Autumn 2023 edition Safeguarding in Education Newsletter

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!

Wow, what a busy end to the term last year. Well back full swing this term and as busy as ever before. There are some great exciting projects such as more good days at school (page 7), ERSA (page 6) and huge amounts of training.

We ended last term on a very positive note at the *afternoon tea at the barn* wellbeing event on the 5 July. It truly was a fabulous day! There was mindfulness, colouring/doodling and mini-MOT through our health provider who undertook BMI checks, and of course lots and lots of cake!

25 safeguarding leads attended the event. The DSLs thoroughly enjoyed the event saying, *"I feel my shoulders actually came down from up in my ears*!!" It was a great opportunity to thank our safeguarding leads for all they do to keep our children safe!! DSLs spend all their time looking after others, so this was an opportunity to think about looking after yourselves. Please see page 13 for further tips on self-care for yourself and your school community from Anna Freud.

There is so much happning this term starting with the implemenattoon of **KCSIE** (page 5), revision of the **Working Together to Safeguard children** consultation (page 11). Attendance has played a key feature in KCSIE this year and a special focus on this can be found in the newsletter (page 10). **Ofsted** has made changes to they way they inspect safeguarding see page 5 for further details.

Also great research in Slough regarding vaping has provided some great insights on page 8. Don't forget to '*make a noise about bullying'* in **anti bullying week** this term – 13th to 17th Novemeber 2023. Resources and campaign materials can be found at the end of the newsletter.

***Remember the Sec 175 safeguarding self-assessment NSPCC audit is due Friday 10th November 2023.

'**Early help'** is care provided at any stage of a child or young person's life that aims to prevent escalating need or risk and improve children and young people's outcomes. Essentially, it's about getting in early to provide support before a problem emerges or escalates. The NSPCC talks about why language matters and provides clarity around the meaning of the term 'early help' as it is often left to interpretation. This lack of shared understanding is a contributing factor to the variation in the level and type of support provided by different local areas and impacts the effectiveness of the help professionals are able to offer to children and families in their local area. Read more here: Why language matters: what is meant by 'early help' | NSPCC Learning and onto the next page to understand what early help means for Slough!

Slough Children First update

Slough's New Early Help Partnership Strategy

We are looking forward to introducing our new early help partnership strategy to you, developed as a partnership, for our children, young people and families. Our collective vision is for:

'Children and young people feel happy, safe and loved within their families and wider community, where they are helped to thrive, not just survive'.

In order for us to deliver an effective early help offer to children, young people and families, our key principles underpin our strategy.

• Early help is all of our responsibility
• Early help support will be easy to get
• Early Help starts with a strong universal offer for families
• Information about what support is available is shared with children, young people and families
• Right conversation + right time = right service
• As a partnership we will endeavour to be proactive not reactive
• Relationship and strength-based practice is key to how we interact with children, young people and families
• Whole family collaboration and empowerment is important – we work with families and don't due to families
• Partnership work is the key to success through a robust 'Team Around' approach
• A resilient workforce is needed to build resilience in families

A full launch of the strategy will be taking place during the Autumn Term -look out for upcoming opportunities to join us and learn more about how we can all work together more effectively in delivering early help and preventative support to our children, young people and families!

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)

ICPS and RCPC meetings update from Reviewing Service:

The Reviewing Service are holding all ICPCs in-person, with some hybrid meetings at Observatory House from 1st June 2023. There will be a Teams link for attendees who are unable to attend in person (e.g., Police) but as the schools have raised this as something they would like, hopefully this means they will be attending in person. The details will clearly set out in the invitation. This will enable a better environment for the families and engagement for partner agencies.

Virtual School

The Virtual School has moved to Slough Borough Council's Education Services. All support will continue as usual.

Private Fostering campaign form SCF

A private fostering arrangement does not give a private foster carer parental responsibility. The child or young person's parent(s) or close relatives will still be responsible for them, and they will be able to have regular contact with them. A private foster carer will also need to be given permission for certain things to happen. This includes:

- Changing the child/young person's name
- Changing the child/young person's school
- Taking the child/young person on holiday (includes domestic and international)
- Moving the child/young person to another family

Is private fostering like foster care?

No. Private fostering is very different from children who are looked after by Social Services and placed in the care of approved foster carers. A privately fostered child is not 'in care' but the local council must check that they are being kept safe and properly cared for.

The law and private fostering

The measures in section 44 of the Children Act 2004 and the Children (Private Arrangements for Fostering) Regulations 2005 are intended to strengthen and enhance the Children Act 1989 private fostering notification scheme. Along with the National Minimum Standards, they are intended to focus local authorities' attention on private fostering by requiring them to take a more proactive approach to identifying arrangements in their area. The new measures are expected to improve notification rates and compliance with the existing legislative framework for private fostering – and, therefore, to address the key problems identified with the scheme: low notification rates, late notification, and a perceived lack of consistent local authority commitment to meeting the needs of privately fostered children.

The duty to notify the local authority.

All professionals who work with or have contact with children and young people have a shared responsibility to ensure that privately fostered children are well cared for and safeguarded. The Children (Private Arrangements for Fostering) Regulations 2005 Private Arrangements states that education, health and other professionals have a duty to notify the local authority of a private fostering arrangement that comes to their attention if they are not satisfied that the parent or carer has notified the local authority. If you know that that a child/young person is being privately fostered, please encourage the parent(s) or private foster carer of the child to notify Slough Children First if they haven't already done so.

To notify us of a private fostering arrangement, please contact Slough Children First's MASH (Multi Agency Safeguarding Hub) on **01753 875362**.

You can also email them at Sloughchildren.referrals@sloughchildrenfirst.co.uk If a private foster carer is unhappy about any decisions being made with their arrangement, they should talk to their social worker or their manager.

Safeguarding children in private foster care

Upon notification, Slough Children First have a duty to visit and speak to the child, the parent and the private foster carer; and everyone in the foster carer's household. Slough Children First will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16. Other professionals, for example GPs surgeries and schools, also have a responsibility to report to Slough Children First where they are aware or suspect that a child is subject to a private fostering arrangement. Slough Children First will monitor the safety and welfare of children in private fostering. A social worker will be allocated to the child and the social worker will visit each privately fostered child once in every six weeks in the first year of the arrangement; and at least every twelve weeks in the second and subsequent year. The private foster carer has a duty to inform Slough Children First of any substantive changes to the arrangement or within the household. If we think the private fostering arrangements are not suitable for the child, we will take action to safeguard their welfare. This could include getting the private foster carers to make their home safer (for example by installing smoke alarms or using a fire guard), giving them training (i.e., first aid training), advice or arranging support services. If the problems are more significant, we may say that they cannot care for the child/young person, and we can legally prohibit private fostering arrangements.
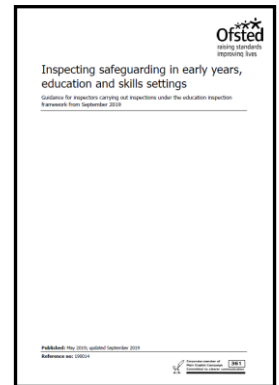
Ofsted update

Ofsted announced changes in June 2023 to some aspects of its inspection process following the tragic loss of Ruth Perry who took her own life in January before the publication of an inspection report that downgraded Caversham Primary School from 'outstanding' to 'inadequate'. From a safeguarding perspective Ofsted have said:

"*They will return within 3 months of an inspection report being published, and parents will be informed of this intention in the report. If the school has been able to resolve the safeguarding concerns, it is likely to see its overall grade improve. From September we will offer schools greater clarity about the threshold for effective vs. ineffective safeguarding, we will also describe ineffective safeguarding more clearly in inspection reports, to help reassure parents and others that these judgements are not made lightly.*"

The Ofsted handbook has been updated and will be effective from 1st September 2023. There are a number of changes this year, including:
- More detail on what it means to have a 'culture of safeguarding'.
- A new section on Ofsted's 'conduct during inspection'.
- A new section on how Ofsted inspects attendance as part of 'behaviour and attitudes'.
- A broader definition of 'off-rolling'

It also embeds changes we were expecting as part of reforms announced in June 2023:
- More detail on what 'ineffective safeguarding' looks like
- Clarity that you can share provisional outcomes with whoever you deem appropriate.
- More detail on when you're next likely to be inspected.

Full details can be found here: Changes made to school inspections - GOV.UK (www.gov.uk)

School inspection requirements for safeguarding | NSPCC Learning As part of the inspection, regulatory bodies may also look at areas related to safeguarding and child protection such as the quality of a school's sex and relationships education.

While no two inspections follow the same pattern or questions, throughout the year, there are some trends that have become apparent in ensuring that safeguarding is both effective but also has a robust culture. The NSPCC has shared these points, for those of you who are preparing for your next visit, the following list is a useful prompt.

- Seeking evidence of safeguarding training including sight of certificates of attendance for training such as L3 initial or most recent refresher, Safer Recruitment and when staff last had their L2 training.
- Ensuring that the school have completed S128 checks for relevant staff if an academy, independent or free schools and for governors, board members and trustees in all schools.
- Evidence of checks completed for employees who have lived or worked overseas for a qualifying period of time.
- Speaking with children to gain their understanding at an age and stage appropriate level how they learn what healthy relationships are and if they have concerns about the behaviour of other children/students that they can report these and that this will be investigated.
- Speaking with a variety of staff in roles such as meal-time assistants, site staff, those working in the school office or part-time staff as to their understanding of what they understand their safeguarding role is and about topics such as exploitation, whistleblowing and how they report any concerns.
- Reviewing the actions of the DSL and team where concerns have been reported to ensure that actions are appropriate, timely and in the child's best interest.
- Where relevant, what challenge has there been in relation to the decisions made by Children's Social Care including where families are deescalated from CiN or CP plans where DSLs/School Leaders believe that there is still significant risk or where initial assessment is not deemed necessary following a MASH enquiry.

KCSIE 2023 Update for 1st Sept 2023

Keeping children safe in education 2023

Statutory guidance for schools and colleges

The 2022 version of the guidance is currently in force. The 2023 version will come into force on 1 September 2023.

1. Children absent from education has been added alongside children missing from education.
This emphasises those absent on repeat occasions or for prolonged periods and appropriate safeguarding arrangements are put in place.
It is important the school or college's response to persistently absent pupils and children missing education supports identifying abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.
For further information, see working together to improve school attendance (Sept 2022), as it will give some context to the additional wording.

2. In March 2023, the Department for Education updated its guidance Filtering and monitoring standards for schools and colleges which is a useful reference. These standards, which are highlighted in KCSIE 2023, build on and reinforce the importance of filtering and monitoring as part of a more strategic approach for online safety. All staff should receive online safety training which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

3. Your school or Trust's Child Protection Policy should reference appropriate filtering and monitoring on school networks. This now needs to be included in your safeguarding policy too.

4. Link to Keeping Children Safe in Out of School Settings guidance.
Guidance 'Keeping Children Safer during community activities, after school clubs and tuition.'
   o This is non-statutory guidance for providers running out of school settings.
   o Have facilities staff, or site managers review this guidance. Ensure your letting arrangements align with the guidance.
There is a new paragraph added explaining how all concerns about individuals who visit the school (contractors, third party professionals, etc.) would follow the same LADO procedures as those who work for the school.

5. Clarifying it is good practice for schools to make candidates aware online searches will be carried out.

6. Updated link to Behaviour in Schools Guidance (2022). It recognises the increased link between safeguarding and behaviour. The word 'sanction' has replaced the word 'discipline' to reflect the most recent behaviour guidance.

What is included in the monitoring and filtering standards?
Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)
- Name a role for monitoring and filtering – all parties need to be identified.
- Monitoring – IT team, Governor, HT and DSL – Annual audit
- Regular reporting and reviewing checks – Is it working now and reviewed termly – Safe search and are we checking out our reviews.
- De-cryption
- What is over blocking - https://youtu.be/YY9qjy61cgc

The LGfL have produced some great short videos which explain the differences between filtering https://youtu.be/s9G4ULDDGX8, monitoring, over blocking and de-cryption which can be accessed here:
What's the difference between filtering and monitoring https://youtu.be/U72-uNws_6Y
Further tips can be downloaded from the TES guide here: KCSIE 2023-Tips and recommendations guide to filtering & monitoring2.pdf (tes.com)

The full recording to the KCSIE webinar can be accessed here: KCSIE 2023 update to DSL's-20230719_093321-Meeting Recording.mp4

Attendance feature

Why attendance is everybody's business!

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. Attendance can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.
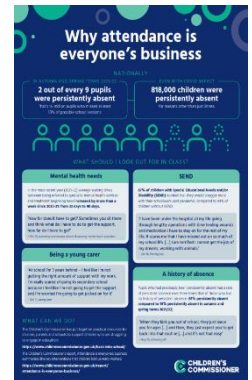
The Children's Commissioner is particularly concerned with children not receiving any education who are difficult to identify. The Children's Commissioner has set a target for 100% attendance in schools and states it is not about punishing or targeting parents if they, at present, do not have the support they need for their child to attend school. The DfE guidance working together to improve school attendance It is vital that school attendance remains a focus for us all, particularly around pupils with less than 50% attendance and vulnerable groups. The Children's Commissioner has produced a couple of blogs. Read them here: The importance of attendance
Read the blog on looked after children: Spotlight on: looked after children missing from education
Read the blog on SEND and mental health: Spotlight on: children with SEND & Mental Health missing from education

This has been further strengthened through KCSIE 2023 with clarity around the meaning of the terms 'children absent from education' and 'children missing education'. Be aware that:
Children Missing Education CME are children of compulsory school age (5-16) The DfE defines CME as: 'Children of compulsory school age who.
- are not registered pupils at a school and
- are not receiving suitable education otherwise than at a school.
- who have been out of any educational provision for a substantial period of time (usually four weeks or more).'

Children absent from Education should **not** be confused with:
- children who are on roll at a school but are not in regular attendance (prolonged periods and/or repeat occasions)
- children who are receiving Home Education (known as Elective Home Education)
- children whose parents have applied for a school place, and the referrer has confirmation that the application is in process via SBC's Admissions Service

During the coming months, Slough attendance service will be working closely with schools' attendance leads to assist them. Please register your interest with attendance@slough.gov.uk
Attendance networks will be running on the following dates 21st September 2023 and 9th November 2023.
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!!

To support these children/young people, SBC will be piloting the **Emotional Related School Avoidance (ERSA)** this term. This provision will sit within the attendance team and look to upskill school staff with strategies and a toolkit to engage with children and families early where patterns of non-attendance first emerge. Details will be shared in the coming weeks this term.

Upcoming programmes and projects

Support for Secondary Schools

MORE GOOD DAYS AT SCHOOL – Youth Endowment Fund research programme is now working with Slough Schools.

Selected secondary schools have been invited to take part in a ground-breaking national research programme co-funded by the Youth Endowment Fund and the Home Office exploring the impact of Trauma Informed Practice on reducing youth violence. The research will be evaluated by the Anna Freud Centre.

This is an exciting opportunity open to secondary schools in three Local Authority partner areas, including Slough. The research method is a randomised control trial and schools placed in the intervention group will benefit from a fully funded, high-quality learning and development programme delivered by Knowledge Change Action who are leaders in Trauma Informed Practice. The programme includes learning and development for School Senior Leaders, Pastoral and Inclusion leads and whole school training.

Information packs have been sent to secondary schools along with email communication to introduce the programme which runs from Autumn 2023 to Spring 2025. Please look out for these messages or get in touch with KCA to let them know you'd like to participate. contact@kca.training or speak to Lou Mee 01453 488400
More details can be found here https://youthendowmentfund.org.uk/grants/trauma-informed-care/

Serious Violence resources for secondary schools

Thames Valley Violence Reduction Unit have been working to support local partners in stopping serious violence in our communities for several years now. As we are committed to working with a 'public health' approach, this means that much of our work is around supporting early intervention to address the **causes** of serious violence (as opposed to only focusing on violence directly).

As such, over the last three years, we have developed, piloted and published a range of free resources aimed at schools. These resources are grounded in research by – among others - the Youth Endowment Fund (Youth Endowment Fund Toolkit), and are free for any school or organisation working with young people.

Below is a summary of these resources. The courses come with a comprehensive teacher guide which explains both the content and suggested modes of delivery/teaching strategies. Assistance if required is also available.

1. **Online Active Bystander Education Package**
   Racism, bullying, sexual harassment and other inappropriate, unacceptable behaviours contribute to an environment and culture that feels unsafe. It can be deeply damaging if these behaviours and attitudes are normalised over time. Left inadequately addressed, unacceptable behaviour makes the school and community space feel unsafe, negatively impacting the learning, social experience, sense of inclusion, and wellbeing of students. The effect these behaviours have on students can be hugely detrimental – potentially leading to stress, anxiety, under achievement, and mental health problems.

   Find the resources and course here: Online training - Online training - Thames Valley Violence Reduction Unit (tvvru.co.uk)

2. **PSHE Resources on two key topics: Violence Prevention and Drug Education.**
   Developed by the PSHE Association and hosted for free, these downloadable resources can be delivered by PSHE teachers or, alternatively, can be supported by your local Safer Schools Officer from Thames Valley Police. These officers are trained in delivery and, as research shows (Police in the classroom (pshe-association.org.uk) can have a positive impact in supporting education on topics such as these. The Violence Prevention topic features a facilitation guide, resources and lesson plans/PowerPoints that help young people understand why conflict occurs, how violence is dealt with under the law and how to manage situations that could lead to violence.
   This series of 3 lessons is aimed at KS3 students. The Drug Education topic follows a similar format with a guide, resources and lesson plans/PowerPoints. Aimed at Year 9, lessons explore attitudes to drugs, the law and managing influence. Again, there are three lessons in the series. All lesson/resources can be found here: Police in the classroom (pshe-association.org.uk)

3. **County Lines Education – The True Costs Package:**
   Dee's Story In the UK, children as young as six are being groomed into the world of drugs, often through county drugs lines. They are forced to move drugs, sometimes inside their own bodies and face violence, intimidation and sexual assault. This is child exploitation and is just one of the true costs of drug use. We developed this package to help schools be best equipped to support all young people as well as those at risk/involved in this type of exploitation, and to help Thames Valley Police to protect young people by combatting these horrific crimes. Based around the real, lived experience of a convicted offender who was drawn into county lines offending, Dee's Story is shared over the course of 9 short (20 minute) lessons, each with a clear plan and resources for teachers to follow.

   All resources and lesson plans can be found here: The True Costs: Dee's Story

If you have any questions please contact Education Lead, Inspector Kelly Reed, Kelly.reed@thamesvalley.police.uk.

Vaping management guidance and update

Recently, the rise of teen vaping has been highlighted by the **BBC** and **The Guardian.**

Headteachers report that children as young as ten have acquired illegal and unregulated vaping products, despite UK laws to prevent those under 18 from buying such products.
Medical professionals and campaigners are worried about the lack of research regarding the effects of vaping on the long-term health of children and young people and are calling for tighter rules regarding the packaging and advertising of vapes.

Teaching staff have also raised concerns about the symptoms of addiction displayed by students in the classroom and during break times, and the potential impact it may have on their learning.

You can learn more about vaping and young people with this factsheet from Action on Smoking and Health (ASH). ASH also provides guidance to support staff and help them put together their policies regarding vaping.

The Association of Directors of Public Health (ADPH) Southeast has produced specific advice and guidance o. This is the culmination of a collaboration between local authority public health teams and stakeholders, led by a sub-group of the ADPH Southeast Tobacco Control network. It was produced in response to increasing reports of young people vaping from schools, colleges and youth settings and requests from front line practitioners for specific advice and guidance to support response.

It has been produced for Headteachers, school staff, safeguarding leads and governing bodies in maintained schools, academies, free schools, independent schools, sixth form colleges, Pupil Referral Units (PRUs) and other forms of alternative education provision. Managing Vaping in Schools_links v3.pdf

Better Health have created [teaching resources](#) aimed at helping Key Stage 3 children understand the impact that vaping has on their physical and mental wellbeing.

Alongside this Slough Public Health undertook a vaping research study among young people in Slough. The study focused on the growing concern of vaping, and to investigate various aspects related to vaping, including knowledge of its risks, prevalence, drivers, and potential deterrents among young individuals aged 11 to 17 years.

It also highlighted the role of school and how schools' anti-vaping policies varied, with some strictly enforcing measures, while others prioritized other issues. Teachers' attitudes towards vaping also varied with some teachers vaping in front of students. There was a sense that schools adopted a punitive approach over a preventative approach.

The other key factor was the family Influence. It outlined that mothers were generally unaccepting of vaping, but other family members, such as older siblings, may buy vapes for young individuals.

Overall, the study highlights the need for comprehensive and proactive school-based interventions to address vaping among young people starting as early as in Primary Schools. Educating teachers and other professionals that work with children including community police about the risk and harm of vaping and methods of engaging positively with young people can help deter such behaviours. Engaging with young people beyond the school setting and creating safe and confidential environments are crucial for capturing accurate data and understanding their perspectives and experiences.

tes

7 key safeguarding concerns for schools right now

TES have produced a resource highlighting the top 7concerns affect schools which include:

- Child sexual abuse materials
- Child-on-child abuse (sexual violence/harassment)
- Extremism and racialisation
- Domestic abuse
- Adverse childhood experiences
- Trauma informed practice
- Mental health

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. In this new guide TES outline seven key concerns that staff should be aware of right now. Please see local resources, CPD offer later on the newsletter to provide support with these areas of safeguarding. Full access can be found here: [DS83160 7 Key safeguarding concerns.pdf (tes.com)](#)

Update from Centre of Expertise on child sexual abuse (CSA):

Professionals working with children collect lots of data on concerns they may have for their safety. But schools do not always use this data effectively to help them understand children's experiences and their own practice responses to ultimately make better decisions. The CSA have updated their **Improving your data on child sexual abuse guide**, which offers much-needed practical advice for organisations about the data they collect on child sexual abuse concerns and how to improve its quality and consistency.

Don't forget to use the **safety planning in education** guide if you have any cases of sexual harassment/violence or sexual abuse. See here: [Helping education settings identify and respond to concerns - CSA Centre](#)

There is an additional course on CSA for DSL's which is at a cost of £125 here: [Identifying and responding to child sexual abuse for DSLs Tickets, Wed 20 Sep 2023 at 09:30 | Eventbrite](#)

Safeguarding Partnership Updates

At the safeguarding summit in October last year, it was agreed the business of the community safety partnership will be included in the safeguarding priorities and plans. The rationale for this is that we are not just about safeguarding, we are also about community safety as well, so overall we are working together as a partnership to keep people "Safe in Slough"(!) It will help you to be aware that we have also made some subtle but important changes to the titles of two of our partnership groups as follows:

The Tactical group will now be the *"Safe in Slough Partnership Board"* as its role has been strengthened and formalised.
The "SLG" *(Strategic Leaders' Group)* will now be the *"Safe in Slough Executive group".*
The Safe in Slough Strategic plan 2023 -25 is published the details on the link below. This includes the structure chart with new names and the new strategic plan and priorities. [Safe in Slough]

Slough safeguarding partnership carried out a multi-agency adult of young babies. A comprehensive report is

What we learned	Points for practice
About core groups. There was drift between core group meeting, and no-one stepped forward to challenge.	There are many staff changes in all partner agencies and so a risk of drift and delay. When practitioners attend the first core group meeting, it is essential they make a note of the date of the next meeting, and not rely on a prompt from SCF. - If the meeting does not happen, call the social worker. - If a practitioner is unable to attend, arrange for a colleague to attend ensuring they are briefed OR provide a briefing to the social worker ahead of the meeting. - If a practitioner is leaving a service, ensure they share all their meetings with their manager and agree who will need to be briefed.
Contingency planning: There was evidence of this in child protection conferences, but following step-down, parents were not always informed about the implications of non-compliance.	All practitioners should share with parents the implications of non-compliance and encourage rather than "tell" parents to comply.
Supervision: Beneficial to provide immediate challenge to practitioners, but not always followed through to next session.	Supervisors and supervisees should keep a record of all supervision sessions. Previous challenges should be revisited, and outcomes discussed to ensure continuity and show that challenge has impact.
Personal characteristics and cultural awareness, *(race, gender, ethnicity, orientation, nationality, religion)* are not always recorded and or incorporated into assessments.	All practitioners should reference and incorporate the personal characteristics/identity of each family member into the assessment. These should be clearly considered and noted when assessing/understanding need/risk.
What we learned	**Points for practice**
Children receiving early help services should be prioritised for information sharing. There is a myth that sharing information about these children is less urgent that children in the CP system.	Children receiving early help services should have equal priority for information sharing with children in need or those receiving support through a child protection plan. If the information is not shared promptly, the children will become children in need or children on a child protection plan. These children need a swift and robust response to prevent things from getting worse for them and their families. Practitioners should refresh their understanding by reading this link. https://www.proceduresonline.com/berks/slough/p_info_sharing.html?zoom_highlight=information+sharing
Practitioners need to understand how the new Early Help strategy will work for children and young people.	The Children and Young people's Partnership Board is re-designing early help. Practitioners need to be on the alert for news about this.
There are lead safeguarding GPs in every surgery as well as a named GP for safeguarding in Slough. They meet with midwives and health visitors regularly to discuss cases they are concerned about.	Like everyone, GPs are busy and difficult to recruit, and safeguarding issues only arise from time to time. Communications and recording can be challenging in this environment. GPs will not always be aware of safeguarding concerns. Every effort should be made to inform them about the safeguarding concerns in relation to their patients. Many GP practices also have a care coordinator or social prescriber that works with vulnerable patients. They could be involved in discussions regarding support.
When working with young babies, it is important to understand their additional vulnerabilities especially when they are non-verbal and not mobile.	Practitioners should understand the pre-disposing factors to abuse and neglect in young babies and understand their additional vulnerabilities, putting them and the risks to them at the centre of practice. For example, practitioners should check out the recently updated bruising protocol. https://www.proceduresonline.com/berks/slough/p_bruising.html?zoom_highlight=bruising+protocol
Fathers need to be fully involved.	Too often interventions overly focus on mothers and not enough on fathers. Practitioners need to update their knowledge, e.g., reading this national report. https://www.gov.uk/government/news/new-review-investigates-babies-harmed-by-fathers-and-stepfathers

available in addition to this Practice Note of learning in the table below:

Working Together to Safeguarding Children 2023 consultation

This statutory guidance sets out key roles for individual organisations and agencies to deliver effective arrangements for help, support, protection and safeguarding. The guidance is currently under consultation until 6th September 2023. The consultation can be accessed here: [Working Together to Safeguard Children 2023 - consultation document (education.gov.uk)]

Online updates

Report into children use of the internet

Ofcom have released their annual report **'Children and Parents: Media Use and Attitudes'**, which introduces new insights into digital literacy, attitudes and understanding among children between the ages on 3-17. Their report includes information on how parents are monitoring and managing children's digital usage, identifying important areas where parents and schools can improve children's digital literacy.

The report data reveals that most young people are currently accessing the internet through mobile phones (69%) and tablets (64%). This new data demonstrates how prevalent online experiences are for children, and the need to make sure safeguarding tools are in place to support them online.

Many children are now accessing devices within the very first years of life. Sadly, this means that young children are now exposed to many risks associated with using devices. Are we doing enough to protect children in the early years, and to help them to form healthy and positive online habits? With increasing levels of concern about the scale of Child Sexual Abuse Imagery involving children under the age of 10yrs (IWF, 2023), developing safe and positive behaviour and attitudes towards tech, needs to start from the moment children are accessing screens. Read the LGfL latest blog to find out more. The full report can be accessed here: Children and Parents: Media Use and Attitudes 2023 (ofcom.org.uk)

1. Keeping Your Under Five Safe Online, CEOP
2. Online Safety Tips for Parents of Pre-School Children, Internet Matters
3. Internet Safety, DfE
4. Safeguarding Children and Protecting Professionals in Early Years Settings: Online Safety   Guidance for Professionals, UKCIS

Important resources for parents and carers

Parenting Smart site is filled with a number of resources for parents and carers of 4–11-year-olds. Our latest articles on supporting healthy gaming habits, developing a child's talent and safe social media for younger children can all be read or watched in under ten minutes. These are perfect for those with limited time. Feel free to share with the parents and carers in your school.

SOCIAL MEDIA 101

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Social media platforms constantly evolve, with even the most popular platforms seeing fluctuations in engagement. Whether the child in your care uses Instagram, TikTok, or any new platform, understanding the key features will help you grasp the appeal and recognise associated risks.

User Hashtags & Trends
Hashtags help categorise and organise content, making it discoverable by users interested in specific topics.

User Profiles
Personal profiles are online identities, with usernames, bios, profile pics, and optional details.

Interactions & Engagement
Interactions between users such as likes, reactions, comments, shares or reposts.

Search & Discovery
Search finds accounts, hashtags, topics, and trending content. Discovery suggests new content based on interests.

Notifications
Alerts users about profile activities such as mentions, comments, likes, friend requests.

Newsfeeds/Timelines
Displays content shared by users and the accounts they follow, tailored to user preferences, connections, and interactions.

Posting & Sharing
Text, photos, videos, links, and articles shared with online connections or publicly.

10 FEATURES OF SOCIAL MEDIA PLATFORMS

Privacy & Security Settings
Options to control privacy, audiences, viewing permissions, and account security.

Connecting & Following
Connections through friend/follow requests keep users updated on activities and content. Connections may be mutual (both users follow each other) or one-sided (one user follows another without reciprocation).

Something we are starting to see more of is the integration of AI as a more visible feature on social media platforms.

Messaging & Communications
Direct messages, group chats, voice/video calls facilitate communication between users.

NO AGE RATING

13 13 13 13 16 13 13 13 13 13 13 — 13

Snapchat · Instagram · TikTok · WhatsApp · Telegram · Messenger · Twitch · Discord · BeReal. · Facebook · X · Roblox · Reddit

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⚠ RISKS AND TOP TIPS ✓

Age Verification
- Most platforms have age ratings to stop users viewing age-inappropriate content.
- ⚠ Not all platforms have robust verification methods.
- ✓ Ensure young people are registered as the correct age (a 12 year old who registers as 16 will see content designed for an adult after two years)
  Look for platforms using YOTI as their age verification method. This facial scanning technology is harder to get around than most other methods.

YOTI

End-to-End Encryption 🔒
- This ensures a message between the sender and recipient can't be viewed by anyone else - even the police or hackers!
- ⚠ Encryption provides an opportunity for predators to groom young users without detection.
- ✓ Make sure they understand what to do if someone is making them feel uncomfortable.
  Talk to young people about accepting requests or adding people they don't know.

Digital Footprint
- Whatever a young person posts online leaves a digital footprint that could impact their future.
- ⚠ Universities, friends, and even employers might come across their previous online activity.
- ✓ Help your child set up their accounts so that posts are visible only to friends and not the public.
  Make sure a young person only posts content they would be comfortable with anyone seeing.

Algorithms `10011 01001`
- The content a user interacts with or searches for influences what they will see next.
- ⚠ This may affect an impressionable young person's thoughts and actions.
- ✓ Understand that one piece of harmful content can lead to the algorithm showing you more.
  Keep in mind the negativity bias. Just like staring at a car crash on the road, it doesn't imply a desire for more or an enjoyment of it, but rather reflects how our brains tend to focus on the negative for longer.

Persuasive Design ✕
- Clever design features keep users engaged on social media platforms for longer, through things like the endless scroll or push notifications.
- ⚠ This can lead to excessive screen-time and in some cases, addiction.
- ✓ Agree screentime limits with young people to promote a healthy balance between offline and online activities.
  Encourage them to recognise when they are being influenced to stay online.

Personal Information
- Information such as full names, locations, or other platform usernames are frequently shared on social media.
- ⚠ Sharing this information may seem harmless to young people, but can be exploited by predators and cybercriminals for harmful purposes.
- ✓ Ensure children know what is appropriate to share online and what isn't.
  Make sure they know that bios can be seen by everyone, even with a private account.
  Remind them to scan their photos for anything that could identify them before they are posted.

Your health and wellbeing

Self-care is all about what you can do to help yourself feel better or to keep yourself feeling good. It's a way that we can look after our own mental health and wellbeing.

Everyone's approach to self-care will look different. What works for you might not work for others. There are lots of different self-care strategies so you can try out different ones until you find something that works for you.

Self-care summer
Top tips for education staff

Prioritise rest

1. **Replenish yourself**
   Pick a mix of things that make you feel relaxed and recharged.

2. **Make a wellbeing action plan**
   Plan what you are going to do to look after your wellbeing during the summer, and try your hardest to stick to it.

3. **Do things that make you feel like 'you'**
   Engaging in our passions and making time for loved ones can energise us and help prevent burnout.

Reviewing boundaries

1. **Set time during the holidays when you will work and when you won't**
   Remember though - the priority is to carve out time when you can completely switch off from the job.

2. **Use automated responses**
   Send automated responses to parents and colleagues when you're not available or to remind them of your office hours.

3. **Remove email apps from your phone**
   This is a great way to ensure that you don't feel the excessive pressure to respond to every message immediately.

Build healthy habits for the academic year

1. **What are your wellbeing non-negotiables?**
   Consider what they are and make a note of them. These actions should keep you balanced and help you feel good.

2. **Start your day well**
   Find something that you can easily do each morning that helps you get in the right mindset for the rest of your day.

3. **Do a weekly wellbeing check-up**
   Ask yourself how you're feeling mentally and physically. We're all human and our emotions are valid.

annafreud.org/selfcaresummer

Education Support   Anna Freud

1. **Staff resource** Self-care may not be the easiest thing for education staff to practise. Schools and colleges can be challenging environments to work in at times, and during term time, your focus will be on your pupils and your to-do list. That's why the summer break can be the best time to develop good self-care habits, so that when term starts again, you may have techniques you can turn to in stressful times.

2. The **primary resource** walks through a series of steps, helping them create a simple self-care plan that works for them. It helps children identify activities that they can use to support their mental health.

3. The **secondary resource** walks young people through a series of steps, helping them create a detailed self-care plan that works for them.
The plan helps young people identify activities that they can use to support their mental health. It's adaptable on a weekly or monthly basis, so that it can fit differing schedules or priorities.

The resource was co-written by Anna Freud Centre experts and young people, who shared ideas on self-care strategies that work for them. Self-care summer: advice for education staff (annafreud.org)

Please share far and wide with your young people and don't forget about your own wellbeing and self-care!

Employee Assistance Programme
Confidential support and guidance when your staff need it most — from people who understand education
educationsupport.org.uk/eap

Education Support

Classroom Wellbeing Toolkit from Anna Freud

This evidence-based toolkit, created in partnership with the Early Intervention Foundation (EIF), will help secondary school staff take steps to improve students' mental health and wellbeing through everyday practices. This new resource will help build teachers' confidence to address the needs of their students. Classroom wellbeing toolkit (annafreud.org)

Let's talk about anxiety resources for 11–13-year-olds form the Anna Freud Centre

Anxiety is a normal emotion – it's one of our body's natural reactions to stress. For young people, some level of anxiety is normal as they grow up and learn to navigate the world. However, it's important that they have the tools to manage feelings of anxiety, and can tell the difference between normal emotions and more severe anxiety which is interfering with their everyday life. The **'Let's talk about anxiety'** animation, and accompanying resources for school staff, will help students aged 11 to 13 to normalise, understand and manage anxious feelings.

Thames Valley Violence Reduction Team has teamed up with Barnardo's to bring you adverse childhood experience awareness courses for free. Please see CPD on the next pages for further details.

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** (3rd Oct 23, 6th Feb 2024, 7th May 24)
- **Managing allegations** (19th Oct 23,18th Jan 24, 25th April 2024, 11th July 2024)
- **Experienced DSL training** (18th Sept 23, 28th Nov 23, 15th Jan 24, 5th Mar 24, 13th May 24)
- **New to role of DSL** (11th Sep 23, 8th Jan 24, 29th April 24, 4th July 24)

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 (31st Jan 24)
- Multi agency Risk Tool for Adults who do not access services (5th March 24)
- Core Groups in Children's Safeguarding (28th Feb 24)
- Case conferences in safeguarding children (16th Nov 23)
- Children's Child Protection Case Conferences
- Coercive Control Awareness – (12th Dec 23)
- Difficult Conversations surrounding Neglect in children's safeguarding (8th Feb 24)

Dates of DSL Networks

Primary DSL Networks (1000 to 1200)
- 20th September 2023
- 10th January 2024
- 24th April 2024

Dates of DSL Networks

Secondary DSL Network (1600 to 1730)
- 21st September 2023
- 11th January 2024
- 25th April 2024

Online Staff Prevent Awareness Training for Education

Prevent awareness sessions for staff. The sessions cover all of the important issues that staff need to know for Prevent (What is Prevent? What is radicalisation? Case study example, Common signs of vulnerability/susceptibility & radicalisation, current threat level & the main risks from terrorism & extremism).

The session is suitable for all education sector organisations but is particularly useful for smaller organisations who may struggle to provide a more detailed Prevent input to smaller staff cohorts. You can use this training for new staff in all education-based organisations or for those staff who need a more detailed insight or update.

Only those staff attending using the MS Teams invite will be able to receive a certificate of attendance (which will be sent out directly a day or two prior to the session).

- **Tuesday 12th September 2023** 10.30am to 12 noon - Online Prevent awareness workshop for staff in the Education sectors Tickets, Tue 12 Sep 2023 at 10:30 | Eventbrite
- **Tuesday 19th September 2023 4**pm to 5.30pm - Online Event Page | Eventbrite
- **Tuesday 17th October 2023** 10.30am to 12 noon - Online Prevent awareness workshop for staff in the Education sectors Tickets, Tue 17 Oct 2023 at 10:30 | Eventbrite
- **Tuesday 18th November 2023** 10.30am to 12 noon - Online Prevent awareness workshop or staff working in the Education sectors Tickets, Tue 21 Nov 2023 at 10:30 | Eventbrite
- **Tuesday 5th December 2023** 10.30am to 12 noon - Online Prevent awareness workshop for staff in the Education sectors | Eventbrite
- **Wednesday 17th January 2024** 4pm to 5.30pm - Online Prevent awareness workshop for staff in the Education sectors Tickets, Wed 17 Jan 2024 at 16:00 | Eventbrite
- **Tuesday 13th February 2024** 10.30am to 12 noon - Online Prevent awareness workshop for staff in the Education sectors Tickets, Tue 13 Feb 2024 at 10:30 | Eventbrite

Prevent Planning Webinar for FE Skills Providers

Below are also links to a **free** webinar session that our team hold each quarter aimed at briefing new providers, those that are less confident in their arrangements or just wish to ensure that they remain compliant with the Prevent Duty

- **Tuesday 18th October 2023** 10.30am to 12 noon – A free webinar event for FE Skills providers subject to the Prevent Duty Tickets, Wed 18 Oct 2023 at 10:30 | Eventbrite
- **Tuesday 16th January 2024** 10.30am to 12 noon – A free webinar event for FE Skills to help to embed the Prevent Duty Tickets, Tue 16 Jan 2024 at 10:30 | Eventbrite

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

TRAUMA INFORMED PRACTICE TRAINING

CPD CERTIFIED
The CPD Certification Service

Level 1 — An Introduction into Adverse Childhood Experiences
The initial level 1 seeks to understand what TIP is, signs and impacts of Trauma.
3.5 Hours including a 15- minute break.

Level 2 — Trauma Informed Practice Training
Level 2 builds on the knowledge of level 1 and the practicalities of being Trauma informed in the workplace.
4 Hours- Including a 30-minute break.

Believe in children
Barnardo's

Thames Valley Violence Reduction Unit

POLICE

LEVEL 1-INTRODUCTION TO ADVERSE CHILDHOOD EXPERIENCES

Monday 4th September
Monday 11th September
Monday 18th September
Monday 25th September

Monday 2nd October
Monday 9th October
Monday 16th October
Monday 23rd October
Monday 30th October

Monday 6th November
Monday 20th November
Monday 11th December
Monday 18th December

https://www.eventbrite.com/e/intr
oduction-into-childhood-
adversity-trauma-awareness-
training--tickets-
694781278507?aff=oddtdtcreator

LEVEL 2- TRAUMA INFORMED PRACTICE TRAINING

Friday 8th September
Friday 15th September
Friday 22nd September
Friday 29th September

Friday 6th October
Friday 13th October
Friday 20th October
Friday 27th October

Friday 3rd November
Friday 10th November
Friday 17th November
Friday 24th November

Friday 8th December
Friday 15th December

https://www.eventbrite.com
/e/694677588367/?keep_tld
=1

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 10ᵗʰ Oct 2023

The **World Health Organisation** recognises World Mental Health Day on 10 October each year.

The theme of 2023's World Mental Health Day, set by the **World Federation for Mental Health**, was '**Mental health is a universal human right**'.

Mental health problems exist in our lives, families, workplaces and communities, affecting everyone. We must do as much as possible to prevent mental ill-health – as individuals and as a society. World Mental Health Day is also a chance to talk about mental health in general, how we need to look after it, and how important it is to talk about things and get help if you are struggling. Our best mental health tips - backed by research | Mental Health Foundation | World Mental Health Day - Mind

Mentally Healthy Schools is a free website for UK primary and secondary schools and further education settings, offering school staff information, advice and practical resources to better understand and promote pupils' mental health and wellbeing.

One in 10 primary school children aged five to 10 has an identifiable mental health condition – that's around three children in every class. Among this age group, boys are twice as likely as girls to have a mental health problem.

The move to secondary school sees an increase in the number of children struggling, with one in seven children aged 11 to 16 having an identifiable mental health condition. However, during these teen years, boys and girls are equally likely to be affected.

Two toolkits - one for primary schools, one for secondary schools & FE settings - full of resources for students and staff for Mental Health Awareness Week 2023 can be found here: Mental Health Awareness Week 2023 toolkit of resources : Mentally Healthy Schools

Anti-Bullying week 13 -17 Nov 2023

Bullying affects millions of young lives. Too often, we are silent when we see bullying take place, silent about the hurt bullying causes, and silent when we hear bullying dismissed as 'just banter'.

It doesn't have to be this way.

[Anti-Bullying Week 2023 theme launch as 'Make A Noise About Bullying' (anti-bullyingalliance.org.uk)](#)

Resources can be accessed at Twinkle here: [2023 Anti-Bullying Week | Resources and Event Info - Twinkl](#)

Anna Freud's **Mentally Healthy Schools** is a free website for all primary, secondary and FE settings across the UK. It offers school staff and parents & carers, information, advice and practical resources to better understand and promote pupils' mental health and wellbeing. [Home : Mentally Healthy Schools](#)

[An evidence-informed toolkit](#) developed by the Early Intervention Foundation and the Anna Freud Centre sets out strategies that all teachers can apply as part of their daily roles to support students' mental health, wellbeing, and behaviour, including the following strategies that help prevent bullying.

Modern Day Slavery - 18th October 2023

This Anti-Slavery Week runs between 17-23 October join us in shining the spotlight on the hidden crime of modern slavery. You can download your free Anti-Slavery Week Digital Pack here: [Anti-Slavery Day 2023 | Slave-Free Alliance (slavefreealliance.org)](#). This year's theme is "**Balancing the S with the E in ESG**", where we explore the discussions of the importance of social issues and respecting both the environmental and social impacts our actions can have. Today, conflict and crisis, like we see in Ukraine and Syria, create modern slavery risks in our workforces. As we make critical traction towards an eco-sustainable future, we need to ensure we consider that the renewable goods we buy are not made by people trapped in forced labour. By reducing the risk and addressing modern slavery in the reaches of our organisations, we are contributing to responsible and sustainable business practices – which are core to sound ESG credentials.

Please contact me if you would like these posters in different languages.

"Cuckooing" is 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 30 potential cases of cuckooing that we know of in Slough, ranging in age from 24 to 75yrs. If you think you know someone who is being exploited in this way, please   ntact 101 or https://www.thamesvalley.police.uk/ro/report/ocr/af/how-to-report-a-crime/ Slough

Domestic Violence – White Ribbon Day 25th November 2023

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.

Hate Crime Awareness Week 9-16 October 2023

We believe most people want to live in peace and harmony with each other. Most people believe hate crime targeted at people because of their **disability, faith or beliefs, gender identity, race or sexual orientation**, or any other **protected characteristic** is repugnant.

#WeStandTogether, **#NoPlaceForHate** and **SafePlaceForAll** because it reflects the journey, we want to take people on - to bring people together, to say no to hate crime and to make our communities safer for everyone in the end.

To report any hate crime please call police on 101. You can find more information here: thamesvalley.police.uk/hidden harm.

You can raise the profile through resources and ideas here: Plan your NationalHCAW

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