launched a premium option for its platform called 'Snapchat+' in June 2022 across the world. Described as having "exclusive, experimental and pre-release features", this paid version costs £3.99 per month and includes:



'Ghost Trails' - see up to 24 hours of a friend's shared location history.

'Story Rewatch Indicator' - view which users have rewatched a story.

'Friend Solar System' - use planetary order to highlight friendships.



RISKS, RISKS, AND MORE RISKS

- AGE VERIFICATION** - there is currently no effective process to verify user age.
- STRANGER DANGER** - 'friending' users is easy and opens up direct contact.
- SCREENTIME OVERLOAD** - trends like 'Snapstreaks' could encourage bad habits.
- CYBERBULLYING** - disappearing messages may give bullies extra ammo online.
- EXPLICIT INTERACTIONS** - users may feel more comfortable 'sexting' others.
- PRESSURE** - users might experience pressure to send nude imagery to others.



'DISAPPEARING' DANGER

Just because images and videos 'disappear' within 24 hours doesn't mean that other users can't save them. Even though Snapchat tells you when another user screenshots your message, it does not consider secondary devices or video capturing software being used to record photos or videos.



TOP TIPS

TALK ABOUT ONLINE FRIENDSHIP CULTURE.
Remind young people that they should only ever share personal details with trusted friends who they know in-person.

TURN ON PRIVACY SETTINGS.
Explain the importance of protecting their privacy on apps where others may have access to their profile and their real-time location.

DISCUSS WHAT NOT TO SHARE WITH OTHERS.
By talking through the false security of 'disappearing' messages, you can help them feel more confident saying "no."

REMIND THEM WHO THEY CAN TALK TO.
Check that your young person knows who their trusted adults are and that they can turn to them if something happens.



Practice Updates

Challenging victim blaming language and behaviours when dealing with the online experiences of children and young people (DfE)

Victim blaming is any language or action that implies (whether intentionally or unintentionally) that a person is partially or wholly responsible for abuse that has happened to them. It is harmful and can wrongfully place responsibility, shame or blame onto a victim, making them feel that they are complicit or responsible for the harm they have experienced.

This newly launched guidance helps professionals to understand that children can never be expected to predict, pre-empt or protect themselves from abuse, and irrespective of the content or circumstance, the responsibility always lies with the person who abused the child or young person. The guidance also offers practical steps to help professionals practice and advocate for an anti-victim blaming approach, in a constructive and supportive way.

Download the guidance here: [challenging-victim-blaming-language-and-behaviours online](#)

Also see the CPD page13 to book your Emotion coaching for the whole school CPD FREE!!



Learning from case reviews; risk factors and learning for improved practice around the education sector

Schools have a duty to protect children from harm within the educational setting. They are also very well-placed to notice the signs that a child may be experiencing abuse outside of school. School staff need to be able to recognise the signs of abuse and be clear about what action they should take if they have concerns. The school should also create a culture where children feel safe, and confident to speak out if they have a concern about their own or another child's safety.

This briefing looks at case reviews where there was learning for the education sector, published between 2020 and 2022.

It summarises:

- key issues for the education sector highlighted in the case reviews
- learning to help professionals working in education settings prevent and respond to incidences of neglect and abuse.

[Education: learning from case reviews | NSPCC Learning](#)

Ask for ANI - New Postcode Checker

As part of the Ask for ANI campaign, the Home Office has created a [postcode checker](#) which allows victims of [domestic abuse](#) to find their nearest participating jobcentre or pharmacy. Ask for ANI (Action Needed Immediately) is a codeword scheme designed to help victims of domestic abuse access immediate help and support in a safe space.

Thousands of pharmacies and 18 jobcentres and benefits offices are now part of the Ask for ANI campaign and supply a safe and confidential room where those experiencing domestic abuse can reflect, access information about the support services available, and contact friends or family. As part of the government campaign to stop abuse, Enough has put together a [collection of guidance and resources](#) to help educators respond to and teach about all forms of abuse.

FREE KCSIE quizzes How do you ensure that all staff have read and understood Keeping Children Safe in Education? Panic not! Introducing FREE [KCSIE Quizzes](#)

There are [8 quizzes](#) in total, including general knowledge checkers, others with a more specific theme and also a couple specifically for DSLs and Governors/Trustees.





Safeguarding Partnership Updates



Sec 175/157 Audit – New platform!!

Last term saw the close of the Enable platform which hosted the Sec 175 safeguarding audit for the past few years.

We are moving to the NSPCC Self-assessment tool. The self-assessment tool will help your **school** or **organisation** audit current safeguarding and child protection arrangements. The tool will also help to identify areas for development and support you in making any changes necessary. More details

can be found here: I will be sending through more details over the coming months about the logistics.

[Safeguarding and child protection self-assessment tool | NSPCC Learning](#)

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 page 16 -19 for upcoming awareness days and resources. Please lift and shift into school newsletters and share far and wide!

Slough Poverty Forum has been working hard to be responsive; solution-based; knowledge; intelligence and community-led. The Cost-of-living Resource Pack is now available in 6 x languages to help reduce translation barriers. And grant money from the UK Shared Prosperity Fund has been given to 7 x schools in Slough to help print off the resource packs for families and community groups. Contact Rebecca.Curley@slough.gov.uk if you need some printed for your group [Cost of living resource pack – Slough Borough Council](#)

A dedicated website has been set up here for quick guide for local support:

[One Slough – Slough Directory or Services \(sloughhealth.org\)](#)



Two local charities are joining forces in Slough to further help people in crisis. Slough Foodbank and Citizens Advice East Berkshire have been given long-term funding from the Trussell Trust to work in partnership to help Slough residents facing hardship. The funding will pay for Citizens Advice workers to be based at the Foodbank's Distribution

Centres which are open 6 days a week in 5 different locations.

For further information contact Jeremy Sandell jeremy.s@caeb.org.uk or Laura Cole manager@slough.foodbank.org.uk



Wellbeing for Slough directory of activities and services

Slough residents can now find activities and services all in one place on an online directory. The Wellbeing for Slough Community Directory was launched on 8 March at the Social Prescribing Day.

The new Wellbeing for Slough Community Directory was an existing website run by Slough Council for Voluntary Service (SCVS). Using results from a community survey, to ensure the voice of the resident is at the heart of it, the directory has been updated to include an improved map tool, categorising function, language translation and an easier 'submit an activity' form for providers to add their activities.

Less digitally able users can attend the [Digital Buddy Scheme](#) (provided through #OneSlough funding, by voluntary group The Slough Hub) to feel more confident in using the directory.

Access the Slough Community Directory at www.wellbeingforslough.org.uk and please spread the word among people you work with.

[Slough Community Directory – Activities and services to keep Slough residents fit and healthy \(sloughhealth.org\)](#) – social prescribing

Cost of living resource pack – now in six languages

The community development team recently launched the second cost of living resource pack. Taking on board feedback from the community, they've now had it translated into Hindi, Polish, Punjabi, Romanian

and Urdu. If you work with anyone who could benefit from all the advice, particularly in another language, please direct them to www.slough.gov.uk/costofliving and share the resource pack widely

KCSIE Safeguarding Sub-group This subgroup is working in partnership to review and explore options to improve attendance, school avoidance and related safeguarding issues in schools and education settings. Please email Jatinder.matharu@slough.gov.uk if you are interested in joining as an education representative.

Attendance updates

Why attendance is everyone's business

NATIONALLY

IN AUTUMN AND SPRING TERMS 2021/22
2 out of every 9 pupils were persistently absent
That's 16 million pupils who missed at least 10% of possible school sessions.

EVEN WITH COVID IMPACT
818,000 children were persistently absent
for reasons other than just illness.

WHAT SHOULD I LOOK OUT FOR IN CLASS?

Mental health needs
In the most recent year (2021-22) average waiting times between being referred to specialist mental health services and treatment beginning have **increased by more than a week since 2020-21: from 32 days to 40 days.**
"How far does it have to get? Sometimes you sit there and think what do I have to do to get the support, how far do I have to go?"
— Girl, 16, attending a residential school, discussing mental health provision.

SEND
67% of children with Special Educational Needs and/or Disability (SEND) worried that they would struggle more with their schoolwork post pandemic, compared to 44% of children without SEND.
"I have been under the hospital all my life going through lengthy operations with time healing wounds and medication I have to stay on for the rest of my life. It scares me that I have missed out on so much of my school life. [...] I am terrified I cannot get the job of my dreams, working with animals."
— Girl, 16, the Big Ask.

Being a young carer
"At school I'm 3 years behind – I feel like I'm not getting the right amount of support with my work. I'm really scared of going to secondary school because I feel like I'm not going to get the support and I'm worried I'm going to get picked on for it"
— Girl, 16, young carer.

A history of absence
Pupils who had previously been persistently absent had a rate of persistent absence over three times that of those who had no history of persistent absence (**51% persistently absent compared to 16% persistently absent in autumn and spring terms 2021/22.**)
"When they kick you out of school, they just leave you for ages [...] and then, they just expect you to get back into that routine [...] and it's not that easy"
— Boy, 16, attending 6A.

WHAT CAN WE DO?
The Children's Commissioner has put together practical resources for children, parents and schools to support children who are struggling to engage in education.
<https://www.childrenscommissioner.gov.uk/back-into-school/>
The Children's Commissioner's report, Attendance is everyone's business summarises the key interventions that children told us really worked.
<https://www.childrenscommissioner.gov.uk/report/attendance-is-everyones-business/>

CHILDREN'S COMMISSIONER

The coronavirus pandemic had an undeniable impact on the education of children across the country, almost two years on from the first lockdown we are still trying to understand just how deep that impact runs. However, even before the pandemic, there has been a group of children who have struggled to attend school regularly and who have fallen through the gaps in the education system. While the pandemic has influenced children's attendance through increased absence due to illness, in the autumn and spring of 2021/22, the Children's commissioner estimates that 818,000 children were persistently absent, meaning that they missed at least 10% of possible school sessions, for reasons other than just illness. In the same period, Department for Education statistics show that the number of children who missed 50% or more possible education sessions was almost double pre-pandemic levels at 110,000 compared to 57,000 in 2018/19. The Children's Commissioner is particularly concerned with children not receiving any education who are difficult to identify.

You can read the full report here: [Attendance is everyone's business | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](https://www.childrenscommissioner.gov.uk/attendance-is-everyones-business/)

The Children's Commissioner has set a target for 100% attendance in schools and states it is not about punishing or targeting parents if they, at present, do not have the support they need for their child to attend school. During the coming months, Slough attendance service will be working closely with schools' attendance leads to assist them. The next session is scheduled for 20th April 2023. Please register your interest with attendance@slough.gov.uk

Study bugs have now been implemented at all schools, helping to capture absence data more quickly and effectively address absenteeism. This is working progress. Watch this space for further updates.

Slough
Borough Council

23/2/23 OR 20/4/23 AT 2PM

Attendance Team
Welcome session

Join us to gain an overview of the processes and documents and meet the team.

Please email to receive an invite:
attendance@slough.gov.uk





The Child's Voice

What are the problems with labelling behaviour as 'attention seeking'?

'Attention-seeking' is a term often used to describe behaviour people don't understand or don't know how to respond to. It places the focus on the behaviour, rather than the reasons behind it.

But the need for attention, to feel seen and heard, is a natural human instinct. It's particularly important during childhood, when we are at our most dependant on others to recognise, understand and meet our needs. All children, on occasion, seek reassurance through their behaviour that the adults in their lives are there for them. But for some children, their behaviour is a way of communicating that something isn't right. It's an attempt to get the adults in their life to notice what's happening to them.

The term also implies that children are purposefully 'acting up' to get a reaction. It encourages the belief that ignoring the behaviour will make it stop.

For example, analysis of [case reviews](#) involving young people who died from suicide found that young people's talk about suicide and suicide attempts were interpreted as 'teenage histrionics' rather than cries for help. Calling a child's behaviour 'attention seeking' risks minimising their needs. And if you ignore or dismiss the behaviour, these needs may continue to go unmet.

[Why language matters: in need of attention, not 'attention seeking' | NSPCC Learning](#)

CHILDREN'S COMMISSIONER

'A lot of it is actually just abuse'
- Boy, 18
Young people and pornography

This information sheet contains findings from the Children's Commissioner's survey of over 1,000 young people aged 16-21 in November 2022. The findings are nationally representative of young people in England.

DEFINITIONS

- Pornography:** Content, images or videos whose primary purpose is intended to be sexual arousal in the viewer.
- Frequent pornography:** see 'historical access' to pornography more than twice per week.
- Early exposure to pornography:** A child first exposed to pornography at age 11 or younger.
- Sexual violence:** Any sexual act which may be considered as degrading, physically aggressive or coercive.

10% of children aged 16-21 had seen online pornography by age 9.

27% had seen online pornography by age 11.

The average age at which children first see pornography is just 13 years old.

10% of children who had seen pornography had seen it by age 9.

Twitter is the platform where the highest proportion of young people had seen pornography (37%), just over a third (37%) had seen pornography on a dedicated adult site. A further third had seen pornography on Instagram (33%) and Snapchat (32%).

Half of young people aged 16-21 said that they seek out online pornography themselves, and 38% have stumbled across pornography accidentally.

'A lot of it is actually abuse' Young people and Pornography

The Children's Commissioner for England has published a report looking into the prevalence of pornography exposure among young people and its impacts on children's safety and wellbeing. The report collates data from focus groups with 13- to 19-year-olds and a survey of over 1,000 16- to 21-year-olds in England.

- 10% of participants had accessed pornography by age nine,
- 27% had seen it by age 11;
- 79%, of young adults aged 18-21 had seen pornography involving sexual violence before turning 18; and
- of those who had watched online pornography, young people who first watched pornography aged 11 or younger were significantly more likely to present lower self-esteem scores than those who first watched pornography aged 12+pornography aged 12 or over.

CHILDREN'S COMMISSIONER

Growing up and pornography

Based on CC's focus groups and research, here's what we know about the average experience can be for a girl growing up at different ages, and what she may want access online.

Girl A is 9

Girl A starts her first year of primary school. Some of her classmates have recently been given their smartphones and are talking about them.

Get A is confused but parents to understand. She is worried that she will get in trouble if she asks her mum or teacher.

By age nine, 10% had seen pornography, 27% had seen it by age 11.

Children who see pornography for the first time at age 11 or younger are likely to have lower self-esteem at young adults.

Parents and teachers should talk to their children in an age-appropriate way about internet content. One of their friends might see online. They should make sure that their child has comfortable talking to them if they see something worrying.

Girl A is 11

Girl A starts her first year of secondary school and gets her first smartphone to help her stay safe and communicate with her parents.

Her parents' email filtered safety functions on her phone catch all incoming web messages. Pornography is monitored around the school via wireless services.

The average age at which children first see pornography is 13.

Girls and boys are just as likely as each other to see pornography at this age.

Parents should have open and comfortable about pornography before their child gets their own phone and has control over the use of parental controls on devices.

The Children's Commissioner for England has published a report on young people's experiences of seeing pornography.

Girl A is 13

Get A is legally able to access most social media platforms, and likely to stumble across pornography online.

According to the CC's survey of young people, Get A is aged 13 is approximately the average age of 10% in England for first accessing online pornography.

Children often stumble accidentally across pornography online.

38% of 16-21 year-olds said they had accidentally come across pornography online.

Twitter is the platform where the highest proportion of children had seen pornography (41%), followed by dedicated pornography sites (37%), Instagram (33%), YouTube (32%) and search engines (30%).

Teachers should be responsible for protecting children from pornography via online safety education, consistently on-line filtering pornography by default, social media platforms and adult sites.

Girl A is 14

Get A may feel pressured to watch online pornography to fit in.

One of her friends says that she doesn't know what to do if she doesn't watch pornography before leaving sex.

43% of children aged 16-21 agreed with the statement 'Young people mainly view online pornography due to peer pressure or to fit in'.

Children should demand pornography education in the sex curriculum which challenges peer pressure to view pornography and address its harms.

Girl A is 16

Get A is sent explicit images from one of her school friends involving a younger girl at school. A boy who she doesn't know an Instagram story showing her nude pictures. She doesn't ask for, and recognizing that she does the same.

Girls are disproportionately the target of 'self-generated' pornography.

51% of girls aged 16-21 had been sent or shown explicit content involving someone they know in real-life, in comparison to 38% of boys.

Children should develop a comprehensive age-appropriate pornography curriculum to include young people's awareness of pornography's prevalence and impact, to respond to them, and to help young people to have safe and healthy relationships.

What can we do to help?

The Children's Commissioner has published a report on young people's experiences of seeing pornography. The following is some guidance to what parents can also do to support.

To read the full report: ['A lot of it is actually just abuse' Young people and pornography](#)

An information sheet summarising the reports findings can be found [here](#).





New guides and resources

Centre of expertise on child sexual abuse – new Harmful Sexual Behaviour guidance and resources

The CSA Centre has produced a [new guide and safety plan template](#) to provide practical support for education professionals in responding to children's needs and safety when incidents of HSB occur. The guide includes advice on how to communicate with children and their parents. For further information on HSB and other child on child abuse, visit our resource page [here](#).

Our members can access staff training resources to help expand and deepen professional knowledge.



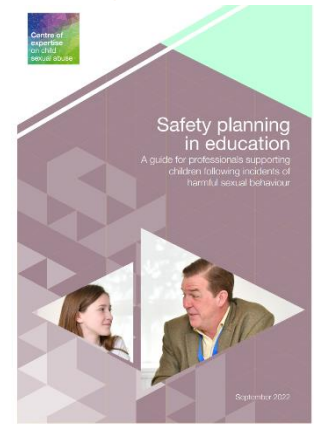
A research paper on harmful sexual behaviour.

A **FREE** eLearning module on this on the CSA Centre website, can be accessed here: <https://www.csacentre.org.uk/resources/key-messages/harmful-sexual-behaviour/>

Safety Planning in Education: A guide for professionals supporting children following incidents of harmful sexual behaviour

A new guide provides practical support for those in education settings to respond to children's needs and safety when incidents of harmful sexual behaviour occur. It is split into two: Part A looks at the key actions for a school when an incident of harmful sexual behaviour has occurred, including a safety plan template for recording and reviewing arrangements, whilst Part B focusses on broader practical advice such as how to communicate with children, and their parents, and an appendix with useful links and resources.

Developed by professionals for professionals, the *Safety Planning in Education* guide has been robustly reviewed by academics, teachers, Headteachers, Local Authority safeguarding leads and designated safeguarding leads across a variety of settings including faith schools, residential, mainstream primary and secondary schools, special schools and pupil referral units. [Safety Planning in Education - CSA Centre](#)



Using External Expertise to Enhance Online Safety Education
Guidance for Education Settings
UK Council for Internet Safety

This guidance will help education settings to adopt a proactive approach to online safety education within the curriculum and how best to use external resources and speakers to enhance this. This includes considerations about:

- when and when not to use external expertise
- choosing external expertise
- ensuring effective use of external expertise, including expectations, group size, resources and use of 'scare/shock tactics'
- safeguarding for all involved

The guidance can be used to facilitate conversations between settings and external visitors to develop young people's digital literacy skills and parental awareness.

[Using External Expertise to Enhance Online Safety Education \(publishing.service.gov.uk\)](#)

Accidental consumption of pornography, pro-suicide content and extremist material is a very real threat within computer suites across the country. Most educational computer suites have had an array of protection in regard to these issues, for a long time. However, in the modern world it is not enough to have filtering on your computers, as everyone in the building has handheld computers in the form of their smartphones. That is why your school wide content blocking system must work across all aspects of digital engagement, undertaken by those within the premises. The UK Safer Internet Centre has published guidance on this over on their site. To read what they have to say on the matter, please follow the link below: [does-your-filtering-systems-work-across-all-school-devices-including-mobiles](#)



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** (11th May 2023)
- **Managing allegations** (20th April 2023, 5th July 2023)
- **Experienced DSL training** (16th May 2023)
- **New to role of DSL** (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)

- 19th April 2023

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

- 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 \(berkshirehealthcare.nhs.uk\)](#)



Strengthening relationships and building happy homes by reducing parental conflict

Parental conflict is a pattern of destructive conflict behaviours which put children's mental health and life chances at risk.

In Slough, we have four courses on offer to support parents in conflict.



These courses are suitable for separated parents or parents still in a relationship. They can be offered online or face to face. To make a referral or to enquire further please contact Stacy Thomas – Reducing Parental Conflict Co-ordinator

Stacy.Thomas@sloughchildrenfirst.co.uk



CPD CERTIFIED National Centre for Children and Families

Online training for Senior Mental Health Leads

As a school leader, this CPD-accredited and DfE-assured training course will give you the knowledge and skills to implement a whole school approach to mental health and wellbeing, placing good mental health at the core of everything you do in your school.

Profession
Ideal for Headteachers, Deputy Heads, SENCOs, Pastoral Leads, Safeguarding Leads and all those in school leadership positions who are passionate about strategic, whole-school change.

Delivery
The course is intermediate level and will be delivered online. It combines the expertise of the Anna Freud Centre's clinicians and tutors with a knowledgeable community of practice.

Length
The course takes place over two days, but we also offer a number of optional sessions during and after the training course to support our attendees to implement sustainable, long-term change.

Cost
£800, but free if you are the senior mental health lead of an eligible state-funded education setting and covered by a local authority.

Book now
annafreud.org/smhl
SMHL_Training@annafreud.org

CPD CERTIFIED National Centre for Children and Families

Course overview

Day 1: 9.30am - 4.30pm | **Day 2: 9.30am - 4.30pm**

Module	Topic
Module 1	Exploring the role of a leader in setting an environment and culture that promotes wellbeing
Module 2	Identifying and understanding good practice
Module 3	Developing a mental health action plan
Module 4	Embedding mental health and wellbeing into an existing curriculum

By the end of Day 1, you will be able to:

- Articulate a plan for how you will set in place whole school approaches to promote mental health and wellbeing, which are embedded in all school systems
- Set out how you will make use of the existing systems (e.g. behaviour, safeguarding, pastoral care) to help to create a culture that promotes mental health and wellbeing throughout the school environment
- Make use of school/college data and systems to support better identification of and intervention for pupils/students with mental health needs or an elevated risk of mental health issues
- Demonstrate how you will work with staff in the school/college to develop mental health awareness and mental health support staff wellbeing using existing school systems
- Establish how you will create formal curriculum leading opportunities and resources to give all staff setting in promoting good mental health and staff wellbeing using existing systems to do this

Reflection session
Delivered online via Zoom for 2 hours.
An optional session for peer support, reflecting on the learning and sharing experiences in a safe and confidential space. This session takes place between days 1 and day 2.

Module	Topic
Module 5	Targeted support
Module 6	Creating a targeted approach for referrals
Module 7	Creating a targeted approach for referrals
Module 8	Creating a targeted approach for referrals

By the end of Day 2, you will be able to:

- Implement a process to identify and support students who may have additional needs in terms of their mental health and wellbeing needs
- Articulate and describe the range of a range of interventions provided for individuals or groups of students and explain the rationale for each
- Engage with the mental health providers in your school/college to develop a plan for monitoring of outcomes measures used by mental health professionals and recognise any gaps that need filling in terms of mental health provision for your school/college in the school/college setting
- Set out an approach for how you will review the wider context in the school/college, including identifying opportunities for peer wellbeing support
- Plan for how you will involve parents/carers, families and the wider community in your school/college setting to help to create and sustain a culture of wellbeing in the school/college, including any opportunities to try to create and sustain a culture of wellbeing in the school/college

Post-course support
Delivered online via Zoom for 1.5 hours.
Support given a term after the course. Please contact the course lead for more information on how to participate with other SMHLs and discuss challenges. There are also peer support opportunities available and a dedicated question to debrief, supporting them to build a sustainable whole school approach to mental health and wellbeing.

Book here: [SMHL 2022/23 - expressions of interest for face to face training and for FE college staff \(office.com\)](#)

Emotion Coaching available 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. Emotion Coaching assists in developing skills to facilitate trauma informed conversations with children and young people, and support school staff to manage difficult behaviour in the moment.

You can register your interest in this Emotion Coaching by clicking here to register your interest:

<https://connected.kca.training/register.cfm?form=Slough-Schools-EC-RYI>

POSITIVE BEHAVIOUR SUPPORT FOR FAMILIES



The courses are open to families/carers who are supporting someone with additional needs that are presenting with behaviours that challenge. These aim to help families/carers to understand the function of behaviours, how to adapt the environment and routine to better meet someone's needs and improve their quality of life, which often results in a reduction in behaviours that challenge. Parents can join the family courses with proactive and reactive strategies to support quality of life and reduce behaviours of concern. Best of all it is FREE! After 6 weeks course they will get 121 support, as a family. The workforce offer is for 1 day (for all staff) and more intense support held over 10 weeks (amounts to 4 days in total). This would be most helpful to upskill the TA's and LSA's.

Free Positive Behaviour Support Training for Schools and Children's Services

NHS Frimley ICB are working together with the PBS Cooperative to offer free-to-access online PBS Training

PBS Informed

A 4-week CPD accredited course. You'll learn what PBS is, how to improve quality of life with it, addressing challenging behaviour and what functions behaviour serves.

Course Dates
Jan 23, March 22nd, May 20th, July 23rd, Sept 27th

PBS Equipped

A 4-week course held over two weeks which directly follows on from PBS Informed. This course is practice based, focusing on the environment, teaching new skills and proactive planning.





Course Dates
Feb 7th, April 7th, June 7th, August 7th

To book onto a course, visit Eventbrite and search Berkshire PBS Alternatively, email: tom@pbso.cooperative.org.uk

PBS Cooperative



Professional Helplines

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



Awareness Days!!

This is the quarterly update from the Safeguarding Partnership regarding key safeguarding awareness days and key messages.

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.

15th – 21st May 2023 – Mental Health Awareness Week

Mental Health Awareness Week this year is from 15 to 21 May and the theme is anxiety.



Anxiety is a normal emotion in us all, but sometimes it can get out of control and become a mental health problem.

Lots of things can lead to feelings of anxiety, including exam pressures, relationships, starting a new job (or losing one) or other big life events. We can also get anxious when it comes to things to do with money and not being able to meet our basic needs, like heating our home or buying food.

Anxiety is one of the most common mental health problems we can face.

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

Worried about someone you work with, or care about?

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

What if someone I know feels suicidal?

It can be very distressing if you are worried about someone who feels suicidal. They may have talked about wanting to end their life, or you may be concerned that they are thinking about it.

You might feel unsure of what to do, but there are lots of things that might help.

You could:

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

Suicide prevention guidance

The Slough Public Health team and Slough Safeguarding Partnership worked together to produce some guidance for practitioners to support adults, young people and children at risk of suicide ideation. The guidance includes warning signs, procedures to follow, general principles on working with suicidal service

users and a list of services that can help. This advice could also be useful for anyone to know the signs. It can be found on the SBC website and the link here: [Suicide prevention guidance](#)

5th – 11th June 2022 - Carers Week



This year Carers Week runs from 5-11 June and the theme for this year will be '**Recognising and supporting carers in the community**'. The week held every year aims to raise awareness of unpaid caring and the challenges that unpaid carers face. It also promotes support available for unpaid carers and how to access it.

In Slough there will be a timetable of activities and events for the week which are all free for unpaid carers published on the Slough CVS website <https://sloughcvs.org/> and through their social media channels. You can also read more about Carers Week on their website: <https://www.carersweek.org/> and other carers charities for general information here: <https://carers.org/> and <https://www.carersuk.org/>



[Sign up to our newsletter](#) to get the latest updates and information about how you can get involved in Carers Week 2023.

Pressure Sore awareness for adults and children who are not mobile.

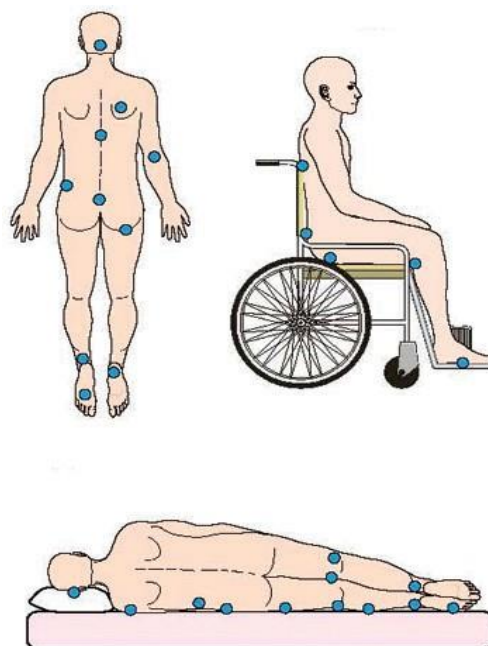
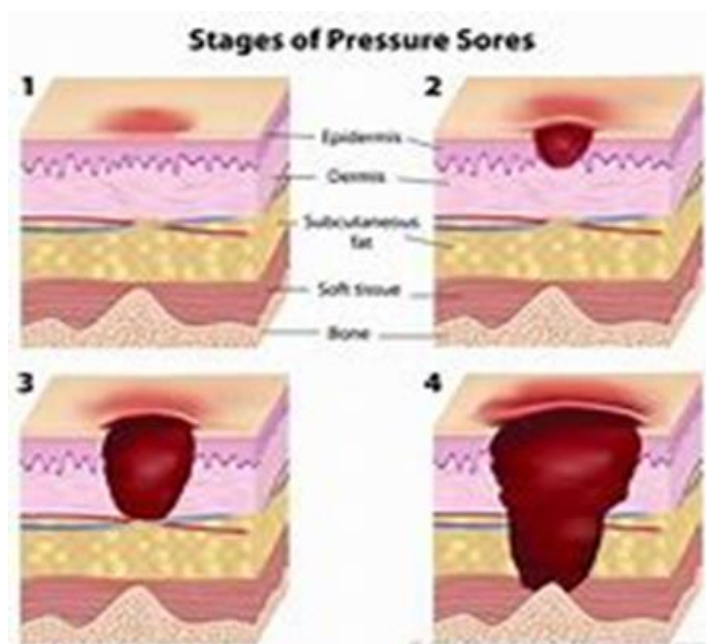
During Carers week it is important to consider the importance of Pressure Sore awareness for adults and children who are not mobile. This can be equally important for children with disabilities as well as adults. Pressure sores are also known as Pressure ulcers and can get so serious that people can die from sepsis as a result of the pressure sores.

A basic leaflet is available on the Safeguarding Partnership website which can be printed off to share with staff or carers. This leaflet is deliberately aimed at people who do not have detailed medical training regarding pressure sores, however the leaflet has been approved by our health partners.

The aim is to help everyone discuss the risks of pressure sores when someone is immobile.

https://www.sloughsafeguardingpartnership.org.uk/assets/2/tissue_viability_patient_leaflet_-2020.pdf

Common locations of pressure sores.



26th – 30th June 2023 – World Wellbeing week

World Wellbeing Week returns in June 2023 to provide the opportunity for participants worldwide to celebrate the many aspects of wellbeing, from meaningful, purposeful work to financial security, physical, mental and emotional health, social resilience and empathic corporate and civic leadership, community relations and care for the environment. Wellbeing has never been so important to our lives and livelihoods.

The pandemic has revealed a capacity for change, never before thought possible, with people adapting mentally and physically all over the world. It has brought with it different ways of thinking and a new-found resilience. The word on everyone's lips has been: 'wellbeing'.

2023 will be a time to rejoice. A time to travel once again, to reconnect with friends and family, and to bring work colleagues closer together united in their aims and aspirations for the future.

Please feel free to share your activities throughout the week on social media – and include the hashtag #worldwellbeingweek

You can use the following links to keep up-to-date with this year's World Wellbeing Week activities:

<https://www.facebook.com/WorldWellBeingWeek>

<https://instagram.com/worldwellbeingweek>

https://www.twitter.com/@wellbeing_week

5 steps to mental wellbeing

Evidence suggests there are 5 steps you can take to improve your mental health and wellbeing. Trying these things could help you feel more positive and able to get the most out of life through the NHS guide here: [5 steps to mental wellbeing - NHS \(www.nhs.uk\)](https://www.nhs.uk)



FREE ACTIVITIES FOR YOUNG PEOPLE, 11 to 18

Slough's voluntary youth sector organisations collaborate on a partnership called Youth Engagement Slough (YES).

Part of the impetus behind YES was the understanding that it can be bewildering for young people, their families and professionals, trying to find out what activities are happening in the local community. Consequently, one of YES's most important functions is to occasionally produce a unified timetable so all available activities can be found in one place. The latest programme is sponsored by SEGRO and offers 17 free activities for young people in the local community, featuring social activities, the arts and sports to improve wellbeing. A copy of the programme can be downloaded here:

yesslough.org.uk/wp-content/uploads/2023/02/YES_A3_Edition19_WEB.pdf

National Safer Sleep week took place between 13th-19th March 2023

However, these messages are still very relevant all year round. Most of these tragic incidents involved parents co-sleeping in unsafe sleep environments with infants, often when the parents had consumed alcohol.

Always think, plan and share, who's in charge of your child when alcohol is being consumed.

Going on holiday with your baby this summer? Relaxing with a few drinks whilst watching the sunset from the balcony or bar? When out of the normal routine, and staying in a different environment, remember to think in advance about safe sleeping arrangements for your baby.



NHS

When out of the normal routine, and staying in a different environment, remember to think in advance about safe sleeping arrangements for your baby

#WhosInCharge? #SafeSleep #ThinkPlanShare
Frimley-HealthierTogether.nhs.uk
Ascot | Bracknell | Farnham | Maidenhead | North East Hampshire | Slough | Surrey Heath | Windsor

Healthier Together
Improving the health of babies, children and young people throughout Frimley



NHS

When out of the normal routine, and staying in a different environment, remember to think in advance about safe sleeping arrangements for your baby

#WhosInCharge? #SafeSleep #ThinkPlanShare
Frimley-HealthierTogether.nhs.uk
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Healthier Together
Improving the health of babies, children and young people throughout Frimley

You finally made it to your holiday home, unpacked and sat down for the evening. Maybe you are unwinding over a glass of wine, or a beer?

Remember to think about who's in charge of responding to the children whilst you are under the influence of alcohol and in a new environment.



NHS

Safer sleep can be as simple as ABC

A Always sleep your baby... **B** ...on their back... **C** ...in a clear cot or sleep space.

#WhosInCharge? #SafeSleep #ThinkPlanShare
Frimley-HealthierTogether.nhs.uk
Ascot | Bracknell | Farnham | Maidenhead | North East Hampshire | Slough | Surrey Heath | Windsor

Healthier Together
Improving the health of babies, children and young people throughout Frimley



NHS

Who's responding to the children whilst you are under the influence of alcohol?

#WhosInCharge? #SafeSleep #ThinkPlanShare
Frimley-HealthierTogether.nhs.uk
Ascot | Bracknell | Farnham | Maidenhead | North East Hampshire | Slough | Surrey Heath | Windsor

Healthier Together
Improving the health of babies, children and young people throughout Frimley

Remember, when settling your baby to sleep, safer sleeping arrangement for them can be as simple as ABC.

Take a quick look at this short video from @LullabyTrust <https://www.youtube.com/watch?v=NO2vbtjNk2c>

#WhosInCharge? #SafeSleep #ThinkPlanShare



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