

DSL Update: May 2021

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So Safeguarding and Creative Education

Creative Education: Safeguarding

2021 Safeguarding Training Developments

- ✓ **On demand courses** for all staff in school to meet all statutory requirements.
- ✓ **Resources** to accompany each course so you can build on learning in your setting.
- ✓ On demand courses for **safeguarding leads and pastoral staff**
- ✓ **Assessment** and participation tracking for all courses.
- ✓ **Live courses** for safeguarding leads
- ✓ **Supportive peer group** for safeguarding leads and **a structured, assessed development course** for those new in role.
- ✓ **Pathways**
- ✓ **Specific courses** (*safer recruitment, managing allegations*)

Today's webinar

What are the latest developments in the world of safeguarding?

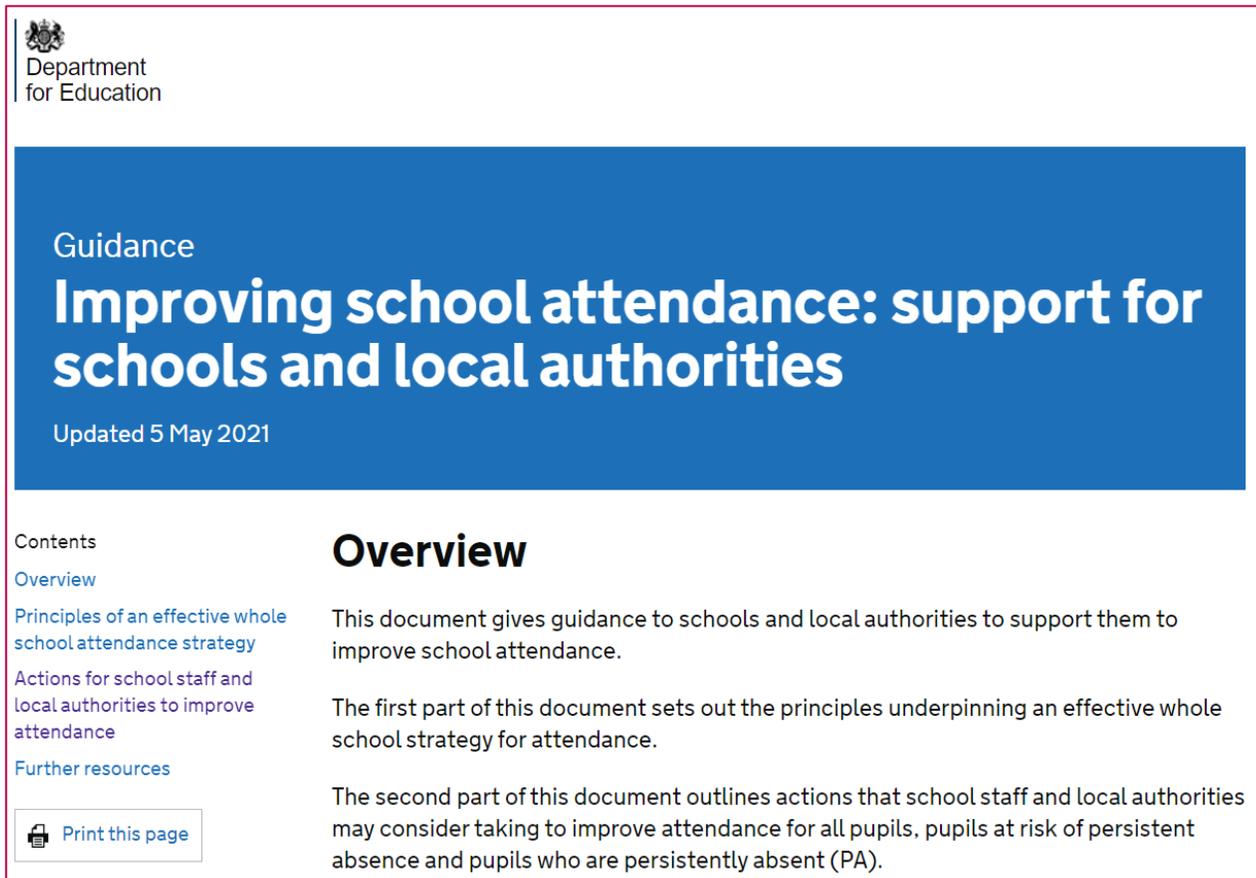
- Latest updates to government guidance
- Education staff wellbeing charter
- Everyone's invited and the Ofsted review of sexual abuse in schools
- Perplexing presentations and fabricated and induced illness

Updates for... England

- **Covid-19 operational guidance – updates for schools (10th May 2021)**
 - face coverings
 - attendance
 - advice on pupils who are abroad
 - pupils travelling to the UK from abroad
 - educational visits
 - wraparound provision and extra-curricular activity music, dance and drama and school – performances pupil wellbeing and support
 - state-funded school inspection
 - annex C – further guidance on domestic residential educational visits

Updates for... England

- Updated advice for supporting attendance for children with a social worker and section on actions local authorities might want to take to support attendance.



The screenshot shows the cover and overview of a guidance document from the Department for Education. The cover is blue with white text. The title is 'Improving school attendance: support for schools and local authorities', updated on 5 May 2021. The overview section is divided into two columns: 'Contents' and 'Overview'. The 'Contents' column lists 'Overview', 'Principles of an effective whole school attendance strategy', 'Actions for school staff and local authorities to improve attendance', and 'Further resources'. The 'Overview' column contains three paragraphs of text.

Department for Education

Guidance

Improving school attendance: support for schools and local authorities

Updated 5 May 2021

Contents

Overview

[Principles of an effective whole school attendance strategy](#)

[Actions for school staff and local authorities to improve attendance](#)

[Further resources](#)

 [Print this page](#)

Overview

This document gives guidance to schools and local authorities to support them to improve school attendance.

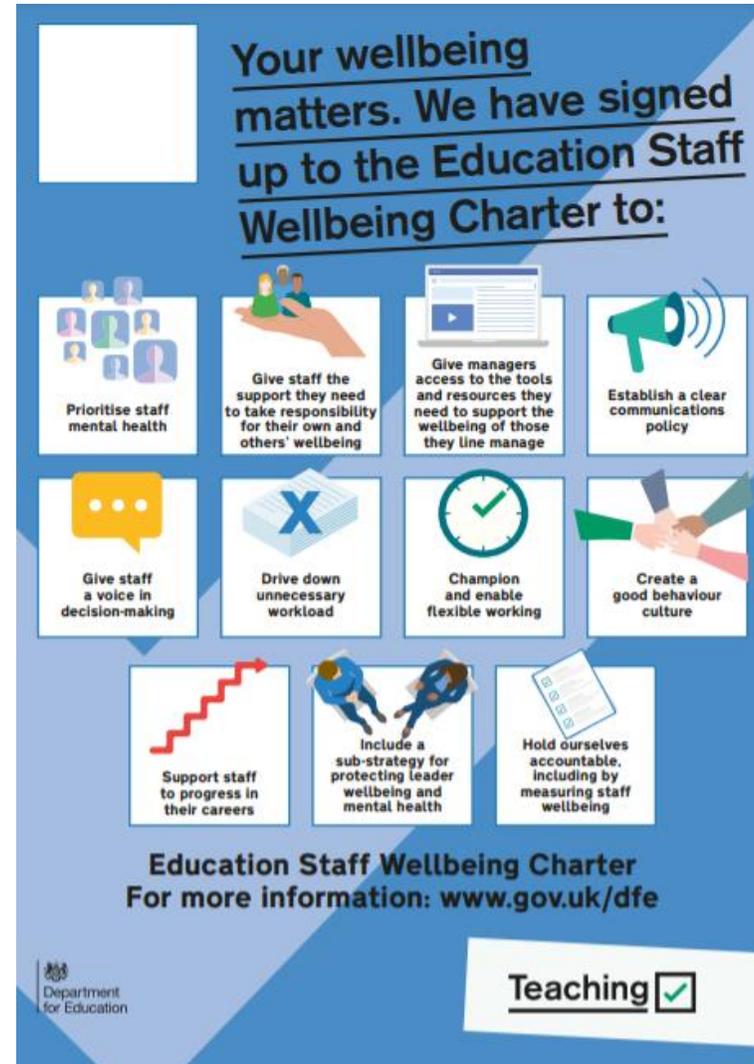
The first part of this document sets out the principles underpinning an effective whole school strategy for attendance.

The second part of this document outlines actions that school staff and local authorities may consider taking to improve attendance for all pupils, pupils at risk of persistent absence and pupils who are persistently absent (PA).

Education staff wellbeing charter

- Jointly developed by unions, schools and trusts, professional bodies, Mind, the DfE and Ofsted.
- Range of aims to promote wellbeing in schools.
- More information will follow in the autumn – no need to sign up now.
- Will be evaluated in 2023.
- Range of resources available.

<https://www.gov.uk/guidance/education-staff-wellbeing-charter>



Everyone's Invited – what does it mean for us?

- Everyone's Invited began in June 2020, after the founder Soma Sara shared her personal experience of rape culture on Instagram.
- Since then, the movement has grown and there have now been 16,000 stories shared on the Everyone's Invited website.
- Many of the stories involve incidents of peer on peer sexual abuse and lots of the testimonies name schools.
- The platform has now stopped sharing the names of schools as part of the testimonies.
- It signposts individuals to sources of support and help.

Ofsted review of sexual abuse in schools

The review will:

- seek to find out whether schools and colleges have appropriate safeguarding processes in place.
- Consider whether current guidance is understood by schools and colleges.
- Consider whether guidance is sufficient to help schools respond effectively to allegations.
- Consider whether schools and colleges need further support in teaching about sex and relationships.
- Assess whether current inspection regimes in state and private schools are robust enough around the issue of sexual abuse.
- Consider how well schools and colleges are working with local multi-agency safeguarding partners.

What will be looked at?

Safeguarding and curriculum

- Is the existing safeguarding framework and guidance for inspectors strong enough to properly assess how schools and colleges safeguard and promote the welfare of children?
- How can schools and colleges be supported further to successfully deliver the new RSHE (relationships, sex and health education) curriculum, including in teaching about sexual abuse, cyber-bullying and pornography as well as healthy relationships and consent?

Multi-agency safeguarding arrangements

- How well are safeguarding guidance and processes understood and working between schools, colleges and local multi-agency partners?
- Does working between schools, colleges and local safeguarding partners, including local authority children's social care, the police, health services and other support, need to be strengthened?

Victims' voice and reporting

- How does the current system of safeguarding in schools and colleges listen to the voices of children when reporting sexual abuse whether occurring within or outside school?
- What prevents children from reporting sexual abuse?
- Do victims receive timely and appropriate support from the right place?
- Have inspections by ISI (the Independent Schools Inspectorate) and Ofsted been robust enough in relation to the issues raised?

In order to answer these questions, the review will take the following approach:

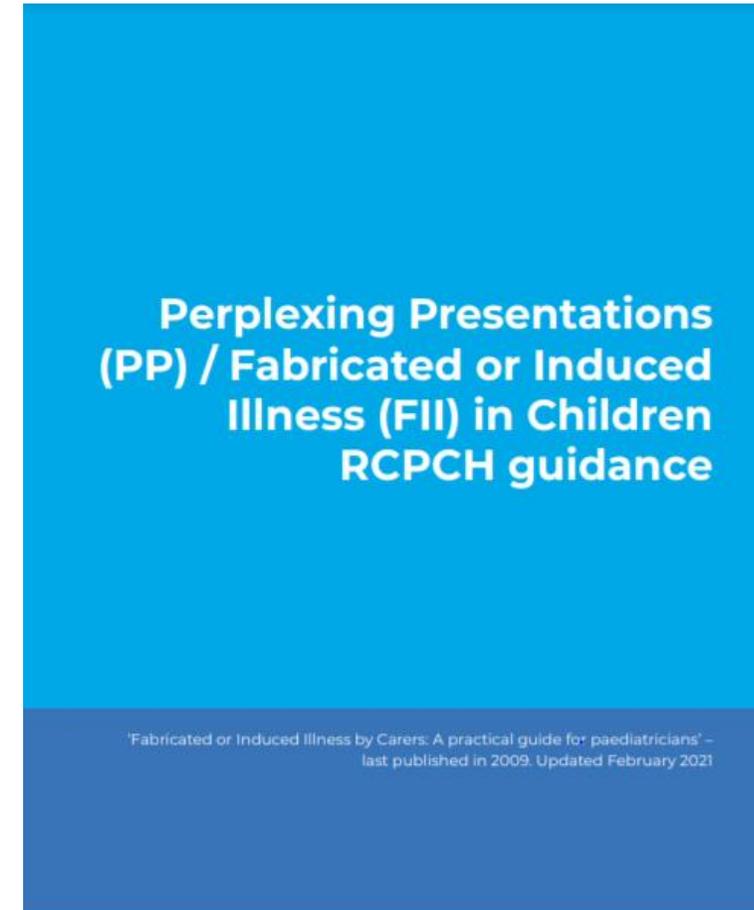
- Ofsted will review a sample of the recently reported evidence of sexual violence and abuse involving pupils.
- Ofsted will visit a sample of schools and colleges where cases have been highlighted, with ISI where appropriate, to look at how well safeguarding is working and to discuss the wider issues raised by the evidence.
- The review will not report on individual schools or cases, [\[footnote 1\]](#) but present a picture of good and poor practice across the country.

What could we be doing?

- Ensure that there is a culture of 'it can happen here'.
- Revisit your policy and procedures for reporting, make sure they include everything they need to and strengthen any areas that you feel need to be developed.
- Look at the behaviour policy and staff training and make sure it includes effective ways to respond to 'lower level' behaviour incidents that may create a culture of harm.
- Include your governors in any changes so that they can provide the necessary support and challenge.
- Re-consider your new PSHE curriculum in light of these issues.
- Think carefully about reporting mechanisms and how you can strengthen your approach.
- Review recent cases and consider if any further action needs to be taken.
- Consider implementing training around gendered language.
- Utilise pupil voice in a meaningful way.
- Document your holistic review and keep a record of any changes or developments that you have made.

Perplexing presentations and FII

- Royal College of Paediatrics and Child Health
- Updated February 2021
- Provides useful terms to help to describe concerning medical events or parental behaviour.

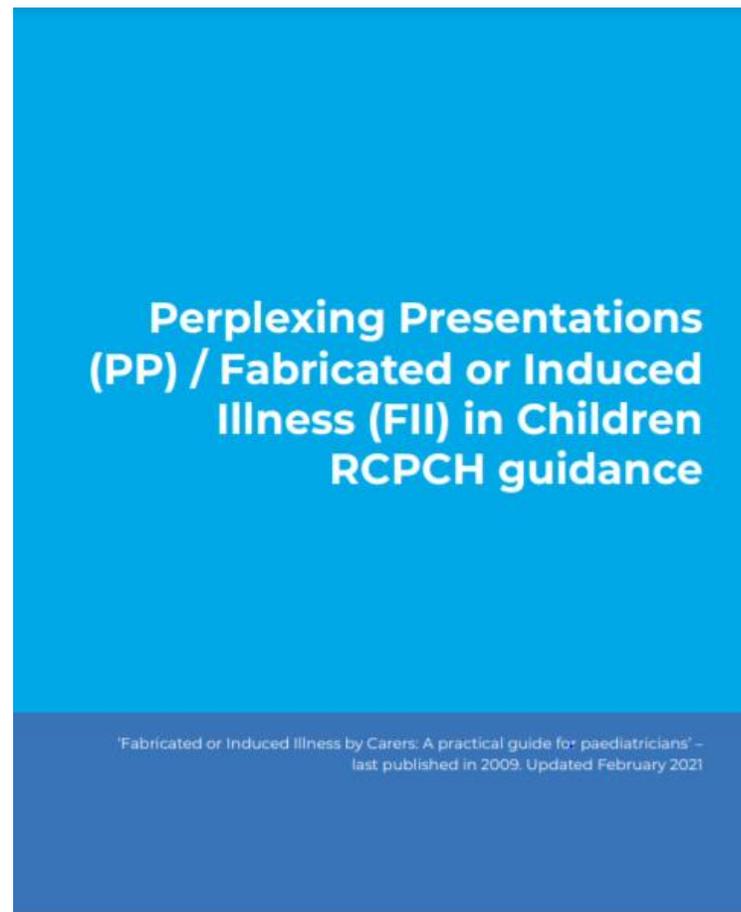


What are the terms used in the guidance?

Term	Definition
Medically Unexplained Symptoms (MUS)	The child's symptoms, of which the child complains and which are genuinely experienced, are not fully explained by any known pathology but with likely underlying factors in the child (usually of a psychosocial nature), and the parents acknowledge this to be the case. The health professionals and parents work collaboratively to achieve evidence-based therapeutic work in the best interests of the child or young person. MUS can also be described as 'functional disorders' and are abnormal bodily sensations which cause pain and disability by affecting the normal functioning of the body.
Perplexing Presentations (PP)	Presence of alerting signs when the actual state of the child's physical/ mental health is not yet clear but there is no perceived risk of immediate serious harm to the child's physical health or life.
Fabricated or Induced Illness (FII)	FII is a clinical situation in which a child is, or is very likely to be, harmed due to parent(s') behaviour and action, carried out in order to convince doctors that the child's state of physical and/or mental health or neurodevelopment is impaired (or more impaired than is actually the case). FII results in emotional and physical abuse and neglect including iatrogenic harm.

Perplexing presentations

- 92% of respondents recall seeing at least one perplexing presentation within the previous 12 months and 30% have seen more than five.
- Most common presentations involve feeding difficulties, challenging behaviour, musculoskeletal symptoms and gait disorders.
- Munchausen by proxy by internet has been reported as a new phenomenon.



Things to consider

- Ensure that you **read the guidance**.
- Review your **medical record-keeping**.
- Think about
 - How involved are your **attendance team**?*
 - How much **information** is shared with the safeguarding lead around absences?*
- Consider how you can **foster links with healthcare partner** to strengthen your safeguarding work.
- **Seek advice** from children's services if you are unsure of what action to take, follow your local procedures and make a referral if a child is experiencing, or at risk of experiencing, significant harm.

Putting your own oxygen mask on first

- Create opportunities within your day to have some thinking time.
- Use quick tools to help to regulate your own stress levels – e.g. Pooky's 5 finger breathing technique.
- Think about competing demands and how this impacts your senses. Go somewhere quiet to complete quiet work (even if it is just for 15 mins or half an hour!).
- Invest in yourself – supervision, training.



Things to think about...

- Consider the **pastoral implications** of changes to Covid guidance.
- Think about, or review, your approach to **promoting educational outcomes of vulnerable children** (including attendance!).
- Review your **policy and approach to HSB**.
- Update any information or training you deliver on **FII** with the latest guidance (or use the CE FII course!).



Any questions?

Any requests?
