



Safe to Learn



Northumberland Safeguarding Children Board

Northumberland Education and Skills Service

Half termly bulletin for Governors, Headteachers/Principals and Designated Safeguarding Leads in Schools, Academies and Alternative Providers

Issue 23: April 2019

Advice and guidance

Advice and guidance is available from the Education and Skills Service and the Northumberland Local Children's Safeguarding Board (NSCB):

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All schools/academies/alternative providers need to know about safeguarding is ON ONE PAGE of the NCC website entitled [Information for Schools](#) and the [Safeguarding and Schools section](#) of the *Inclusion and the Virtual School* webpage.

The minimum safeguarding requirements you should to have in place by law can be found in the DfE's statutory guidance [Keeping Children Safe in Education](#) September 2018.

Please remember that it is your responsibility to ensure that safeguarding practice in your own organisation meets required standards and is compliant.

Elective home education

The DfE recently updated the guidance on elective home education for local authorities and for parents. The guidance can be [viewed and downloaded here](#).

Knife crime

The DfE has published [guidance about knife crime](#). Although this is not a huge issue in Northumberland we have had a number of reported incidents involving school aged pupils and the police have been involved.

The Home Office also launched a new advertising campaign to reduce knife crime among young people. By using real-life stories of young people who made the decision not to carry knives, the #knifefree campaign aims to highlight the consequences of carrying a knife and to inspire young people to pursue positive alternatives: <https://www.knifefree.co.uk>

One of the challenges outlined on the Ofsted research report was the problem of finding high-quality resources to help talk about knife crime with pupils. The Home Office and the PSHE Association have a set of materials for use with Key Stage 3 and 4. You [view and download them here](#).

The Mental Health Media Charter

For World Mental Health Day 2017, the Mental Health Media Charter was launched by campaigner, Natahsa Devon MBE. This is a set of 7 simple guidelines for ensuring imagery and language used in mental health reporting is responsible, genuinely educational and stigma-reducing.

Teachers should follow these guidelines too when speaking to young people.

1. Don't use the phrase 'commit suicide' or 'successful suicide'.

The term 'commit' suggests criminality and blame. We now understand that suicide happens when pain exceeds resources for coping with pain. It is not a criminal act in the UK and has not been since 1961.

'Successful suicide' contravenes what we now understand about the act – Most people who take their own life are ambivalent, in that part of them wants to live.

Best alternative: 'Died by suicide'

Other options: 'Attempted/completed suicide', 'took/ended their own life'.

2. Don't show 'before' images in eating disorder stories or pictures which could be triggering to people who self-harm.

3. Don't use the term 'anorexics', 'bulimics', 'depressives' or 'schizophrenics'....

4. Don't give too much detail on suicide/self-harm or eating disorder methodology.

5. Don't use generic terms like 'mental health issues' when describing terrorists and other violent criminals

6. Do understand the difference between mental health and mental ill health.

Everyone with a brain has a mental health, just as everyone with a body has a physical health. By using the term 'mental health' to describe mental illness, an important discussion which impacts 100% of the population is confined to one quarter of it.

Instead of 'battles with mental health' it is therefore much more helpful to say 'issues with mental ill health' so that the public can understand the distinction.

7. Do include links to good quality sources of support if content might trigger need for help in a reader/viewer.

You can find more about the [Mental Health Media Charter here](#) and [download a pdf of the Charter here](#).



Young carers: increasing awareness and identification

Young carers in Northumberland have co-produced an awareness raising campaign that centres around a set of posters and memes which can be [viewed and downloaded here](#). We would love these to be used as widely as possible in Northumberland. We would be delighted if you would print and display them or maybe add them to your school electronic information board.

If you would like any further information please contact VoiCeS contact@voices-northumberland.org.uk

Warning against using Breck's Last Game

A film has been launched for use in schools and the PSHE curriculum called 'Breck's Last Game'. The film focuses on the murder of Breck Bednar, a teenager who was groomed online, and aims to be an educational resource to reduce young people's vulnerability to online grooming. We have significant concerns about the educational effectiveness of this film and its likely impact on young people, and warn schools against using it.

The film's aim of reducing young people's vulnerability to online grooming is laudable, and providing young people with the knowledge and skills they need to recognise risk online and seek help is a crucial part of PSHE. However, though this film has been produced with the best of intentions, it is not in line with best practice principles in PSHE education and as a result we do not believe it will support learning around reducing young people's vulnerability.

The film focuses on a tragic real life story and contains some scenes which will disturb or traumatise some young people. The film has been certified as 15 but we do not believe it is suitable for use in any PSHE classroom. From an educational perspective there are a number of reasons for not using shocking or upsetting films, stories or images:

- Using shocking imagery, stories or videos can retraumatise pupils who are already more vulnerable to distress in this area.
- Using extreme examples and images can actually delay young people from seeking help. Pupils may see or hear a story and be left with the impression that "my situation is nowhere near as bad as that" and so feel they are not yet deserving of help or support. This might be the case particularly when teaching pupils about relationship abuse, drug use or gang crime.
- Extreme cases may be more likely to make young people think 'that won't ever happen to me' than the desired 'that could be me' response.
- In a classroom, it is very difficult for pupils to disengage; they cannot simply stand up and walk out without inviting attention or further consequences.
- For more info on best practice in using stories of crime in PSHE see our [Police in the Classroom handbook](#).

We advise schools not to use this film with young people as part of their PSHE curriculum. Our concerns are not limited to the full version of the film, and whilst accompanying lesson plans are available, these do not provide a safe and effective context for using either version of the film.

The Northumbria Police Force Intelligence Mailbox

The mailbox is an email address for partners and police officers to share intelligence and ensure it is received by partners. The emails sent to the mailbox are accessed by Police Officers working in the Force Intelligence Bureau who will rate the intelligence and either share with the most appropriate resource, Police Area Command or use it to further build intelligence.

What should come to the Northumbria Police Force Intelligence Mailbox and what should be reported via the control room:

- If an incident is happening now or the information is time critical the matter must be reported via 101 or 999 in an emergency
- If there is a child or vulnerable person at risk of harm to themselves or via another, you must report the matter via 101 or 999 in an emergency
- If you have an existing channel of communication or the matter has been actioned by police previously, please continue to use that to feed in intelligence, as there will be an existing OIC (Officer in Charge).

Protecting children from harmful sexual behaviour (NSPCC)

The NSPCC has update their guidance and support information around harmful sexual behaviour. Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive (derived from Hackett, 2014).

The guidance covers:

- Introduction
- Recognising
- Responding
- Prevention
- Direct work
- Guidance
- References and resources

One of the most often used tools to identify harmful sexual behaviour is published by [Brook](#), the sexual health charity. Their website includes a range of resources, including scenarios that can be used in training.

We know that one of the greatest challenges for safeguarding children and young people is around sex, but adults, often find it hard to have discussions between themselves about the topic, let alone between parents and children. In my experience it is important that school staff are able to discuss situations that they believe are not acceptable or acceptable, and all the grey areas in between. [The Brook Traffic Light Tool scenarios](#) are a good way to instigate those discussions. A printable pdf of the scenarios can be [downloaded here](#).

Government white paper: Online Harm

The [Online Harm White Paper](#) sets out the Government's plans for world leading laws to make the UK the safest place in the world to be online. These will make companies more responsible for their users' safety online, especially children and other vulnerable groups. A new statutory duty of care is being introduced, to make companies take responsibility for the safety of their users and to tackle harm caused by content or activity on their services. Compliance with this duty of care will be overseen and enforced by an independent regulator.

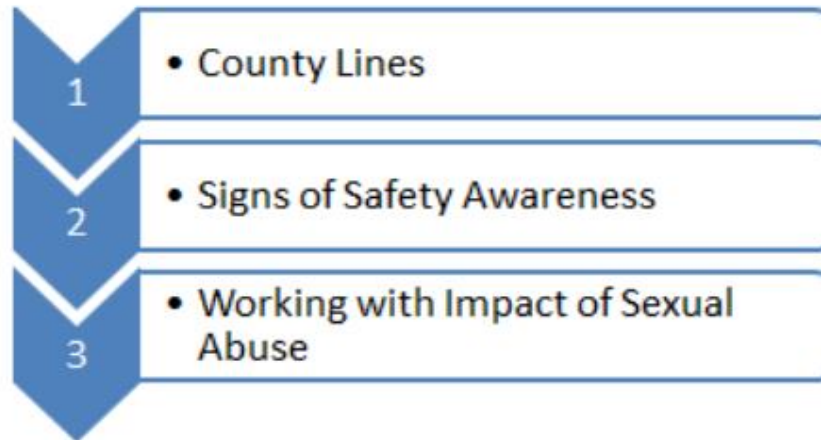
There is no action required however the paper makes interesting reading in particular the section on tackling terrorist risks online.

Schools in Mind

Mental health charity, the Anna Freud Centre, has created a free booklet to help schools with their support for parents. The booklet was developed by teachers, clinicians and parents/carers and explores a range of innovative ways that schools can help children by successfully engaging with parents and carers.

The booklet includes tips as well as case studies that show both parents' and schools' perspectives. Topics featured include "Building rapport with parents and carers", "Having difficult conversations with parents and carers" and "Managing your feelings". You can [download the free booklet](#) here.

NSCB Carousel Event 2019



This half-day learning event will provide an opportunity to:

- Identify how County Lines presents and consider implications for practice
- Identify key principles and processes of the Signs of Safety approach
- Consider the impact of sexual abuse on children and the use of trauma-based practice when working with victims

Friday 26 April 2019 9.30-12.30 West Hartford Fire Station

Friday 26 April 2019 13.30-16.30 West Hartford Fire Station

Tues 30 April 2019 9.30-12.30 West Hartford Fire Station

Tues 30 April 2019 13.30-16.30 West Hartford Fire Station

Places can be booked via Learning Together (ncc.learningpool.com)

EU Exit: no deal preparations for schools in England

The word we try to avoid, however it is useful to be aware that the DfE has provided guidance, with specific links to safeguarding in relation to new arrivals, school places and checking restrictions and sanctions in relation to teachers' qualifications. You can find the guidance for [no deal preparations for schools in England](#) here.

MSET

(Missing, Slavery, Exploitation: both criminal and sexual & Trafficked)

MSET is replacing the Risk Management Group (RMG) as a different model for risk identification and management of high risk adolescent cases.

MSET will widen the lens through which we view risk for adolescents. The reason for the shift is to create more consistency in the way authorities identify and respond to MSET concerns. The meeting is now chaired by the Police Complex Abuse Unit who also acts as Chair for the other authorities' MSET panels and are therefore best placed to provide a holistic viewpoint. The new MSET tool is linked below (it will be in the Tri.x procedures soon) and is comprised of four stages which are designed to tell us the following:

- Stage 1 - Is the young person at risk of harm?
- Stage 2 - What does that harm look like?
- Stage 3 - What are we doing to try and keep them safe?
- Stage <https://www.annafreud.org/engagingparents/4> - How is that working for them?

Please [follow this link](#) for further/additional information.

Suicides

Recently there has been a number of reports of suicide amongst people who have taken part in so-called reality programmes such as Love Island, and we have also had a number locally in Northumberland. Some reporting has been sensationalised and has included descriptions of the methods used. Whilst there are no statutory reporting guidelines, there are voluntary ones created by partners including the Samaritans, Mental Health First Aid (MHFA) England and Beat (the eating disorders charity).

The Samaritans have their own guideline for reporting, including a number of helpful fact sheets. Celebrity deaths can be of significance in schools, and this may be an opportune moment to talk about suicide in an appropriate way. The Samaritan's guidance could be followed by school staff too.

You can find [the Samaritans' information here](#), and a helpful [10 things to remember when reporting suicide](#) pdf.

Attending Trampoline Parks: updated risk assessments & guidance

[Attending Trampoline Parks Guidance](#) -
[Attending Trampoline Parks Generic Risk Assessment](#)

Enjoy bouncing but be safe!

Female Genital Mutilation

The National FGM Centre has added a number of new resources to their website. In addition to FGM, the resources also include breast flattening and child abuse linked to faith or belief. Resources include:

- [FGM Direct Work Toolkit](#)
- [Exploring concerns around child abuse linked to faith or belief](#)
- [Breast Flattening Information overview](#)