



# Spring edition Safeguarding in Education Newsletter Jan – March 2024

Please note the information and links are provided to the relevant documents, which are being updated on an ongoing basis and are subject to change. The guidance shared is focussed on safeguarding themes and is not exhaustive.

## Welcome back!

I hope you are all feeling rested, ready for the 2024 challenges ahead! Although you may have made your own new year resolutions, why not consider encouraging your families to make some new year resolutions too?

2023 showed us there is no sign our reliance on the online world and all things digital is slowing down. We don't expect 2024 to be any different, so let's pledge some new year resolutions to take on tech with a new approach. Let's make 2024 the year of safer online experience for all. This ties in nicely with Safer internet day coming up on 6<sup>th</sup> February 2024 (see page 21).

Resolution 1: We will speak kinder online – There are some fantastic resources here: [What-Are-Your-Words-Worth-1.pdf \(oursaferschools.co.uk\)](#)

Resolution 2: We will have healthier screen time habits.

Resolution 3: We will be cyber secure (links about cybersecurity standards featured in last terms newsletter)

Resolution 4: We will use tech together to learn and explore.

Resolution 5: We will stay in the loop of safeguarding news and alerts.

There is a special feature on sexual abuse and CSE in this edition with some great resources. This coincides with SA/SV awareness week and CSE awareness days this term. There are some excellent guides about being mindful in the language we use about young people on page 10.

Working Together to Safeguard Children, information sharing guidance has been revised. Education is named as a relevant partner. Read more about the changes on page 6.

Don't forget to have your say on how to support children questioning their gender, child on parent abuse and become involved in developing the secondary offer for trauma informed practice here: [More good days in Slough](#)  
Don't forget to the young people involved in the NSPCC Youth Taskforce programme: <https://bit.ly/3RnST5r>

The Safeguarding annual Sec 175 audit analysis is not yet complete as there are a couple of schools I am still waiting on. This will be ready in the coming weeks.

Finally, after an amazing 6 years at SBC. I am moving on....well, initially for a year at least on a full-term secondment. It's been my absolute pleasure and privilege to be the Education Safeguarding Professional, navigating several critical incidents and events with your support and engagement. There is never a dull moment in safeguarding as you all well know!

I've been impressed by the dedication of all the safeguarding leads and pastoral teams in education which still leaves me in awe of the fantastic work you all do every single day! The care, tenacious dedication that is shown on a daily basis cannot be underestimated. You are all amazing and I want to thank you for making my job easier and more importantly keeping the children in Slough Safe!!

I am equally excited about my new venture in Newbury. I will see you all at the next DSL networks in January before I go. My last day in Slough is Friday 26<sup>th</sup> January 2024. This brings an opportunity for anyone who may be interested in undertaking a secondment for 12 months to contact me and express your interest by 10<sup>th</sup> January 2024. I will share details as soon as I have any news. So, it is goodbye for now, but it may not be a forever farewell ....Who knows?? Watch this space!

Slough Children First  
If your concern is regarding the harm of a child or young person, please immediately contact: 01753 875362 and email a MARF to [sloughchildren.referrals@scstrust.co.uk](mailto:sloughchildren.referrals@scstrust.co.uk)

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

Slough LADO: Dawn Lisles  
[LADO@scstrust.co.uk](mailto:LADO@scstrust.co.uk) | 07927 681858 | 01753 690906

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

Prevent National Referral Form;  
[preventreferralslough@thamesvalley.pnn.police.uk](mailto:preventreferralslough@thamesvalley.pnn.police.uk) | 01865 555618  
Lubna Hussain  
[lubna.husain@thamesvalley.pnn.police.uk](mailto:lubna.husain@thamesvalley.pnn.police.uk) | 07973 203091

Prevent Gateway Team – E-mail:  
[PreventGateway@thamesvalley.police.uk](mailto:PreventGateway@thamesvalley.police.uk) Tel.no: 01865 555618

Egress password resets  
Egress [Egress@slough.gov.uk](mailto:Egress@slough.gov.uk)



# Local Slough updates

## Slough Children First

MASH – as many of you are aware Charmaine Murphy left SCF MASH in November. The MASH number remains the same 01753 875362. The new MASH manager is Naomi Roberts- 01753 690857 [naomi.roberts@sloughchildrenfirst.co.uk](mailto:naomi.roberts@sloughchildrenfirst.co.uk)

Since the summer, the Reviewing Service have been holding all ICPCs in-person, with some hybrid meetings at Observatory House. 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.

They have attempted to book RCPC's outside of the school holiday they will always check with schools before booking. Please ensure you share your holiday periods with the service in enough time. ICPC's are more difficult to plan ahead.

## Early Help

The Early Help Strategy was presented last term. This term, some changes have been made to the structure of the team. There has been a separation between the Exploitation team and the Youth Justice team, and the team has been relocated to Early Help under Donna Briggs. Several contextual safeguarding meetings have been established to monitor risk according to severity (high, medium and low risk). Schools and education providers will be involved in these discussions and planning. Below is a description of each meeting. Additionally, this move will provide a framework for the work of the Serious Youth Violence (SYV).

Here about the changes at the DSL Networks next week.

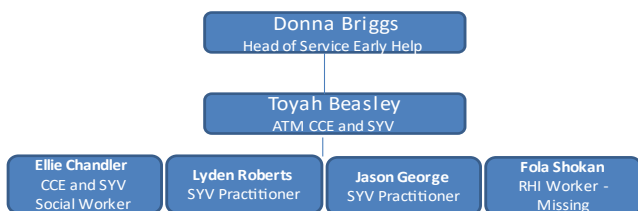
## Recent changes to EYJS



The Exploitation and Youth Justice Service have been separated into different teams

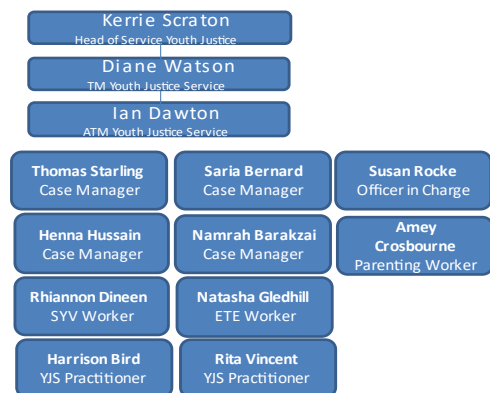
### Exploitation Team

- Criminal Exploitation
- Serious Youth Violence Prevention

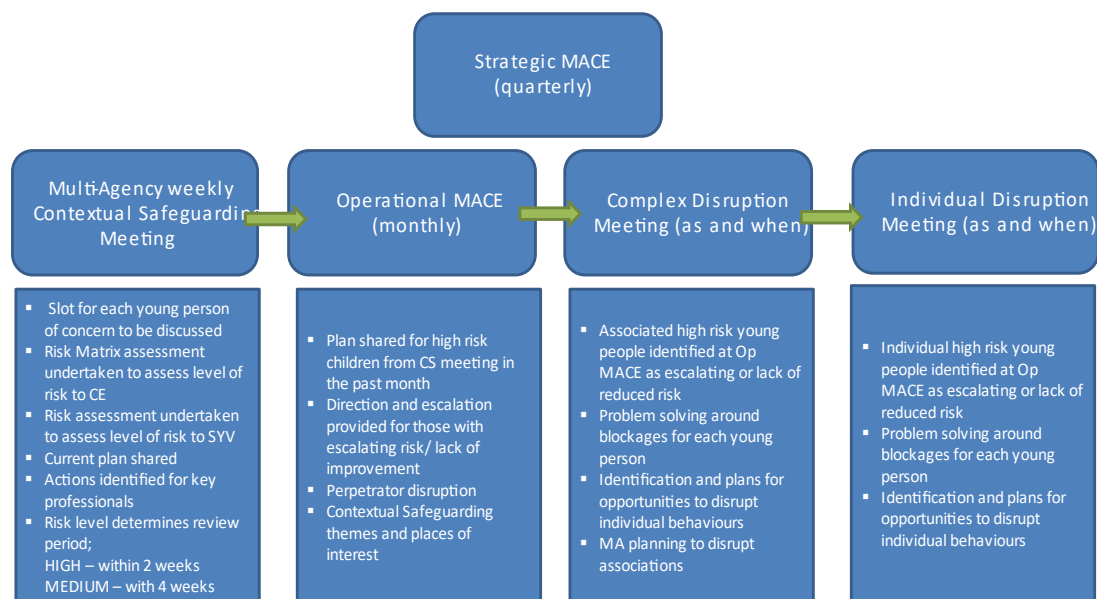


### Youth Justice Service

- Previously known as 'YOT'



# Multi-agency CS Meetings



## Opportunities for further improvements



- Team Around the School Approach – multi-agency input to help to address challenges faced by cohorts of children with termly planning sessions
- Co-ordination of youth support linked with schools and neighbourhoods
- Local authority, children’s services and schools to agree on safeguarding curriculum that is delivered across all schools in Slough. Identify what the main areas of concern are and then how to address them in each year group via lessons, guest speakers, parental workshops, staff CPD etc.
- Improved intel sharing between professionals and TVP (2 -way)
- Half-Termly Teams forms to all school DSLs – who are the students of concern? What have school done to support? Who are their peers? What could be potential risks?
- TAC meetings and multi -agency plans for those at risk of either being a victim or perpetrator of serious youth violence as a preventative measure? Could this potentially act as a safety net for those that don’t meet threshold / we have limited tangible evidence.

In October, Helen Buckland took on the job of **Refugee and Asylum Seeker Lead** for SBC. She will act as SBC’s subject matter expert, providing leadership to the Council’s response to the Asylum Dispersal, Ukraine and Afghan refugee programmes. The role will develop and coordinate processes to ensure that those who are accommodated in Slough receive appropriate support and services and that strong connections are made with partners and communities. If you have children at your school who fall under any of the three programmes and you have any ideas or views about what we can do to support those children and their families, please feel free to contact [Helen.buckland@slough.gov.uk](mailto:Helen.buckland@slough.gov.uk) Please note, all usual processes should still be followed if you have a concern about the safety or well-being of an individual child.



# How we will manage Ofsted complaints

Slough Borough Council are changing how we respond to Ofsted complaints. We will grade the complaints based on the content of the complaint and impact on the pupil. The complaints guidance provides a protocol in order to institute the correct level of investigation and to ensure that all necessary steps have been taken by the Local Authority and other providers to reduce or remove the probability of this or a similar incident re-occurring.



Growing a place of opportunity and ambition

The management and investigation of safeguarding complaints by the Local Authority



Policy Owner:	Jehinde Matharu – Education Safeguarding Professional
Policy date:	01.12.2023
Revised date:	01.12.2023
Version control:	
Policy agreed and certified by:	Slough KCSIE sub group

## If an Ofsted complaint has been raised

The first thing is not to panic. Often individuals will reach out to Ofsted when they are unhappy about an aspect of school life. This doesn't mean that you or your school have done anything wrong, and the process can often act as a catalyst for positive change.

## How can my school minimise complaints?

We have found through experience that the best way to ensure Ofsted are only contacted as a last resort is to have a clear and well sign-posted school complaints process. Ensuring that your complaints policy is up to date, on the school website and easy for parents/carers to navigate makes a huge difference. Have a look at your complaints process through a parents/care givers eyes, is it simple and straightforward or would a parent/carer find contacting Ofsted easier? This includes clear signposting to the Chair of governors as your stage 3 procedure.

## What is the purpose/outcome, and will it affect an Ofsted inspection?

The purpose of the LA investigation is to provide:

- A formal record of the investigation process
- A means of sharing the learning anonymously
- Prevent or reduce repeat incidents

The Education Safeguarding Professional will write a short report with recommendations and key strategies that can be shared with you to improve best practice. The report will be sent back to the Local Authority who will respond to Ofsted usually within the 21 school days deadline.

Complaints do form part of Ofsted's 'picture' of a school and a high number of complaints that identify shortfalls within a school could raise a red flag. However, the majority of complaints schools do not fall within this bracket.

## Why are you telling me this?

We recognise that school leaders are under a great amount of pressure at the moment and an Ofsted complaint can add to your stress levels. All complaints should be dealt with in accordance with your school's complaints policy and we want to reassure you that just because a complaint has come via Ofsted, it is not a cause for unnecessary alarm. It should be seen as an opportunity to gain more external support for your school to resolve the complaint.

## Order of managing a complaint

1. Ofsted alerts LA to complaint against school
2. The Education Safeguarding Professional contacts school on behalf of LA.
3. Details of case established in partnership with school.
4. Report produced. Feedback to school and LA
5. LA feedback to Ofsted
- 6.

## Common complaint themes include:

1. Bullying or perceived bullying
2. Provision for SEND pupils.
3. Poor communication or engagement with parents/carers
4. Lack of contact details for Chair of Governors



# Safeguarding Partnership Updates



## Working Together to Safeguard Children 2023

A guide to multi-agency working to help, protect and promote the welfare of children

December 2023

## Working Together to Safeguard Children 2023

The Department for Education (DfE) published a new edition of its statutory guidance Working together to safeguard children on 15<sup>th</sup> December 2023.

This 2023 edition replaces Working together to safeguard children 2018, which underwent a limited factual update in 2020.

The guidance outlines what organisations and agencies must and should do to help, protect and promote the welfare of all children and young people under the age of 18 in England.

[Working Together to Safeguard children 2023](#) | [Working Together 2023 summary](#) |

This NSPCC briefing highlights the key updates introduced in Working together to safeguard children 2023: a guide to multi-agency working to help, protect and promote the welfare of children, including around: multi-agency expectations for all practitioners, working with parents and families, the roles and responsibilities of safeguarding partners, the role of education and childcare providers, multi-agency practice standards, support for disabled children, and tackling harm outside the home.



- multi-agency expectations for all practitioners
- working with parents and families
- clarifying the roles and responsibilities of safeguarding partners
- the role of education and childcare providers
- multi-agency practice standards
- support for disabled children
- tackling harm that occurs outside the home (extra familiar harms).

[NSPCC Working together to safeguard children 2023 Summary](#)

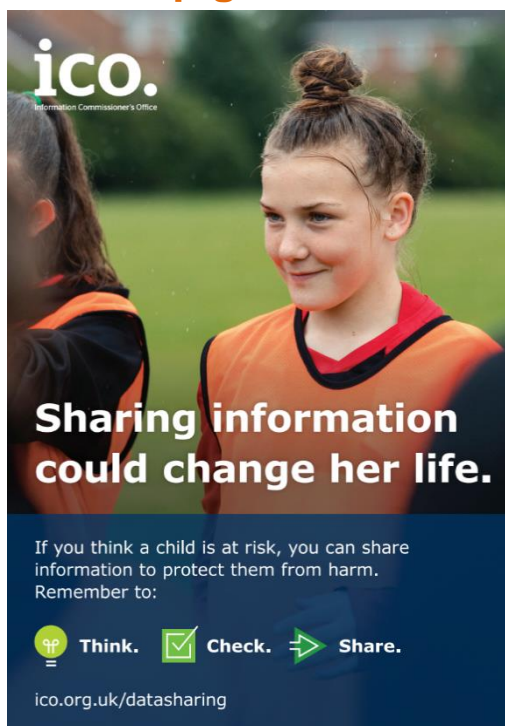
The updated WT guidance identifies schools, colleges, and education providers as "relevant partners" within local safeguarding partnerships (LSPs).

- It is recommended that LSPs have a representative from the education sector present at strategic discussions.
- It is expected that all local education and childcare providers working with children up to the age of 18 will be included in local arrangements.
- Safeguarding professionals should work closely with education and childcare settings to share information, identify and understand risks of harm, and ensure children and families receive timely support.

The **Safe in Slough Executive group** will consider this guidance at a planned meet in January and will publish a response. This document will inform the strategic plan and priorities for safeguarding children in 24-25 which will be developed in consultation with partners, agreed at a planned summit in March 24 and published in April 2024.



## A 10-step guide to sharing information to safeguard children.



The Information Commissioner's Office has published these 10 steps in September 2023 in-line with [Information sharing advice for safeguarding practitioners](#)

- Step 1: Be clear about how data protection can help you share information to safeguard a child.
- Step 2: Identify your objective for sharing information, and share the information you need to, in order to safeguard a child.
- Step 3: Develop clear and secure policies and systems for sharing information.
- Step 4: Be clear about transparency and individual rights.
- Step 5: Assess the risks and share as needed.
- Step 6: Enter into a data sharing agreement.
- Step 7: Follow the data protection principles.
- Step 8: Share information using the right lawful basis.
- Step 9: Share information in an emergency.
- Step 10: Read our data sharing code of practice.

## Kinship Care Strategy launched.

Thousands of kinship carers are set to be better supported as the government on the 15 December 2023 launches the first ever national kinship care strategy, '[Championing Kinship Care](#)'. The strategy shines a spotlight on the incredible kinship carers - grandparents, aunts, uncles, siblings and wider family networks - that provide loving homes to children who cannot live with their parents, and who will now receive greater financial stability and support from local authorities and schools.

It will also expand the role of virtual school heads – education champions within local authorities – to cover kinship care. They will ensure that the education of children in kinship care is prioritised, so they go on to have bright futures.

The new kinship strategy and extra foster care funding are part of a suite of initiatives, which meet commitments set out in the ambitious children's social care strategy, '[Stable Homes, Built on Love](#)', published earlier this year. The Virtual School Head Cherie Sears will provide more information shortly. [Cherie.sears@slough.gov.uk](mailto:Cherie.sears@slough.gov.uk)

## Gender Questioning Children: new draft guidance for schools.

Draft guidance has been issued and the DfE are running a 12-week consultation (closing on 12th March 2024) to enable schools, colleges and parents to share their feedback. [DfE Gender Questioning Children](#)

Excerpt taken from The Education Hub: 'In recent years, an increasing number of children have been questioning their gender. This is why we have published new guidance for teachers on how best to support these students in schools and colleges.'

In England, children can't obtain a Gender Recognition Certificate so their legal sex will always be the same as their biological sex. There is also no general duty that says schools and colleges must support a child to take steps that are part of 'social transition' – such as agreeing to change their name or pronouns.

This guidance is clear that schools and colleges have a duty to safeguard and promote the welfare of all children, which means that a cautious approach should be taken when responding to requests to social transition. Schools and colleges should create an environment that is respectful of all beliefs. This means no one should be expected to use preferred pronouns and they should not be sanctioned for making honest mistakes. In all cases, bullying must not be tolerated.'



# Sexual Abuse feature

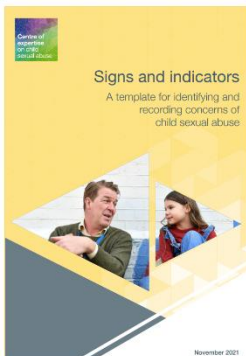
## Key messages from research on intra-familial child sexual abuse



Children face many barriers in speaking about intra-familial child sexual abuse, so professionals need the knowledge and understanding to recognise sexual abuse in family settings and respond confidently. The paper [Intra-familial child sexual abuse | CSA Centre](#) is designed to help, providing a succinct overview of the latest evidence to help inform those working with children, victims/survivors and their families.

One difficulty in estimating prevalence is that so much sexual abuse remains unidentified: in the 2019 Crime Survey for England and Wales, 64% of respondents who had experienced rape or penetrative sexual abuse by a parent, step-parent or guardian said they had not told anyone at the time, and it has been estimated that only **one in eight victims** of child sexual abuse in the family environment comes to the attention of statutory authorities. It is therefore crucial that professionals and other responsible adults can spot the signs of possible abuse and take appropriate action. The CSA Centre's [Key Messages from Research on Identifying and Responding to Disclosures of Child Sexual Abuse](#) covers this subject in detail.

There are many barriers to children sharing their experiences of sexual abuse and it simply isn't likely that a child will feel able to tell professionals directly what is happening or recognise that what is happening to them is abuse. Instead, children may show other emotional, behavioural and physical signs.



All professionals need the knowledge, skills and confidence to recognise when children might be showing them that something is wrong and understand the potential indicators of sexually abusive behaviour in those who may be abusing them. There are also factors within the family or environment which can increase opportunities for abuse to occur, so a professional understanding of these is also really important in order to reduce risks and build strengths. This [Signs-and-Indicators-Template](#) is designed to provide a common language amongst professionals to discuss, record and share concerns that a child is being, or has been, sexually abused.

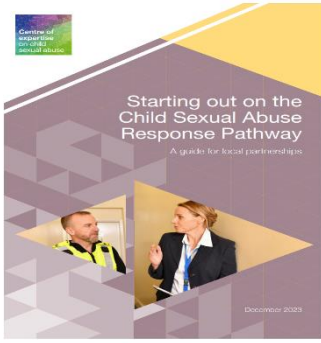
### Child protection responses

Child protection responses to intra-familial abuse have been affected by changing trends in priorities, with some forms of abuse slipping down the agenda as local authorities and partner agencies have focused specifically on child sexual exploitation or prioritised other issues such as the impact on children of domestic violence or criminal exploitation. Low levels of identification of intra-familial child sexual abuse may also reflect professional and organisational anxieties about sexual abuse in the family: how rare and difficult it is for children to speak of what is happening to them, poor professional understanding of denial and retraction, and the difficulty of finding ways of protecting children in a complex family context. All of these factors can engender feelings of professional helplessness.

A joint targeted area inspection of the multi-agency response to child sexual abuse in the family environment identified numerous shortcomings in responses. These included:

- professionals lacking the training and knowledge they need to identify and protect children.
- practice in this area being too police-led and insufficiently child-centred.
- a lack of priority given to intra-familial child sexual abuse, and systems developed for dealing with child sexual exploitation not being applied in the context of abuse in the family environment.
- professionals relying too heavily on children to disclose abuse verbally.
- unrealistic expectations of mothers' abilities to protect their children with minimal support.

Improvement requires confident professionals who are able to undertake direct work with children, and a child protection system which is supportive rather than bureaucratic and target-centred.



An interactive online resource to guide professionals through how they can protect and support children and their families when there are concerns of sexual abuse.

The [Starting out on the Child Sexual Abuse Response Pathway](#) sets out how to respond to concerns of child sexual abuse at key points: from first concerns and early help safeguarding through to child protection and criminal justice responses. Throughout, it focuses on meeting the needs of children and their families.

**It doesn't just tell professionals what to do, it helps them understand how to do it.**

## IWF – recent study into Artificial Intelligence and sexual abuse

The Internet Watch foundation have released a new report looking at AI generated child sexual abuse: The study focused on a single dark web forum dedicated to child sexual abuse imagery and, over the course of a single month, found:

- 11,108 AI images which had been shared on a dark web child abuse forum.
- Of these, 2,978 were confirmed as images which breach UK law – meaning they depicted child sexual abuse.
- Of these images, 2,562 were so realistic, the law would need to treat them the same as if they had been real abuse images.
- More than half (1,372) of these images depicted primary school-aged children (seven to 10 years old).

Read the full report here: [AI-Generated Child Abuse Sexual Imagery Threatens to “Overwhelm” Internet](#)

## Dealing with concerns about known sex offenders who are parents of children attending the school.

'When people are convicted of specified sexual offences, they will be required to notify police in relation to various aspects of their life for a specific period of time. Anyone on the Sex Offenders Register will have a Police MOSOVO (Management of Sexual and Violent Offenders) officer who will be aware of their restrictions and requirements. The period of time that someone is on the register varies depending on the length of sentence. Individuals convicted of a sexual offence will usually be made subject to [notification requirements: the Sex Offenders' Register](#) (SOR). Whilst on the register the individual must notify the police within three days if they change their name, address or bank account or plan to travel abroad. They must also notify the police if they start regularly staying at another address or if they begin living with a child.

Many people convicted of Sexual Offences will also have something called a Sexual Harm Prevention Order (SHPO) which prevents people from doing certain activities or being in certain places. These are normally written at the time of sentence and are relevant to the individuals offence type and risk.

It is important to remember that just because someone has a sexual conviction it does not mean that they pose a risk to all children. Some people's sexual convictions could be towards adults for example. If you are concerned that a child might be in immediate danger because of contact with a sex offender or you are unclear about someone's specific conditions and are worried about someone possibly breaching a condition, you should always call the Police.

## Managing risk and trauma after online sexual offending

The CSA Centre worked with [Children & Young People Now](#) to produce a 4-page feature with the [Lucy Faithful Foundation](#) highlighting how professionals can support families, when a parent or carer has accessed child sexual abuse material. The feature (also available online below) combines advice from our free [Managing risk and trauma guide](#) with real life accounts, professional experiences and what the latest data shows.





# The online world



The Online Safety Act received Royal Assent on 26<sup>th</sup> October, heralding a new era of internet safety and choice by placing world-first legal duties on social media platforms.

The new laws take a zero-tolerance approach to protecting children from online harm, while empowering adults with more choices over what they see online.

The Act places legal responsibility on tech companies to prevent and rapidly remove illegal content, like terrorism and revenge pornography. They will also

have to stop children seeing material that is harmful to them such as bullying, content promoting self-harm and eating disorders, and pornography. [Online Bill](#)



Remember to promote the report harmful content button in schools and in your desktops here:

[Report Harmful Content - UK Safer Internet Centre](#) | [Downloads and Resources](#) ([reportharmfulcontent.com](http://reportharmfulcontent.com))



## Online Safety Youth Taskforce

The NSPCC are working with young people on improving online safety. They are looking to recruit a taskforce of young people to have a voice on safety in the online world. This work will potentially involve talking with industry leaders in the online world, influencing laws and regulation, as well as looking at solutions to current harmful trends online. They are looking for passionate 13–16-year-olds to apply for our Online Safety Youth Taskforce. This is an opportunity for young people to meet decision-makers, influence policies, and share their thoughts and opinions on how to help make the online world a safer, happier place.

Apply here – applications close **12th January 2024**: <https://bit.ly/3RnST5r>

The latest report by [SWGfL](#) (as part of their work for the UK Safer Internet centre) has unveiled that more than one-third of schools in England are falling short in providing effective staff training, despite it being a statutory requirement. As seen from previous years, the data outlines the persistent issue of inadequate staff training within educational institutions, with a staggering 45% of them also lacking Governor training.

### ONLINE SAFETY IN SCHOOLS England

www.swgfl.org.uk\360report2023

over **14,500** Schools

no staff training in **33%** of schools

no governor training in **45%** of schools

**Strengths**

- Filtering
- Monitoring
- Acceptable Use
- Online Safety Policy
- Digital and Video Images

**Weakness**

- Staff Training
- Contribution of young people
- Online Safety Group
- Governor Training
- Impact of the online safety
- Agency engagement

**2023**

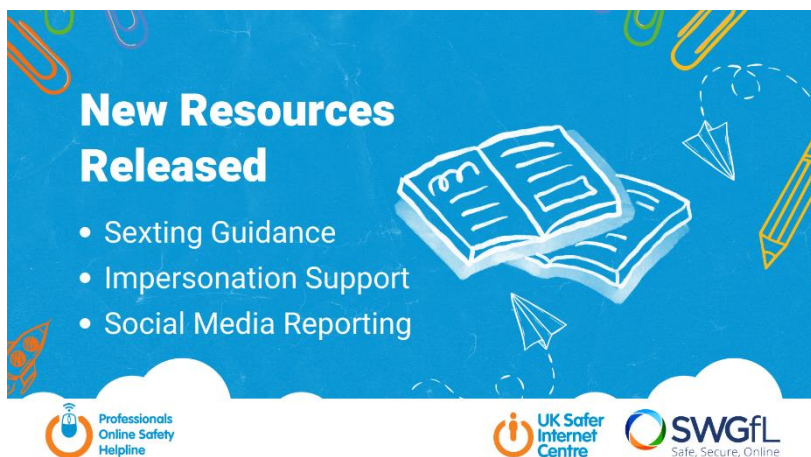
Analysis of the data from the 14,508 English schools using the 360 degree safe self review tool presents a unique picture of online safety policy and practice.

Last term I shared the Department for Education updated its guidance March 2023 [Filtering and monitoring standards for schools and colleges](#). 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.



IWF experts have reported a steep increase in reports of children being blackmailed to share sexual images of themselves by abusers, a practice also known as sextortion. In the first half of 2023, the IWF has received more reports of suspected sextortion cases (191) than in the whole of 2022 (30) and has been able to act upon 257% more confirmed reports of criminal content than in 2022. Read more here: [IWF analysts report rise in sexual extortion cases of boys](#)

## New resources available from the Professionals Online Safety Helpline



The Professionals Online Safety Helpline has introduced new resources to aid educators and professionals working with young people. These resources aim to support common queries the Helpline receives, including how to report on social media, impersonation, and sexting advice. [New resources available from the Professionals Online Safety Helpline - UK Safer Internet Centre](#)

## Social Media Guidance for New

### Teachers - SWGfL

Social media, although a potential danger in many ways, does have some helpful aspects. After all, if it didn't it would be so popular in modern society. It is almost certain that its utility in schools for productive purposes will one day be as expansive as it is in the business sector. As a result, some educational professionals may wish to get ahead of the curve on this matter. But where to start? How to utilize its good aspects without creating unnecessary vulnerability windows for your educational establishment. To answer these questions and many more the South-West Grid for Learning (SWGfL), has published a page on their site about how to use social media in a constructive way, in your educational establishment.

If interested please follow the link [-social-media-advice-for-teachers](#)

**Cyber Survey 2023** is now underway. The survey has been run since 2008 and is aimed at giving educational professionals, an insight into the online lives of young people. The survey has resulted in previous years, in the production of research papers and policy reports. The survey is free for schools to take part in. You can find out more about the survey, and read recent reports emanating from the survey by following the link below:

<https://www.thecybersurvey.co.uk/>



# Language Matters



When talking about children and exploitation, language matters. It can be the difference between a child being properly safeguarded or put at further risk of exploitation.

The document can inform and help frame discussions during child protection and multiagency meetings, or other settings where professionals are discussing children and young people who are at risk of or subjected to exploitation. This guidance will influence both the direct practice of professionals who are responding to children subjected to exploitation as well as wider organisational culture across safeguarding partnerships.

It is imperative that appropriate terminology is used when discussing children and young people who have been exploited, or are at risk of exploitation. Language implying that the child or young person is complicit in any way, or responsible for the crimes that have happened or may happen to them, must be avoided. Language should reflect the presence of coercion and the lack of control young people have in abusive or exploitative situations, and must recognise the severity of the impact exploitation has on the child or young

person. Victim-blaming language may reinforce messages from perpetrators around shame and guilt. This in turn may prevent the child or young person from disclosing their abuse, through fear of being blamed by professionals. When victim-blaming language is used amongst professionals, there is a risk of normalising and minimising the child's experience, resulting in a lack of appropriate response.

[Child Exploitation Language Guide | The Children's Society \(childrenssociety.org.uk\)](https://www.childrenssociety.org.uk/what-we-do/our-services/child-exploitation-language-guide)



## Why language matters: how the label 'older boyfriend' can mask child sexual exploitation.

The teenage years can be a time of big changes, confusion, experimentation, and growing independence. It's also a time when some teenagers

start being interested in romantic and sexual relationships. [Why language matters: how the label 'older boyfriend' can mask child sexual exploitation | NSPCC Learning](https://www.nspcc.org.uk/learn/why-language-matters-how-the-label-older-boyfriend-can-mask-child-sexual-exploitation/)

### Key points to take away.

- The term 'older boyfriend' risks misrepresenting an exploitative relationship as a healthy one.
- Question when a child or young person describes someone as their 'boyfriend' when there is an age gap, or other power imbalance. When talking to other professionals about the relationship use language which clearly and accurately describes any safeguarding concerns.
- Recognise that children and young people may not engage with professionals because they may see the exploitative relationship as a loving one. Make sure you avoid using language which reinforces this perception.



## Why language matters: why you should avoid the acronym 'LAC' when talking about children in care.

How we use language changes over time, and we will not always get it right. The key is in self-reflection and understanding that language matters; it shapes perceptions, attitudes, and ultimately, the quality of care and support provided to children.

Avoiding the use of LAC, and other terms identified by children in care as problematic, in favour of positive and child-centric language can help reshape perceptions and attitudes.

### Key points to take away:

- Using the acronym 'LAC' to describe children is depersonalising.
- Labels play an important part in 'othering' children in care, positioning them as different from non-care experienced children. They can exacerbate low self-esteem and make children feel stigmatised.
- When children feel ignored and not listened to this creates a barrier to disclosure.
- Professionals need to challenge the use of such language and help children find their voice.

### [Not using 'LAC' to refer to looked after children in care | NSPCC Learning](#)

The Family Justice Young People's Board has also produced an infographic, **Mind your language!** It touches on victim blaming language. They have compiled a list of words and phrases that they often hear during family law proceedings. They want to encourage all professionals to stop using these and to think about the ways in which they speak to children and young people and how they refer to them in their reports, on file and to other professionals.

**Mind Your Language!**

Members of the Family Justice Young People Board have compiled a list of words and phrases that they often hear during family law proceedings. They want to encourage all professionals to stop using these and to think about the ways in which they speak to children and young people and how they refer to them in their reports, on file and to other professionals.

**Orders:** Child Arrangements Orders; Prohibited Steps Orders; Secure Order and court terminology is very confusing. I may not understand what an order is or what it means. Talk to me and make sure I understand what decisions have been made about my life and write clearly about them in my file and how it will affect me. Also **16.4s, 57, 531 etc.** What do these numbers mean to me?

My **diversity** is part of me and it allows me to express who I am and the things that are important to me. I want you to talk to me and explore my diversity. Talk and write about my diversity in the way I have described to you. Do not write on my file or on report no '**diversity issues**'.

It is really common to talk about **court hearings** with their titles or acronyms such as: FHDRA, DRA, and IRH. I do not know what these are, why they need to take place, who will be there and what the possible outcomes maybe. Please think about this when talking to me, make sure I understand that a court hearing is, what the outcome is likely to be and how this will affect me.

I am not a **CASE** or a **number**. I am a person, so please don't talk about how many cases you have or about your case plan. Talk about how many children and young people you are helping.

A **connected child** usually refers to my brothers or sisters. They are not connected. They are my family. Also don't use the word **SIBLINGS**. Say brothers and sisters because this is how I refer to them.

I am not a **subject child** or an object. I would like to be referred to by my name. The proceedings are about my life. The only thing worse than being referred to as a subject child is a **non-subject child**. Please think about how you talk about the people involved in family law proceedings.

**Kids** – we are not goats, but children and young people. Think about how you use the word 'kid(s)'. It can feel patronising.

My wishes and feelings are not **fantasy** but rather my hopes for my future. So please don't talk about or write about me as if I live in a fantasy world.

Rather than talk or write about my **split family** because this feels negative or a **blended family** as this can feel confusing, just explain what this means for me.

I will want to know when I can spend time with my parents/carers and family members. The term **Shared care** feels strange and as though I need 'care'. Just explain to me when I spend time with my family.

**Third party or parties.** What does this even mean to me? Please refer to them by name.

Me and my family are not **service users**. This sounds too formal and unconnected. We are a family and I am a child

**Looked After Child (LAC).** This makes me feel patronised and as though I am different. I am a child like any other. Please don't label me.

I am not a problem or a **problem child**, but I may be faced with problems and challenges that make me react in a way that is difficult to others. Think about how the label 'Problem Child' will affect me.

**CIAF, ISO, ICO, CYP** Any sort of acronyms in my notes is confusing. I am not sure what they mean, and I don't understand how they are important to me. Write or say them in full and give me an explanation.

**Beyond parental control.** This is very upsetting to hear and to read about. It makes me feel that I have no hope or that there is no way to change or make things better. Think about how you describe me. What will I think about myself in later years if I read this?

**Section 7, Section 47, Section 37.** Please can you make sure that I understand why you need to write a report about my life and current situation, who the report will be shared with and I will want to share with you my thoughts too.

I do not have **behaviour issues**, but rather you have observed some aspect to the way that I respond to things can be challenging. Write or talk about what you have observed and the possible causes. Put yourself in my shoes. How would you react? Is my reaction a fair response to my situation?

**Access, and contact** suggests that I need permission. Who gives the permission? What happens if they say no? Also, what are my rights? Instead talk or write about me '**spending time with**' a member of my family.

**REMEMBER**

To **Mind Your Language** when you speak to me, about me or write about me. **Correct others if they don't consider the language that they use.**

## Victim blaming language.

**DON'T** use language implying that the child or young person is responsible in any way for abuse and crime that they are subjected to. A child cannot consent to their own exploitation.

Victim-blaming language can reinforce the shame and guilt that perpetrators make their victims feel when trying to control them. It can also strengthen emotional bonds between victims and perpetrators. It creates a mind-set in which both exploiter and exploited are blameworthy and united as 'part of a team'.

It can further create barriers between professionals and young people as it may lead to a young person thinking they will not be believed or supported if they share their experience of abuse. This message is often reinforced by exploiters who will try and distance the young person from safeguarding professionals and positive influences.



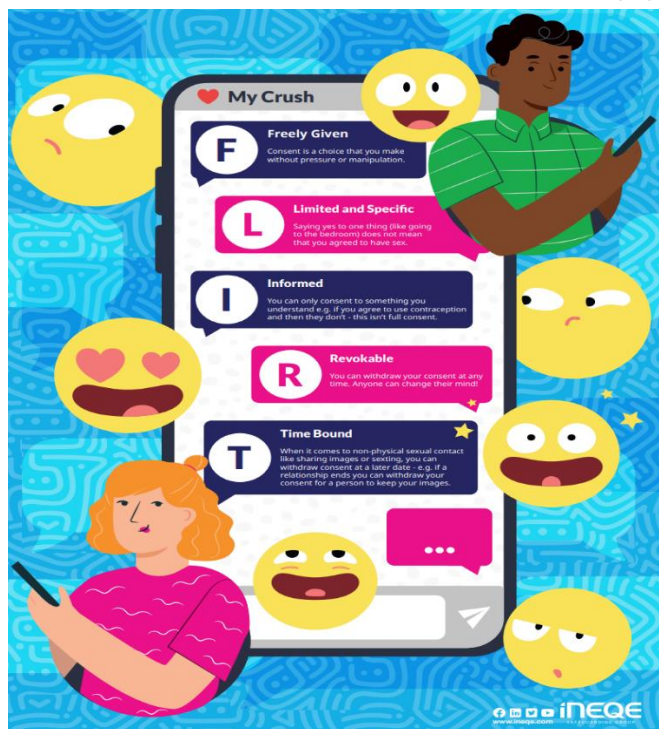
Challenging victim blaming language and behaviours when dealing with the online experiences of children and young people

UK Council for Internet Safety

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. 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](#)

## Consent

In today's rapidly evolving world, young individuals face a multitude of challenges in navigating relationships. It is crucial the adults in their life equip them with the knowledge and skills necessary to **establish and respect boundaries**.



Understanding sexual consent goes beyond a simple "yes" or "no." It encompasses the ability to give consent freely and willingly, without any form of coercion, pressure, or manipulation. Consent should be enthusiastic, informed, and ongoing, ensuring that both parties are fully aware and engaged in the experience.

Unfortunately, misconceptions and misunderstandings about consent persist among young people, leading to harmful consequences. This is why education and open dialogue are paramount. By fostering discussions around consent, we can empower young individuals to recognise and assert their boundaries, while also promoting respect for the boundaries of others.

The INEQE Safeguarding Group, has developed a framework designed to help young people understand what consent is, and what's involved. The acronym is called **FLIRT**.

Safeguarding issues are rarely standalone events and, with countless opportunities for perpetrators to come into contact with children and young people, it's crucial that all staff are keep up to date. TES have produced a guide outlining the **seven key concerns everyone should be aware of right now, including child sexual abuse material, child-on-child sexual violence, adverse childhood experiences, domestic abuse, mental health and trauma informed practice.** [DS83160 7 Key safeguarding concerns.pdf \(tes.com\)](#)



**7 key safeguarding concerns for schools right now**







# Domestic Abuse



## Operation Encompass:

- Please can all schools ensure the safeguarding contact details are up to date with Operation Encompass. You can check by emailing here: [ENCompass@thamesvalley.police.uk](mailto:ENCompass@thamesvalley.police.uk) Please check that you have updated your training and have provided the required secure email address to enable you to continue to receive Operation Encompass (OE) emails. . It can be accessed here: [Online Key Adult Training : Operation Encompass](#) Please confirmation of completion of this training (certificate) and we will update our systems and provide you with the OP Encompass password used to access notifications. There is also a module about children with other vulnerabilities and children who are Missing from Home or Care.

You **must** be an Operation Encompass registered school to set up the information sharing process. If you are not or you need to refresh, please go to [www.operationencompass.org](http://www.operationencompass.org) which will take you through everything you need to do to become registered.

There are some key points:

- The email address that you provide to OE must be a secure email address i.e., restricted access. Secretarial or admin addresses are not secure and OE information will not be sent to these due to the sensitive nature of the communication. The @dsl and @head emails are acceptable but you must confirm that more than 1 person has access and that those persons are OE trained.
- That it is not a personal member of staff work email address. For some schools, this will mean contacting the email provider and creating a new email address with designated access.
- Operation Encompass is the sharing of police information to you about a child that has experienced a domestic violence incident, not general information regarding child protection issues, if you have concerns about a child, you must still follow your normal safeguarding processes.
- An OE school must have updated their website and informed parents that they are an OE school and what that means. See [www.operationencompass.org](http://www.operationencompass.org) for more information.
- For FREE advice from an Educational or Clinical Psychologist about how best to support them, call the **Operation Encompass Professionals' National Advice and Guidance line on 0204 513 9990**. Monday to Friday, 8am-1pm.

There are additional resources to understand children's behaviour and how to manage these here: [Resources for schools : Operation Encompass](#). They have produced 3 videos to provide age-appropriate support through early years, KS1/ KS2 and KS3 support.

## Defining child to parent abuse consultation from the Home Office

The Home Office have launched a consultation which seeks views on both the headline terminology for, and descriptors of, Child to Parent Abuse (CPA) which will together make up the definition. The definition will be agreed first then used as the basis for the guidance for frontline professionals which will follow.

The guidance will provide an opportunity to provide further detail on the definition and consider some of the complex issues surrounding this type of abuse, for example the challenges faced by a child or their special educational needs or disabilities (SEND).

To take part, please visit [Defining child to parent abuse - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

This consultation will be open for 10 weeks, closing on 7 February 2024 at 23:55.  
[CPAConsultation@homeoffice.gov.uk](mailto:CPAConsultation@homeoffice.gov.uk)



# Local projects/updates

## The Youth Endowment Fund (YEF) | 'More Good Days in Slough'

There was a consensus from the secondary headteachers that the YEF controlled trial was too resource intensive and too late in the school planning process. Your feedback indicated it was definitely worthwhile investing but needed to be a model that worked for schools.

Taking this into account, we have worked with the provider KCA to remodel the offer so secondary schools can benefit from trauma informed practices. It would be hugely appreciated if you can complete the 10-minute survey to help us design the programme to serve your needs and align with your existing planning for the year. The survey can be accessed here: <https://www.surveymonkey.com/r/FXXNB8L> It is open until **12th January 2024**.

**PHSE Networks** PHSE Networks have been reinstated. We are working to support curriculum around safeguarding and key safety messages and helping children and young people to make informed choices and avoid risky behaviours. We will be recruiting for a Health and Wellbeing Officer in January 2024 for 18 months to support the PHSE network and strengthen the Public Health links into schools.

The **Primary PHSE Network** will be run by Mark Ashfield on the dates below: 24th January 2024 | 27th March 2024 | 1st May 2024 | 3rd July 2024

All are a 1.30 pm start, and Mark will send out detailed information before each meeting. If you wish to be included, please contact Mark Ashfield [mark.ashfield@engagelime.com](mailto:mark.ashfield@engagelime.com)

The **Secondary PHSE Network** is currently supported by Nadine Barrett. The next session is both online on the dates below: Mon 22<sup>nd</sup> Jan 2024 2-3.30pm | Mon 17<sup>th</sup> June 2-3.30pm

You can contact [Nadine.Barrett@slough.gov.uk](mailto:Nadine.Barrett@slough.gov.uk) to become involved.

**Become a Spectrum Young Governor**

We're looking for 5 young people aged 16-21 to form the board of Young Governors for Spectrum, our new youth led LGBTQ+ social support group and professional training program.

The Spectrum Young Governors will help to shape the group, plan its activities and keep us on track, ensuring we're truly responding to the voice of LGBTQ+ young people.

Meetings are held once every two months and there is an expectation to attend all meetings.

In exchange for your passion and commitment you will gain valuable experience, complete specific training and get a £30 voucher for every Spectrum Young Governor Board meeting you attend.

**Apply by 03/01/2024**

Help keep us youth led!

For more information and to apply for a position visit the QR code or click here

**BRIGHTER FUTURES TOGETHER** | **YES YOUTH ENGAGEMENT SLOUGH**

Brighter Futures is launching an exciting **LGBTQ+ project** in Slough in time for LGBTQ+ Month in February. Anna Freud has some great resources here: [Pride Month toolkit : Mentally Healthy Schools](#)

The project will include a:

- universal social support group for young people (starting in Feb)
- Subsidised LGBTQ+ Awareness and LGBTQ+ Mental Health Training for the wider CYP workforce (delivered in partnership with Sussex Partnership NHS Foundation Trust (by a clinician with lived experience)
- Setting up a network of Youth Governors who will help oversee and support the project (and are paid for their time)

**THE YOUTH LED LGBTQ+ SOCIAL SUPPORT GROUP**

And professional training program

Calling all professionals & volunteers working with LGBTQ+ young people

Join us for the launch of Slough's new LGBTQ+ project to find out more about everything we're offering and how you can get involved

Launch Event 31/01/24 4:30-6:30pm

To sign up scan the code or click here

@The Yes Shop, Slough High Street (next to Subway)

**BRIGHTER FUTURES TOGETHER** | **YES YOUTH ENGAGEMENT SLOUGH**

We would like to invite you to attend our **launch** on 31<sup>st</sup> Jan 4.30-6.30 at the YES Shop Slough see flyer. Please register as places are limited.

Also, can you help recruit **Young Governors** - flyer attached to help make sure we keep things 'youth' led. Young people need to have a connection to the Slough community to apply (e.g., live(d)/work(ed)/or been educated in Slough (or still are).



# Safeguarding CPD

There is a good range of CPD available for DSLs over the next two terms. Please note all sessions including DSL Networks have gone back to face to face.

## DSL training

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

- **Safer recruitment** (6th February 2024, 7<sup>th</sup> May 2024)
- **Managing allegations** (8<sup>th</sup> February 2024 and 9<sup>th</sup> May 2024) \*\* Online
- **Experienced DSL training** (15<sup>th</sup> January 2024, 5<sup>th</sup> March 2024, 13<sup>th</sup> May 2024)
- **New to role of DSL** (8<sup>th</sup> Jan 2024, 29<sup>th</sup> April 2024, 4<sup>th</sup> July 2024)

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

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
- **NEW SAFEGUARDING COURSE - Managing Risk in a Multi-agency environment.**
- Core Groups in Children's Safeguarding
- Children's Child Protection Case Conferences
- Coercive Control Awareness
- Difficult Conversations surrounding Neglect.

**Children and Young People's Mental Health and Wellbeing & navigating services**

A FREE in-person training session aimed at school staff and other frontline practitioners working with children and young people.

Wednesday 24<sup>th</sup> January 13:30 - 17:00  
at University of Reading (London Rd campus)  
*(Light refreshments will be provided)*

The session will help you to:

- Develop your understanding of children and young people's mental health, wellbeing and resilience
- Understand the risks and protective factors on mental health and supporting young people to develop skills
- Think about what your role might look like in supporting children & young people's mental health
- Understand CAMHS services and how to access support and signpost

To book please [click here](#)

This is a session to pilot an updated training module developed as part of the PPEP Care project (Psychological Perspectives in Education and Primary Care). PPEP Care provides training across the Thames Valley and the South of England.  
This will be the first time this updated training module has been delivered and your feedback will help us improve our final module content.  
Places are limited and available on a first come first served basis for funding applicants from: Berkshire, Buckinghamshire, Hampshire, Oxfordshire, South & North East Somerset, Swindon and Wiltshire.  
Questions to book @ Friday 5 January  
For any questions, please email Caroline McGill at PPEP Care: [training@piperforlearning.org.uk](mailto:training@piperforlearning.org.uk)

## Secondary DSL Network (1600 - 1730)

11<sup>th</sup> Jan 2024 | 25<sup>th</sup> April 2024

## Primary DSL Networks (1000 to 1200)

10<sup>th</sup> Jan 2024 | 24<sup>th</sup> April 2024

Booking can be made here: [PEP Care Bookings](#)

## Staff Prevent Awareness Training for Education

**Wednesday 17<sup>th</sup> 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 13<sup>th</sup> 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](#)



From January 2024 the NSPCC are running safeguarding sessions for the education sector, covering a range of current topics relating to child protection in schools and colleges. These virtual sessions will take place on Zoom for 60–90 minutes at the end of a school day (from 4pm).

These sessions are a chance to hear from the NSPCC's experts on safeguarding in education. You'll be kept up to date with the latest safeguarding issues and best practice in the sector.

Anyone who works in an education setting is welcome to attend these sessions – including teachers and headteachers, designated safeguarding leads, governors, trustees and human resources staff. Attendance costs £20 per person, per session. This money will support the NSPCC's work to keep children safe.

Details of the monthly sessions, as well as booking links, will be released on a termly basis. Keep an eye on this page for upcoming sessions [School safeguarding shorts: monthly webinars for the education sector | NSPCC Learning](#)



## Your health and wellbeing

**Is staff wellbeing on your agenda?**

There's never been a more important time to support school staff wellbeing. Here are ten ideas to support yours.

- 1 Have a mental health lead with responsibility for staff wellbeing
- 2 Include staff wellbeing in your mental health policy
- 3 Promote openness about mental health in your school
- 4 Offer supervision and encourage discussion groups
- 5 Signpost staff to supportive services
- 6 Look at simple ways to reduce workload
- 7 Provide reflective spaces for staff at times of stress
- 8 Set up a staff social group
- 9 Start an annual staff wellbeing survey
- 10 Put staff wellbeing on your next staff and governors' meeting agenda

Ten ways to support school staff wellbeing is free from the Anna Freud Website.  
Download and discuss at your next staff meeting: [annafreud.org/10ways](https://annafreud.org/10ways)

Supporting schools. Supporting staff. Supporting pupils.

This year's [Teacher Wellbeing Index 2023](#) report shows that wellbeing in the sector is poor and continues to decline. Senior leaders remain at particular risk, with a significant decline in the overall wellbeing of classroom teachers.

Staff experience significant feelings of loneliness and isolation, with teachers and education staff feeling twice as lonely at work compared to the general population. Our analysis finds that there is a small but vulnerable population that reports loneliness along-side stress and/or burnout, pointing to elevated risk of severe mental health problems and suicide.

### The Challenges

- 78% of all staff are stressed.
- 55% say that their organisation's culture has a negative effect on their wellbeing.
- 46% of staff say that employees who have mental health and wellbeing problems are not well supported by their organisations.

### Mental health of education staff

- 81% of all staff experienced symptoms due to their work (84% of senior leaders, 82% of schoolteachers)
- 39% of all staff have experienced a mental health issue in the past academic year (41% of schoolteachers, 37% of senior leaders)
- 45% of staff thought the symptoms could be signs of anxiety.

I have copied below the link to the Supervision service: <https://www.educationsupport.org.uk/get-help/help-for-your-staff/wellbeing-services/school-and-fe-leaders-service/>





There are some great resources and tips to support staff from the Anna Freud Centre: [Ten ways to support school staff wellbeing | Anna Freud](#)

Creative Academy have produced a guide to support your wellbeing [Looking-after-your-own-wellbeing-when-delivering-safeguarding-training](#). They have also produced a guide to support you to either; reflect on which strategies you could add to your self-care toolkit or even get together with some colleagues and helping each other to think about how you can hold each other more accountable for ensuring you manage even just a simple, mindful moment each day. [Supporting your Mental Health](#)





# Professional Helplines

Guidance and support	Links
<p><b>NSPCC Helpline</b> - for staff delivering sensitive topics and other ready-made lesson plans and resources</p>	<p><a href="#">Talk Relationships: delivering sex and relationships education   NSPCC Learning</a></p>
<p><b>Harmful Sexual Behaviour Support Service</b></p> <p>SWGfL have a new support service for professionals in tackling harmful sexual behaviours.</p>	<p><a href="https://swgfl.org.uk/harmful-sexual-behaviour-support-service/">https://swgfl.org.uk/harmful-sexual-behaviour-support-service/</a></p>  <p><b>HARMFUL SEXUAL BEHAVIOUR SUPPORT SERVICE</b> <i>for the children's workforce</i></p> <p><a href="tel:03442250623">0344 2250623</a>   <a href="mailto:hsbsupport@swgfl.org.uk">hsbsupport@swgfl.org.uk</a></p>
<p><b>Safety Planning for Harmful Sexual Behaviour resources and templates</b></p> <p>Three resources tailored to help all education professionals when they have concerns of child sexual abuse or behaviour.</p>	 <p><a href="#">Helping education settings identify and respond to concerns - CSA Centre</a></p>
<p><b>Challenging victim blaming behaviour guidance from UKCIS</b></p>	<p><a href="#">Challenging victim blaming language and behaviours when dealing with the online experiences of children and young people (publishing.service.gov.uk)</a></p>
<p><b>NSPCC Report abuse in education Helpline</b></p>	<p><a href="#">Dedicated helpline for victims of abuse in schools   NSPCC</a></p> <p><a href="tel:0800136663">0800 136 663</a>   <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a></p>
<p><b>Professionals Helpline</b></p>	 <p>Professionals Online Safety Helpline Part of the UK Safer Internet Centre</p> <p><a href="tel:03443814772">0344 381 4772</a> <a href="mailto:helpline@saferinternet.org.uk">helpline@saferinternet.org.uk</a></p> <p><a href="#">Professionals Online Safety Helpline   Safer Internet Centre</a> <b>0344 381 4772</b></p> <p><small>Free support and advice for professionals working with children and young people, dealing with online safety issues</small></p>
<p><b>Revenge Porn Helpline</b></p>	<p><a href="#">Revenge Porn Helpline - 0345 6000 459</a></p>
<p><b>Stalking Helpline</b> National Stalking helpline A free service offering advice for victims of stalking</p>	<p><a href="#">National Stalking Helpline   Suzy Lamplugh Trust</a></p>
<p><b>Operation Encompass Helpline</b></p>	<p><a href="#">Teachers' Helpline : Operation Encompass</a> 0204 513 9990</p>
<p><b>Harmful sexual behaviour prevention toolkit</b> (Lucy Faithfull Foundation) <i>Support for parents and children displaying harmful sexual behaviours</i></p>	<p><a href="#">Stop it Now   0808 1000 900</a></p>  <p><b>Stop It Now!</b> UK &amp; IRELAND Helping prevent child sexual abuse</p>



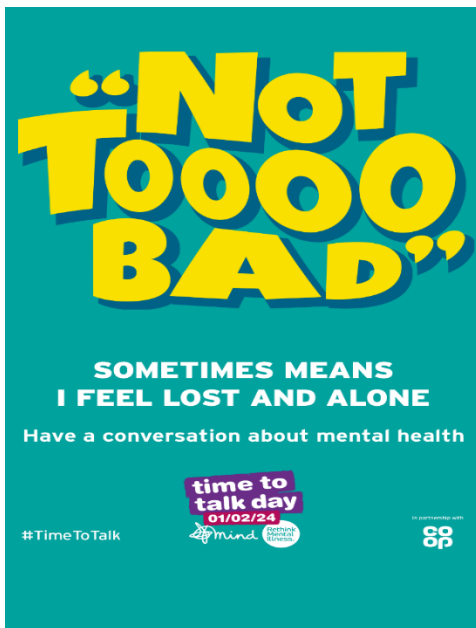


# Awareness Days!!

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.

## Time to talk – 1<sup>st</sup> February 2024



Time to Talk Day is the nation's biggest mental health conversation. Happening every year, it's a day for friends, families, communities, and workplaces to come together to talk, listen and change lives.

Time to Talk Day 2024 will take place 1 February 2024. It's run by [Mind](#) and [Rethink Mental Illness](#) and is being delivered in partnership with [Co-op](#) for the third year running.

The more conversations we have, the better life is for everyone. Talking about mental health isn't always easy and sometimes it's even harder to say how you really feel. But a conversation has the power to change lives.

1 in 4 of us will experience a mental health problem in any given year. And the cost-of-living crisis is only making it harder to look after our mental health – the poorest fifth of the population are twice as likely to develop a mental health problem.

Sometimes it's easier to tell people we're 'fine' than it is to say how we really feel.

We want everyone to feel comfortable talking about mental health – whenever they like. [Our recent research](#) shows how important open conversations in communities are to support everyone's mental wellbeing. Talking about mental health reduces stigma, helping to create supportive communities where we can talk openly about mental health and feel empowered to seek help when we need it.

The day is all about creating supportive communities by having conversations with family, friends, or colleagues about mental health. We all have mental health and by talking about it we can support ourselves and others.

Time to Talk Day is the perfect opportunity to start a conversation about mental health. To get involved see here for more details: [Time to Talk Day - Time To Talk Day](#)



## My Voice Matters – Children's Mental Health Week 5-11 February 2024

is about empowering children and young people by providing them with the tools they need to express themselves.

As parents and carers, you play an important role in your child's mental health.

This year, we want to empower children of all ages, backgrounds and abilities to work together to create a positive change for their mental health and wellbeing. Our aim is for Children's

Mental Health Week, we want all children and young people to be able to say – and believe - “My Voice Matters.”

Families, parents and carers can get involved too! [Download our resources](#) so you can take part at home.



Other local support includes: FREE counselling for young people from [Kooth](#) Free, confidential online counselling and support for young people [Number22](#) : Free, confidential counselling for young people Anna Freud Centre [Anna Freud](#) (Schools in Mind and Mentally Healthy Schools) On My Mind - information & self-care strategies for children and young people [YoungMinds](#)

**My VOICE MATTERS**

**TALKING TO YOUR CHILD ABOUT MENTAL HEALTH**

Are you a parent or carer who wants to talk to your child about mental health?

This Children's Mental Health Week we want all children and young people, wherever they are, and wherever they are in the world, to be able to say – and believe - "My Voice Matters".

We visited primary and secondary schools to ask students what they wanted from the week – to help shape the activities we create for schools, the messaging we give to teachers, the tips we give to other children, and the advice we give to parents, carers and families.

**LOOKING FOR FREE PRACTICAL ADVICE TO HELP YOU SUPPORT YOUR CHILD?**

Parenting Smart, Place2Be's site for parents and carers, is full of expert advice and tips on supporting primary-age children, and managing their behaviour: and act on their views.

[PARENTINGSMART.ORG.UK](https://parentingsmart.org.uk)

**Here's what children and young people told us they need from you:**

- 1 We don't need to have 'one-off conversations about our mental health' – sometimes a chat on a journey or at bedtime is enough.
- 2 I need to know it's okay to talk to you about any and all of my feelings. Please hear what I have to say, without interrupting me.
- 3 Please listen to me carefully and acknowledge how I am feeling – it might seem silly to you but what I am going through is important to me.
- 4 Playing with pets can make me feel better. Same with playing football, basketball or whatever type of sport I am into.
- 5 Don't compare my experiences to your own when you were a child.
- 6 Sometimes I just need you to listen and hear what I'm saying – I don't always need answers (or lectures)
- 7 Please don't worry about trying to fix things for me – I often just need to know you are there for me and understand what I am going through.
- 8 If you are open with me about your feelings, this can help me to be more open about mine.
- 9 Sometimes I don't want to talk. Please trust that I will come to you (or another grown-up or someone my own age) when I'm ready. Sometimes it's easier for me to talk to someone nearer my own age – my siblings, cousins, friends, younger teachers at school - because they 'get it'.
- 10 Sometimes a hug is all it takes to make me feel supported.

**WHAT MATTERS TO YOU? CREATIVE VIDEO ACTIVITIES FOR FAMILIES**

These wellbeing activities can help children and young people think about and share what matters to them.

For primary children: [bit.ly/3PzCGI8](https://bit.ly/3PzCGI8)

For secondary children: [bit.ly/3L8DzWk](https://bit.ly/3L8DzWk)

**My VOICE MATTERS**

**CONVERSATION STARTERS**

Some ways to start a conversation with your child about mental health could be...

- TELL ME ABOUT YOUR DAY
- WHAT WAS THE BEST THING ABOUT TODAY?
- WHAT IS THE BIGGEST STRESS / WORRY IN YOUR LIFE RIGHT NOW?
- WHAT'S YOUR ONLINE LIFE LIKE?
- WHO WOULD YOU TALK TO IF YOU WERE FEELING WORRIED ABOUT YOUR MENTAL HEALTH?
- WHAT CAN I DO TO HELP YOU?

[CHILDRENSMENTALHEALTHWEEK.ORG.UK](https://CHILDRENSMENTALHEALTHWEEK.ORG.UK)

Anna Freud experts will be presenting at the Now and Beyond delivers free access to mental health resources, workshops and a live broadcast on 7th February 2024. Educational settings of students aged 4-18, staff and parents/carers are welcome to take part during Child mental health week.

You can sign up here: [Now and Beyond – The mental health festival for schools and colleges](#)

Our children and young people's wellbeing resources aim to empower young people to make **informed choices about their mental health & wellbeing**. Anna Freud have been co-produced by young people to help other young people understand the treatment options available to them. [For children and young people | Anna Freud](#)



## 6th Feb 2024 – Safer Internet Day UK Safer Internet Centre

Safer Internet Day 2024 will take place on the 6<sup>th</sup> of February 2024, with celebrations and learning based around the theme '**Inspiring change? Making a difference, managing influence and navigating change online**'.

Safer Internet Day is the UK's biggest celebration of online safety. Each year we cover an online issue or theme that speaks to the things young people are seeing and experiencing online. Created in consultation with young people across the UK, this year Safer Internet Day will be focusing on change online, this includes covering:

- Young people's perspective on new and emerging technology
- Using the internet to make change for the better
- The changes young people want to see online.
- The things that can influence and change the way young people think, feel and act online and offline.

We are encouraging parents to talk about what they think is normal online and what behaviour to expect from others and from themselves. Encourage them to think critically and question what they see online. Talk to them about where they go to get information they trust, talk about fake news, fake followers and scams. Help them develop a healthy suspicion of whether people are who they say they are. You will find some good tips, advice, guides and resources to help keep your child safe online on these links below:

[saferinternet.org.uk/parents-and-carers](https://saferinternet.org.uk/parents-and-carers) | [Keeping children safe online](#) | [NSPCC](#) | [Parents Protect - Internet Safety](#)

**International Day of Zero Tolerance for female genital mutilation (FGM)**, is marked on 6 February 2024, provides an opportunity for all stakeholders involved in ending FGM to celebrate achievements, advocate for abandonment of the practice and raise awareness.

The practice of female genital mutilation is rooted in gender inequality and power imbalances between men and women – and it sustains them by limiting opportunities for girls and women to realize their rights and full potential in terms of health, education, income, and equality.

Empowering girls and women to realize their rights and potential by ensuring access to education, healthcare, and employment opportunities accelerate the elimination of female genital mutilation and contribute to equitable social and economic development, and ensure no girl or woman is left behind.



[NSPCC FGM Helpline](#) - 0800 028 3550. 24-hour free advice, information and support on female genital mutilation.  
Email [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk).

The Reading Rose Centre, Reading, for FGM survivors. [info@acre-reading.org](mailto:info@acre-reading.org).

Oxford Rose Clinic for FGM Survivors - 07767 671406



# Sexual abuse and sexual violence week 5th – 11th February 2024

Sexual Abuse & Sexual Violence Awareness Week is the UK's national week to raise awareness of sexual abuse and violence and to provide an opportunity for any organisation or individual to engage in dialogue.

For countless years many organisations working in the sector of sexual abuse & violence were investing time, resources and funding into developing brilliant campaigns that – we felt – were not getting far and wide enough to reach enough of the public. The campaigns we have seen have been so powerful and informative and they needed to be elevated.

There are many voices that often go unheard or with little recognition. This week is an opportunity for anyone that wants to use their voice to join a conversation with thousands of others. Together we can amplify the voices that should be heard, we can spotlight support services and we can engage those outside of our sector, in the discussion.



A designated week where we could all join in one big conversation would help get more coverage of the subject and a greater breadth of conversation [#ITSNOTOK](#)



THE SURVIVORS TRUST

The Survivors Trust runs a free, national helpline 7 days a week for people aged 16+. They support encourage all survivors of rape or sexual abuse and violence to call our helpline.

Call our free, confidential helpline on 0808 801 0818 | [Our Helpline & Live Chat Service](#) | [The Survivors Trust](#)



Care | Empower | Recover

There are many common myths about rape, sexual abuse and sexual violence which can make it difficult for victims to talk to anyone or seek support. Victims can blame themselves, think others will blame them or that they won't be believed. Myths can also affect how victims are treated by family and friends, services, and organisations. It's important to challenge these myths. Victim First

[Sexual Abuse and Sexual Violence Awareness Week · Victims First – supporting victims across Berkshire, Buckinghamshire and Oxfordshire \(victims-first.org.uk\)](#)

STOPCE

TACKLING CHILD EXPLOITATION



Child exploitation (CE) is a form of criminal or sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into criminal or sexual activity, sometimes in exchange for things such as money, gifts, accommodation, affection or status.

**SPOT THE SIGNS:**  
Becoming especially secretive  
Stopping engaging with usual friends  
Associating with older men and/or women  
Going missing from home  
Defensive about location and activities  
Receiving odd calls and messages  
Possessing new, expensive items  
One sign on its own does not mean someone has been exploited, but several signs together should give you cause for concern.

IF YOU SEE SOMETHING SUSPICIOUS CONTACT  
Crimestoppers OR Police  
0800 555 111 101

nwg  
WWW.STOP-CE.ORG

# STOPCE

## AWARENESS DAY 18TH MARCH

Say Something If You See Something is an [ongoing national campaign to raise awareness](#) of how the business and wider community can be misused for child exploitation and trafficking.

Children can be exploited anywhere and are at risk in public places, including those that are regulated by local councils, police and other agencies. By working in partnership with statutory services, voluntary agencies and people in the community, we aim to tackle child exploitation and trafficking so that our towns, cities, public facilities and places are safer for children and young people.

Safeguarding is Everyone's Business and everyone in the community has a part to play ~ as the protective 'eyes and ears' ~ to recognise and respond to signs of danger. 'Say

Something If You See Something' is designed to help professionals to engage with the business and wider community, to develop safeguarding practice in a contextual and trauma informed way. We need everyone, everywhere, to recognise that sometimes, there's something more to what they see or hear and to not make assumptions about a child's behaviour. Exploited young people don't always look, or act like victims and can be dismissed as a 'typical teenager'. So, it's vital that everyone in the community can spot the signs of child exploitation and trafficking and to do this, we need to work together. [STOP CE](#)

## NEW: Spotting Child Exploitation Toolkit

Identifying if child exploitation in either its criminal or sexual form can be a minefield. Its identifiers are often difficult to detect, but as with everything early intervention is key to preventing the occurrence of child exploitation. Which is why every effort must be made to uncover it if possible. Unfortunately, it is often not that simple, and can descend into unforeseen complexities. Brook, an organisation focusing on matters of sexual health and wellbeing has released a suite of tools aimed at helping professionals to investigate suspected cases of child exploitation. If you want to find out more please click on the link below: <https://www.brook.org.uk/spotting-the-signs-tool/>

## 13th March 2024 – Young Carers Action Day

The poster for Young Carers Action Day 2024 features a blue background. At the top left, it says 'YOUNG CARERS ACTION DAY' in large white letters, with 'WEDNESDAY 13 MARCH 2024' below it. The Carers Trust logo is in the top right. The central theme is 'Fair Futures for Young Carers'. Below this, there are two cartoon characters: a boy with a white headwrap and a girl with red hair. The boy is labeled 'Student gamer son carer' and the girl is labeled 'Student daughter carer assessor'. Above them are two speech bubbles, one with a mountain range and one with a stethoscope. Text on the poster includes: 'Being a young carer shouldn't be a barrier to a young person's dreams. It should be a stepping stone to a brighter future.', 'Together, let's create a future where young carers can dream without limits.', 'Your voice matters. Support us on Young Carers Action Day so every young carer can learn, earn, and thrive!', 'Find out more and get involved: Carers.org/ycad #YoungCarersActionDay', and a QR code at the bottom right. Social media icons for Instagram, X, and Facebook are also present.

Young Carers Action Day is an annual event organised by Carers Trust to raise awareness of the pressures placed on so many young people. This year's theme is Fair Futures for Young Carers, highlighting how young and young adult carers are significantly less likely to undertake higher education or enter employment than their peers without a caring responsibility.

There are an estimated one million young carers in the UK - children looking after a family member or friend who is ill, disabled or misuses drugs or alcohol.

A recent inquiry by the All-Party Parliamentary Group for Young Carers and Young Adult Carers found these responsibilities are having a devastating effect on their education and future prospects. It revealed a shocking 15,000 UK children, including 3,000 aged just five to nine, spend at least 50 hours a week on caring.

This year's theme is Fair Futures for Young Carers, highlighting how young and young adult carers are significantly less likely to undertake higher education or enter employment than their peers without a caring responsibility.


- Are you under the age of 19?
- Do you have a relative that has an illness, disability or addiction?
- Do you help to look after them?

If the answer to all these questions is yes, then you're a young carer. Please email Young People's

Service for a young carers assessment and support: [youngcarers@slough.gov.uk](mailto:youngcarers@slough.gov.uk)




\*Lullaby Trust



**85%\*** of Sudden Infant Death Syndrome (SIDS) deaths happen in the first 6 months of life

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



## National Safer Sleep week took place between 13<sup>th</sup>-19<sup>th</sup> March 2024

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.




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

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

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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.

**Safer sleep can be as simple as ABC**

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





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



#WhosInCharge? #SafeSleep #ThinkPlanShare  
**Frimley-HealthierTogether.nhs.uk**  
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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>



When alcohol is being consumed, who's in charge of the children and what are your arrangements for safe sleep?

Remember... **think plan share**



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#WhosInCharge? #SafeSleep #ThinkPlanShare

