



Designated Safeguarding Lead Support Hub Meeting
Wednesday 13th January 2021 at 8.30am and 11.00am
Venue: Virtual Meeting Room

Welcome to all,

- We shall be running just two sessions every other week for the time being as schools and attendance have indicated that the 3.30pm session does not work for many schools under the current circumstances.
- **A reminder from before Christmas – the KCSiE 2021 consultation.** The consultation can be found here [The consultation can be found here](#), together with a second consultation on Sexual Violence & Sexual Harassment between children in schools and colleges. The Safeguarding Network have summarised the changes, which are attached for you. Deadline for responses is 4th March 2021.
- **Keep checking the calendar of events on the Education and Early Years pages of the GSCB website** – we have part 2 of the Domestic Abuse webinar on Wednesday 20th January at 11am. Joining instructions have been sent out, but if you have not had receipt, please drop us an email and we'll get them to you 😊

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.

From Public Health:

There is a new process in Gloucestershire for eligible families to access Healthy Start vitamins and this is something to promote to the families that you work with. A briefing sheet is attached which explains more about the vitamins and how they can be ordered. You can also find out more at www.gloucestershire.gov.uk/healthy-start/

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For those of you who are able to promote this via social media, please find attached an image and some suggested wording for the posts.

There is also an A4 poster and A5 flyer attached with the notes from today's meeting which will be on the education and Early Years page of the GSCB website.

Referrals into Children's Social Care -

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In line with current COVID-19 Government Guidance, Children Social Care must ensure that face to face contact only occurs when **absolutely necessary** and primarily for safeguarding reasons; outside of that, in common with other essential services, Childrens Social Care are now back carrying out visits when necessary following a brief pause to liaise with Public Health on the guidance around the new variant. **It is absolutely critical that up to date contact details are including in all referrals.** Failure to do so could lead to those referrals being challenged, creating avoidable delay or potentially unnecessary face to face contact.

Everyone at this time has a responsibility to work together to ensure the basics are in place to facilitate a timely and appropriate response to contacts made. Where these details are not known or withheld, please, make the reasons for that clear within your contact or the MASH will need to redistribute resources to request contact details, all potentially creating delay and adding to possible risk.

Safeguarding Policy –

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Please ensure that you have reviewed your setting's SG policy to make sure it reflects the current lockdown and remote learning.

As we have entered a third national lockdown with schools and colleges being closed to the majority of pupils, please ensure that your Safeguarding Policy reflects the local restrictions and remains effective. In some cases, a coronavirus (Covid-19) annex or addendum that summarises any key local restriction related changes might be more effective than re-writing and re-issuing the whole policy.

It is important that all staff working in the school or FE provider are aware of the revised policy.

Until we have amended guidance from the DfE, our recommendation is to review and reinstate your Covid Annex.

In The Net –

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An E-safety resource for Year 4 children that is – under usual circumstances – delivered as a play, and schools group together to receive it at one location. Last year's Yr 4s were unable to have a performance due to Covid and we had planned to deliver a pre-recorded version of the play in February of this year to all schools using an e-link that would be valid for one day. Unfortunately, due to the third national lockdown, Alter Ego will be unable to access their recording studios with the cast and producers. So, sadly, the February schedule for In The Net has had to be postponed ☹️

However – Alter Ego will be making available an Audio Book of three chapters (15 minutes each) that can be delivered to your children as best suits you. There will be a quiz at the end of each section that teachers can do with the children to recap and gauge understanding.

This can be accessed from February 2021 until the end of July 2021 through the Alter Ego website and each setting will get a link from us to take you directly to the recordings that remains active until the end of the academic year. This means that you can use the resource with both your year 5s and year 4s, at times that suit you and the children 😊

More detailed info will come out directly to you in due course, but we wanted to share the good news today 😊

DfE resources: -

- Sharing nudes and semi-nudes: advice for education settings working with children and young people

Guidance on responding to incidents and safeguarding children and young people – (Published 23/12/2020)

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

- Data protection for education providers

Steps data protection officers and organisation heads of education providers should take to stay compliant with data protection laws after the transition period.

(Updated 31/12/2020)

- At the end of the transition period there will be 2 sets of rules to consider:

1. UK rules on transferring data outwards from the UK to the EU (including the EEA) and the rest of the world

2. the impact of EU transfer rules on those sending you personal data from outside the UK (including from the EEA) into the UK

<https://www.gov.uk/guidance/eu-exit-guide-data-protection-for-education-providers>

Links to all the pages are contained within these notes.

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NSPCC resources –

We at the NSPCC really appreciate the challenges that schools are facing at the moment and that safeguarding and child protection are as important now as they ever have been. You can find information to support you in their Coronavirus (COVID-19) briefing and in their Coronavirus: safeguarding and child protection pages.

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely> Undertaking Remote Teaching Safely

Information for parents/carers can be found on our Coronavirus (COVID-19) advice and support for parents and carers page. This includes working from home, parent/carer mental health, advice for separated parents, managing conflict and tension during lockdown, supporting children with special educational needs as well as our Net Aware Online safety in lockdown hub, co-created with O2.

Children can continue to access www.childline.org.uk (or www.childline.org.uk/kids for under 12s)

The website has a wealth of advice, support, tools and resources, young people can also email Childline counsellors through the site. The Childline phone service and 1-2-1 chat is currently open from 7.30am – 3.30am every day.

We had a fantastic response to the NSPCC Speak out, Stay safe online programme in the Autumn term. The programme will now be on hold until schools reopen. All schools who had the programme booked during this half term have been contacted.

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GHLL Update –

Training is available regarding Self Harm. These free sessions are delivered via Zoom and details can be found on the GHLL website under the training tab.

There are details on the website of the Mental Health England First Aid Lite course on 28th January.

Belinda Heaven is delivering training providing resources to support KS1 & KS2 children's mental health called 'Sometimes my Brain Hurts' – details on the GHLL website.

The Education Conference is being held virtually this year at the beginning of February. Look out for details in Heads Up.

Yoga resources have been launched and are available under the mental health tab on the GHLL website. These resources can be used to support children at home during lockdown, with relaxation and grounding techniques that can be shared and used by the whole family. .

The GHLL bulletin is being issued this week. If you don't get an automatic copy you can sign up or access copies via the website.

All GHLL lead teachers are working so please do get in touch with them if you need advice or support.

TIC+ - JUDITH BELL

TIC+ are pleased to announce that we will be launching a series of **Parent Support Groups** from February 2021.

The groups are for parents living in Gloucestershire who are worried about the mental health and emotional wellbeing of their child (between the ages of 11-18).

Groups will take place initially by Zoom on a variety of days and times. We aim to run groups face-to-face from April 2021 (providing COVID restrictions allow for this) at Gloucester, Forest of Dean and Cheltenham venues.

Further details can be found on the new [Parent Support Group](#) page of their website. Attached are electronic versions of the information leaflet and diary listing all groups - feel free to share.

Parents will need to self-refer by completing the Online Referral Form accessed from the [Parent Support Group](#) page of the website. Telephone self-referrals are also accepted.

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A leaflet can be found [here](#) and PSG diary dates [here](#).

Offer from Kooth –

In light of the new restrictions that have just been introduced I would like to remind you that Kooth.com is available in your area for young people aged 11 - 18 for free, safe and anonymous wellbeing support and advice, accessible from any internet enabled device.

Following my previous mailings and offer of virtual or recorded assemblies and staff refresher sessions, I continue to receive requests for these.

If you would like to book virtual support, please do get in touch pnatter@kooth.com.

The impact of the coronavirus pandemic on child welfare: schools

Using insight from Childline counselling sessions to highlight the impact of the COVID-19 pandemic on children and young people. This briefing focuses on what children are telling Childline about school (produced before this third lockdown came into effect!)

This briefing focuses on children and young people talking to Childline about their experiences of school during the coronavirus pandemic (COVID-19). This includes:

- children learning at home during lockdown
- vulnerable children or children of key workers attending school in person during lockdown
- children transitioning back to school as restrictions were lifted
- children having to learn at home due to self-isolation or local outbreaks of the virus.

Key themes include:

- learning during lockdown
- attending school during lockdown
- transitioning back to school
- COVID secure measures in school
- being sent home to self-isolate
- bullying
- support and safety.

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1. "I am feeling low and am experiencing difficulties in concentrating on my school work and exams. I am really missing the social interaction and support I get from friends at school."
2. *Some young people were worried about falling behind with school work while they were learning remotely, particularly how this would impact on future exams. Some felt they would never catch up.*
"Teachers set so much work online and it's too much. I haven't done lots of it and I'm going to be so far behind when we go back to school."
3. *Some children and young people continued to attend school in person during lockdown. This included children of keyworkers, children who are vulnerable and children with special educational needs, additional needs and/or disabilities. Sometimes school was a very different place and this was hard to deal with.*
"I can't cope with all the changes that have happened recently. I have still been going to school as I am vulnerable and mum is a keyworker, but it still doesn't help with everything. It just feels really hard to cope with, especially as I have autism. Most of the day at school is spent doing independent study and it can get very noisy, stressful and overwhelming for me."

4. While they were learning at home, some children and young people told Childline they were missing the social and emotional support they normally received at school.
5. Not being able to go to school meant that some children and young people felt unsafe.
“My parents are in the process of getting divorced but are still living together in separate rooms. Last night they had a massive argument. Mum was abusive as she had been drinking and physically hurt dad. I had been getting support from the school counsellor but it’s stopped because of the coronavirus. I am missing school as it is my safe place.”

Children and young people can access a range of support via the Childline website. This includes the Toolbox, which includes games, videos and exercises to help them handle their emotions.

<https://learning.nspcc.org.uk/research-resources/2020/coronavirus-insight-briefing-schools>
<https://learning.nspcc.org.uk/media/2490/impact-of-coronavirus-pandemic-on-child-welfare-schools.pdf>

NEW HOME OFFICE ASK FOR ANI SCHEME

Ask for ANI (Action Needed Immediately) is a code word scheme to provide a discreet way for victims of domestic abuse to signal that they need emergency help from the safety of their local pharmacy.

GDASS have been working closely with local pharmacies over the course of the past year to support them in delivering support to victims of DA, and have made contact to engage them in this new scheme.

The below link sets out the current participating pharmacies across Gloucestershire:
https://www.google.com/maps/d/edit?hl=en&mid=1gBqnuEB_Wn0JmUNHqDqzJa4zWAeoGooh&ll=51.83183501597806%2C-1.8329175225837613&z=10

Police will be publicising this new scheme in the coming weeks, so please do keep an eye on social media and share any posts to raise awareness.

Children Missing Education

Local Government Association, 2020

This research has been commissioned in response to a growing concern that more and more children were missing out on their entitlement to a formal full-time education.

The purpose of this research is to look at the issue of children missing education in its entirety.

Drawing on evidence provided by local authorities, school leaders and parents the report aims to understand:

who the children are who are missing out on a formal full time education,

how many children fit this description,

what evidence there is for the long-term impact of children missing education and

how local and national government might work together to address this issue.

There is a recognition that it is possible for some children to slip through the net, due to omissions in legislation.

Research has suggested that there are multiple routes whereby children may end up missing out on a formal full-time education, and eight main 'destinations' where these children may be found.

These include a variety of both formal and informal education settings, at home receiving different forms of educational input or none at all, in employment or simply unknown to those providing services in the community.

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The evidence provided by those who engaged directly in this research all points to vulnerable children being far more likely to miss out on formal full-time education than their peers. In our data sample, local authorities shared some of the characteristics that were common to the cohort of children missing education. The large majority of these included

- those with social and behavioural needs;
- those with complex needs and no suitable school place available;
- those with medical or mental health needs; and of those with mental health needs, those accessing CAMHS either as an in-patient or through services in the community.

The impact of children missing out on formal full-time education is felt by the children themselves, by families and by society. For individual children, the negative implications can include

- slower progress in learning,
- worse prospects for future employment,
- poorer mental health and emotional wellbeing,
- restricted social and emotional development and
- increased vulnerability to safeguarding issues and criminal exploitation.

Having children out of education also places enormous strain on families, both emotionally and financially. Furthermore, the lifetime costs to the state of a young person not in education, employment or training have been shown to be very significant. Children missing out on formal full-time education can also be detrimental to communities, reinforcing stereotypes and increasing isolation.

Recommendations for the DfE:

- Raise the profile of children missing formal full-time education
- Resource local authorities adequately to fulfil their responsibilities in relation to ensuring all children receive a suitable education
- Create a learning environment in which more children can succeed
- Strengthen the legislative framework around electively home educated children

Full report available with these notes on the Education and Early Years page of the GSCB website

UNCONSCIOUS BIAS: -

Although catapulted into our focus through the Black Lives Matter movement, casting a spotlight on implicit or unconscious bias, the protests raised awareness of the inequitable treatment of Black people by police officers – and hence the issue of racism – unconscious bias is an inescapable fact of life for us all, permeating all areas of our work and social lives.

****This document is focused on social care professionals, but there are obvious parallels for anyone who supports children and young people and makes decisions about their safety and wellbeing.****

As an effective blind spot, it can be difficult for an individual to see past their unconscious bias, though it will continually influence their actions.

An example: harbouring unconscious biases can affect an individual's decision-making process and ultimately their judgements. One possible area of unconscious bias, especially among heterosexuals, is homophobia. In a study of social workers attitudes, less than 10% were homophobic, although where present, it was significantly greater in relation to homosexual males than females.

It is also worth emphasising that unconscious bias does not simply operate on a personal level, but can become entrenched within organisations.

Also, the use of stereotyping due to a lack of cultural competency is liable to influence decision-making and create a barrier to effective support.

It is necessary for individuals to recognise that they possess an unconscious bias and acknowledgement of this enables acceptance of some level of accountability and responsibility to allow a difference to be made. Moreover, through self-reflection, it is possible to recognise inherent beliefs and values and consider how these might lead to unconscious bias.

There are available resources and references within the document for further work around the topic.

Full report with the notes from this meeting on the Education and Early Years page of the GSCB website.

UPDATE FROM EARLY HELP TEAM

We are continuing to roll out our Reducing Parental Conflict (RPC) training both through e-learning (suitable for all) and Virtual Classroom delivery, especially relevant for those who have contact with parents and their managers to practice and develop skills to support conversations with parents about the quality of their relationships whether parenting together or separately.

The next opportunity to attend the Virtual Classroom delivery for RPC training modules 2 and 3 is on the 10th & 11th February with a deadline to book at place by 18th January so please act quickly to secure your place. By attending the Virtual Learning Classroom training you will also gain access to all the modules through an eLearning Licence, so you can access the information contained in module 1 and revisit Module 2 and 3 as is helpful.

The training programme consists of four modules;

Module 1 – Understanding the parental conflict evidence-base

Suitable for all practitioners, this module provides the knowledge to underpin practice, this introductory workshop explores the evidence base and the impact of parental conflict on outcomes for children.

Module 2 – Identify and discuss parental conflict with parents

Aimed at practitioners focusing on the causes of parental conflict, this workshop equips practitioners with the skills to work with parents to identify and explore relationship conflict.

Module 3 – Working with parents in conflict

Aimed at practitioners this skills-based workshop introduces a series of tools that can be used to work with parents, encouraging behaviour change and promoting positive communication.

Module 4 - The role of supervisors and managers in managing people to address parental conflict

Aimed at supervisors and managers, this workshop focuses on the importance of recognising parental conflict, with an aim to develop the skills to coach and support practitioners.

Dates in February and March – you only need to attend a morning OR afternoon session for both Module 2 and 3.

Next Steps

Please reply to rebecca.austin@gloucestershire.gov.uk to book a place on the virtual classroom training providing the following information;

Your preferred session dates and times morning OR afternoon (you need to complete both modules 2 and 3), your Name, Contact Details (phone/email), Job Title, Organisation, Your Line Managers Name, Contact Details and their Organisation

If instead you would like to request an e-learning licence please email rebecca.austin@gloucestershire.gov.uk

UPDATE FROM EDUCATION RESEARCH IN MASH

Please just check that you have the Operation Encompass alerts diverted to at least 3 contacts in school.

The police are developing a process whereby automatic alerts are sent to schools. This is due to launch from March however some are already going out so you may receive an alert that looks slightly different to that you are used to. They are aware of some teething issues whereby where primary and Secondary school names are similar, the alert may be going to the incorrect school. If you have any queries, please contact Halah Shams El-Din on 01452 328953

UPDATE FROM CSW TEAM

The advice line is still open - 01452 426263.

The team are due to roll out virtual Neglect training in February and March – dates will be advertised via the GSCE alerts. Neglect continues to be a common feature of referrals and this training will help professionals to identify signs of abuse, types of intervention and how to use the Neglect Toolkit as part of your overall toolkit of resources to support children and families.

UPDATE FROM SCHOOLBEAT

Unlike the first Lockdown when the Schoolbeat Officers were pulled back into operational duties, they are still available to support schools during Lockdown 3. Please contact them during working hours for any support and advice you need in school.

ANY OTHER BUSINESS

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FINISH