



SAFEGUARDING UPDATE

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Resources for addressing the Prevent Duty (Educate Against Hate)

Hate is often fuelled by victimisation, harmful stereotypes and false information. As children and young people spend an increasing amount of time on social media platforms, online forums and websites, they can become further exposed to hateful ideologies and groups.

When the Prevent Duty first came into force in 2015, many schools received WRAP training (Workshop to Raise Awareness of Prevent) often led by police officers. The Prevent Duty is still in place and schools are expected to include training around the topic in their usual Safeguarding CPD.

Resources:
<https://educateagainsthate.com/category/teachers/prevent-duty/>

Safeguarding in sport

The Child Protection in Sport Unit (CPSU) has released a new animation as part of their Keeping Your Child Safe in Sport campaign. The new campaign aims to equip parents and carers with the knowledge and confidence to raise any safeguarding concerns at their child's sports club.

Watch:
<https://thecpsu.org.uk/resource-library/videos/keeping-your-child-safe-in-sport-animation/>

Study: Almost all Black British children have experienced racism at school (World Economic Forum)

The vast majority of young Black British people have experienced racism at school, with one in two feeling that racial stereotypes hinder their academic achievement, research shows.

- 95% of young Black British people have witnessed racist language in education
- More than half of males said they hear racist language in school 'all the time'
- Teacher perceptions are seen as the biggest barrier to educational success
- Two-thirds say they do not trust the police to act fairly towards them

Read:
<https://www.weforum.org/agenda/2020/11/racism-united-kingdom-schools-black-children-inequality/>

Read:
<https://www.ymca.org.uk/wp-content/uploads/2020/10/ymca-young-and-black.pdf>

Checking suitability of teachers recruited from overseas (DfE)

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools. They should also undergo additional checks related to international recruitment and training.

Schools can use a range of information sources and evidence as part of their safeguarding procedures for international recruitment, including the items included in this guidance below.

Guidance:
<https://www.gov.uk/guidance/recruit-teachers-from-overseas#makean>

Is sharing nudes just harmless flirting? (Revealing Reality)

Is nude image-sharing among young people just one way of flirting in the digital age? Is it merely what any generation of young people would do if they had smartphone cameras and messaging apps? Technology, power dynamics, confidence and disadvantage all play a part in how the experiences of image-sharing can play out.

Revealing Reality has uncovered how the widespread sharing of nude images among teenagers can lead to troubling experiences and sometimes long-lasting problems for young people, who can lack the confidence, knowledge or language to handle it.

Read:
<https://www.revealingreality.co.uk/2022/06/23/is-sharing-nudes-just-harmless-flirting/>

Just One In Five Teachers Confident In Delivering Lessons To Tackle Sexual Harassment (Children and Young People Now)

The NSPCC and teachers' union NASUWT warns in a new report that almost half of secondary school teachers do not feel confident to deliver lessons around sexual harassment. This was highlighted in Ofsted's research published last year, Review of sexual abuse in schools and colleges, and appears not to have improved greatly since then.

Forty per cent of the 1000 teachers asked in the survey said they lack the confidence to deliver lessons on pornography and less than a third are confident enough to talk about issues around consent.

Delivering sex and relationships education training (NSPCC)

The NSPCC has developed online training to support secondary school teachers to deliver inclusive sex and relationships education. This course is currently free.

Here:
<https://learning.nspcc.org.uk/services/talk-relationships>

Thrive Online: Resources for children with SEND (Childnet)

There are relatively few resources to help children with Special Educational Needs and Disabilities. Childnet has created a set of free, adaptable resources cover the important topics of healthy relationships, digital wellbeing and online pornography and are designed to equip and enable educators, parents and carers, to support young people aged 11 and over with Special Educational Needs and Disabilities (SEND).

Free resources:
<https://www.childnet.com/what-we-do/our-projects/thrive-online/>

Molly Russell inquest

The inquest found that Molly "died from an act of self-harm while suffering from depression and the negative effects of online content". The NSPCC is calling on the government to strengthen the Online Safety Bill and hold tech companies to account to ensure that children are protected online. NSPCC Chief Executive Sir Peter Wanless discusses children's safety online in the Guardian UK.

Read:
<https://www.theguardian.com/commentisfree/2022/sep/30/molly-russell-inquest-verdict-silicon-valley-harm-children-government>

Victim blaming language

The UK Council for Internet Safety has produced guidance for professionals in education settings on how to effectively challenge victim blaming language and behaviours when talking about the online experiences of children and young people. The guidance includes key principles to consider, practical strategies to challenge victim blaming attitudes and case scenarios.

Guidance:
<https://www.gov.uk/government/publications/challenging-victim-blaming-language-and-behaviours-when-dealing-with-the-online-experiences-of-children-and-young-people>

Online safety

The University of East Anglia (UEA) has conducted research in England on how to help children ages 8-12 recognise, manage and recover from online harm. **Findings include:** awareness on how children develop digital resilience needs to happen at each social level, individual, home, community and societal; supportive home relationships helped children recover from an online harm experience; knowledge around online harm needs to be cohesive between levels if children are to build longer-term resilience; and there was a belief that intervention on a systematic level would impact digital resilience.

Read:
<https://www.uea.ac.uk/news/-/article/collective-effort-needed-to-help-children-thrive-following-exposure-to-online-risks>

Report:
<https://link.springer.com/article/10.1007/s10639-022-11240-z#Abs1>

Early years practitioners blog

Ofsted has launched a new blog for those working in the early years sector. The blog is about education and care in children's early years and will feature updates on developments in the early years sector, current issues, and breaking myths in the sector about regulation and inspection.

Read:
<https://educationinspection.blog.gov.uk/2022/09/30/a-new-early-years-blog/>

Blog:
<https://earlyyears.blog.gov.uk/>

Therapy intervention

The Anna Freud Centre has published a systematic review of 77 international research studies showing the impacts of therapy interventions with children under five and their caregivers. The review focuses specifically on psychodynamic and psychoanalytic interventions and finds that therapy in the very early months and years of life can help prevent and reduce mental health difficulties both for parents and carers and their children.

Report:
<https://www.annafreud.org/systematicreview/>

Forthcoming free safeguarding webinars for Autumn term 2022

- Domestic abuse** - Tuesday 18th October at 10am
- Pupil's Mental Health** - Tuesday 8th November at 10am
- Depression** - Tuesday 15th November at 10am
- Anxiety** - Tuesday 22nd November at 10am
- Self-harm and suicidal ideation** - Tuesday 29th November at 10am
- County lines** - Tuesday 6th December at 10am
- Knife crime** - Tuesday 13th December at 10am

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