



Designated Safeguarding Lead Support Hub Meeting
Wednesday 21st October 2020 at 8.30am, 11.00am and 3.30pm
Venue: Virtual Meeting Room

Welcome to all

As ever, if you have queries, or need any support or guidance please email the team at

gsep@gloucestershire.gov.uk

Notes from today's meeting will be available on the Education pages of the GSCB website along with links to all documents referenced.

- Last time I shared with you the work that this team is doing to raise the profile of Safeguarding within your school administration teams. I've already had some feedback that admin staff are now attending and contributing to the SG meetings in the school, and have a cascade mechanism within the admin team to share safeguarding information from these meetings.
- Since we were last here, Dave Jones (the business manager for the GSCE support unit) has delivered a webinar around Rapid Reviews that happen in the county, explaining the purpose and process of these reviews, and sharing some learning themes. The link to the recording of this will be shared if anyone wants to catch it on YouTube.
- In response to learning identified from Rapid Reviews on the theme of CSE, we have now included details of sexual support services on the "Nobody Understands" blue labels that we share with schools for pupils to put in their planners.

James Saunders - TALC

As part of the wider [Joint Additional and High Needs Transformation programme](#), specifically the setting up of School Inclusion Clusters, the Team Around the Locality Cluster (TALC) is being set up to support schools provide additional help to those who need it, when they need it.

This new model will provide an opportunity for agencies to meet virtually to help schools in supporting the needs of children and young people, especially as they transition back to school having been away for a prolonged period of time.

We are piloting the TALC in schools in Cheltenham and Gloucester and are also piloting a universal service for all schools in the county. Schools in the TALC pilot will be contacted directly, with more information on the pilot in their school.

FIS LINK

Danielle

Please follow the link below to a series of Preparing for Adulthood films on the Future Me web pages. These films are to help young people, particularly young people with autism, when thinking about their future. <https://www.gloucestershire.gov.uk/education-and-learning/post-16/future-me-gloucestershire/how-do-i-prepare-for-life-as-an-adult/>

The themes of the films are:

- Community
- Independence
- Working & Learning
- Health

Factsheets accompany each film.

The films were commissioned by Gloucestershire County Council and produced by Inclusion Gloucestershire.

The Office for National Statistics report : Children's views on well-being and what makes a happy life, UK: 2020 Danielle

This document will be included with the notes for this meeting on the Education pages of the GSCB website.

Findings of a focus group of children and young people, for what they need for a happy life:

- Positive relationships - supportive family relationships and quality family time; friendships and time with friends; and relationships with pets.
- Supportive family relationships and quality time - "[Hopefully in the future] there'll be more family time for certain people. Like my dad at the minute milks cows and it takes us three hours to do it and we never get to eat dinner together. But we're building this shed with these machines that actually milk them for us."
- Feeling accepted and understood
- Quality family time and memorable experiences - A desire to spend quality time with family was expressed by children in relation to everyday things like having dinner together. This sentiment was also connected to parents paying attention to their children and "spending less time on their phones", for example.
- Learning life skills and values - Children, particularly those in the young carers group, spoke about the role of family in teaching them life skills and values
- Friendships and time with friends - how belonging to a peer group can provide feelings of inclusion and confidence and reduce loneliness. Children appreciated opportunities to meet new friends through clubs, such as youth groups,
- Relationships with pets - perceived benefit of pet ownership is that looking after pets can provide something positive to focus on and a worthwhile activity that children found helpful in difficult times. Pets were also described as a source of support, responding to children's emotions, providing comfort and reassurance

Most of these points we are probably thinking, yep, I knew that, that's obvious – but it's an interesting perspective to hear from children and young people what these "topic headings" actually mean to them.

Danielle Ofsted: Evidence from pilot visits to schools between 14 and 18 September

Report produced, direct link attached within these notes

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/924670/Schools_briefing_COVID-19_series_Sept-20202.pdf

4

This briefing answers four broad questions based on evidence from the visits:

1. What is the current state of children's school education?
2. How have children been affected by schools' closures to most children?
3. How are schools planning to maintain standards in education through the pandemic?
4. What are schools doing with their COVID-19 catch-up funding?

Fiona - GHLL update

A reminder that face to face training is still suspended, but there is virtual training available to book through the GHLL website.

Training is available for PHSE leads, if there has been a shuffle of roles within your setting and you want to access this course on 5th November.

For secondary schools, in preparation for the new RSE curriculum, training is available on 3rd December. (Four sessions have already been run for primary schools.)

There is great awareness that the wellbeing of staff members is a huge focus for Heads, and there is a staff wellbeing session on 17th November that can be booked through the GHLL website.

Danielle

The Centre of Expertise on Child Sexual Abuse

Gaining insights from practice: Research into how professionals identify, respond to, record and report child sexual abuse can have a major impact on current understanding of the scale and nature of abuse, and the way in which services are organised and resources prioritised.

Pertinent to Gloucestershire as recent SCRs have forced us to focus on the fact that professionals do not recognise CSA early enough, or often enough.

- It remains the case that most CSA is neither reported nor identified during childhood and so will not appear in official agency data. However, the extent to which agencies recognise, respond to and record concerns of CSA is important.

Highlights:

- Children's experiences do not neatly reflect labels such as intra-familial abuse, harmful sexual behaviour and CSE - the records detailed concerns about multiple forms of abusive behaviour, both inside and outside their family environment.
- Information about the victim profile (age, gender, ethnicity) and some aspects of the suspected perpetrator's profile (gender, relationship to victim) was generally found in children's files. Information about the duration of abuse and about the suspected perpetrator's age and ethnicity were less commonly recorded.
- Concerns regarding harmful sexual behaviour (HSB) were found in half of the case files relating to CSA

<https://www.csacentre.org.uk/our-research/the-scale-and-nature-of-csa/insights-from-practice/>

From here can download the full report, and the briefing document with recommendations.

5

Danielle

Kooth: free online training sessions for school staff

Kooth is an online mental wellbeing community for young people aged 11-18. It offers free, safe and anonymous support through free online counselling, self-help tools, discussions boards, goal trackers and more.

Kooth can provide free online training sessions for staff teams who plan to roll out Kooth to their students.

The sessions last around 45 minutes (including questions) and will give staff an overview of the services offered by Kooth, and how to signpost pupils effectively.

Staff, and anyone over the age of 18, can access support through [Qwell](#), which will also be mentioned in the session.

If you would like to find out more or book a training session, please contact Rachel Potter at rpotter@kooth.com

6

7		<p>Danielle</p> <p>Section 175 / 157 audit- another reminder that the 2020/2021 audit will be released early December. Now is an ideal time to review your action plan from last year's audit, and to set aside time with your safeguarding governor to complete this audit. If you would like a safeguarding support visit around this audit, email us at gsep@gloucestershire.gov.uk to book a half day session with one of the team.</p> <p>Three points to take away today for action:</p> <ol style="list-style-type: none"> 1. Policies – are they <ol style="list-style-type: none"> i) Up to date, accurate and truly reflective of practice within the setting? ii) Ratified by the governing body? iii) Available for view by staff / parents / the wider community? 2. Training evidence files – is there evidence (one to join with your admin team) <ol style="list-style-type: none"> i) That <i>all staff</i> have up to date training? ii) Of the current GSCE guidance with relation to DSL training? iii) Of ongoing safeguarding focus for <i>all</i> staff, throughout the academic year, through team meetings / safeguarding sessions / update forums? 3. Test / quiz staff knowledge about their responsibilities in recording, reporting and monitoring if they have a concern about a child.
8		<p>Danielle Peer on Peer Abuse</p> <p>NSPCC Learning has put together some principles outlining best practice to help with recognising and responding to peer-on-peer sexual abuse. The content includes information on: what peer-on-peer sexual abuse looks like; how to respond appropriately and proportionately to concerns or instances of peer-on-peer sexual abuse; how to help prevent peer-on-peer sexual abuse occurring; and an overview of the legislation and guidance to help practitioners recognise and respond to peer-on-peer sexual abuse across the UK.</p> <p>https://learning.nspcc.org.uk/child-abuse-and-neglect/peer-on-peer-sexual-abuse</p>
9		<p>Danielle Speak out Stay Safe assembly - NSPCC</p> <p>NSPCC Learning has released a podcast discussing the online version of the Speak out Stay safe school assembly for children aged 5- to 11-years-old in the UK and Channel Islands. The podcast covers: how the coronavirus crisis has affected the Speak out Stay safe programme and how it has been adapted so that it still remains available to primary schools; what's different about the virtual offer and what's remained the same; and what other safeguarding support is being made available for schools.</p> <p>https://learning.nspcc.org.uk/news/2020/october/podcast-going-virtual-with-speak-out-stay-safe</p>
10		<p>Danielle Childline has published a webpage with information for children and young people about child trafficking and exploitation. The page discusses what child trafficking and exploitation is, where children and young people can get support and what to do if they are worried about someone else.</p> <p>https://www.childline.org.uk/info-advice/bullying-abuse-safety/abuse-safety/child-trafficking-exploitation/</p>

ANY OTHER BUSINESS

1. Update from Early Help team – James shared in item above 😊
2. Update from Education Research in MASH
3. Update from GHLL
4. Update from CSW team
5. Update from Schoolbeat

FINISH