DSL Network

27/6/23

Dani Lang
Senior School Improvement Advisor Safeguarding & Inclusion

daniella.lang@enfield.gov.uk

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Agenda

- 3.30pm Welcome, updates and previous questions – Dani Lang

- 3.35pm Early Help – Alicia Jack & Lydia Bartlett

- 3.50pm Supporting with disclosures for pupils with SEN – Cath Goodwin, West Lea

- 4pm Updates on KCSIE and other relevant DfE updates – Angela Corbett

- 4.30pm Autism and Sexuality – Rachel Walker, EASA

- 4.40pm LADO updates – Andreas Kyriacou

- 4.45pm Prevent updates – Jenny Merryweather

- 4.50pm School Offensive Weapons Protocol – Dani Lang & Velda Ewen

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Advice linked to self harm

- Suzy Frances is the CYP Strategic Lead for CYP Mental Health for Enfield.

Here are some useful resources to support schools.

- Text "SHOUT" to 85258 to contact the Shout Crisis Text Line, or text "YM" if you're under 19

- Under 19, you can also call 0800 1111 to talk to Childline.

- https://www.mind.org.uk/information-support/types-of-mental-health-problems/self-harm/for-friends-and-family/

- https://harmless.org.uk/

- https://www.selfinjurysupport.org.uk/

- https://www.kooth.com/

- https://www.enfield.gov.uk/__data/assets/pdf_file/0028/33499/CYP-looking-after-your-mental-health-wellbeing.pdf

- https://www.selfinjurysupport.org.uk/

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Other things to consider are how to help staff maintain their wellbeing whilst supporting a pupil who self harms. So you might want to think about the points below.

- Teachers pointed to the need for support from leadership and management in prioritising wellbeing.
- Generating a whole school policy which clearly explains how staff should respond to self-harm.
- Provide training opportunities for all staff to increase their understanding of self harm.
- Provide opportunities for staff to come together before, or after delivering any sensitive content relating to self harm.
- Be mindful that staff members may have a history of self harm themselves, or within their families.
- Promote self-care activities and foster a whole school positive approach to wellbeing.

Pupils & E-Safety

- Social media, online games, websites and apps can be accessed through mobile phones, computers, laptops and tablets – all of which form a part of children and young people's online world.

- Pupils may be exposed to upsetting or inappropriate content online, particularly if the platform you're using doesn't have robust privacy and security settings or if you're not checking posts.

- Pupils posts or profile information may expose personal information and put them at risk. There may be information that makes them identifiable such as locations of events they are taking part in or visual clues in photographs.

- Schools have a dual responsibility when it comes to e-safety - to ensure the school's online procedures keep children and young people safe, and to teach them about online safety, in and outside of school.

- As part of the statutory <u>relationships and health education</u> in primary schools and <u>relationships, sex and health education</u> in secondary schools, pupils are taught about online safety and harms.

- Schools should have a clear and sequential curriculum to support pupils – it will be part of committing, RSE, PHSE, citizenship and British Value.

- Teachers should have ongoing conversations with pupils about the benefits and dangers of the internet and create an open environment for children and young people to ask questions and raise any concerns.

- Teaching online safety should not be restricted to IT and computing lessons.

- Embedding key messages about staying safe online throughout the curriculum helps ensure that pupils of all ages are taught online safety skills.

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- Stop Speak Support school pack | NSPCC Learning
- It's Not OK: online teaching resources | NSPCC Learning
- Love Life: resources for young people with learning disabilities | NSPCC Learning
- Podcast: enhancing online safety for children | NSPCC Learning
- Staying safe online | Childline
- Online safety guides and resources centre | Internet Matters
- Social media guides - UK Safer Internet Centre
- Staying safe online in the summer holidays – advice for parents and carers - UK Safer Internet Centre
- National Online Safety | Keeping Children Safe Online in Education
- Using external expertise to enhance online safety education: Guidance for education settings - GOV.UK (www.gov.uk)
- Teaching online safety in schools - GOV.UK (www.gov.uk)
- Harmful online challenges and online hoaxes - GOV.UK (www.gov.uk)

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KCSIE Section 5

- This part of the statutory guidance is about how schools and colleges **should respond to all signs, reports and concerns** of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and/or online (what to look out for and indicators of abuse are set out in Part one of this guidance).

'Working Together to Improve School Attendance"

- School attendance has come into sharper focus since the disruption faced by many pupils due to the coronavirus pandemic. As part of this drive to improve school attendance, the DfE has set out within the guidance, their expectations on how schools may practically address attendance issues.

- For the first time, schools are expected to have clearly defined statutory roles, which should be set out in a clear table, outlining the responsibilities of key staff members and partners. Schools are being asked to develop and maintain a whole school culture that promotes the benefits of good school attendance and is an integral part of the school's ethos; *"securing good attendance cannot be seen in isolation; attendance cannot be improved through a single member of staff or organisation and must be a concerted effort across all school staff, the trust or governing body, the local authority and other local partners."*

- Schools should have an attendance policy, if not already in place, that all staff, pupils and parents understand. This policy should be easily accessible to leaders, staff, pupils and parents. The policy should be published on the school's website and parents should be reminded of its contents on an annual basis. Schools will see reference to developing a school attendance policy from the guidance. The DfE is clear that the attendance policy should reflect the expectations set out in the guidance as a minimum.

- The guidance also states that schools should accurately complete admissions and attendance registers and have effective day-to-day processes in place to follow up when absence occurs. Schools should regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance, enabling the school to put effective strategies in place.

- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them. Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

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RELATIONSHIP CONNECTION is our 'superpower'

CONNECTION can be created in a millisecond

- An affirmative look
- A kind word
- And most definitely by compassionate listening at times of distress

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Off-site Tutoring

- It is important you have a process in place to safeguard pupils.

- Pupils need to be regularly seen and families spoken with if they remain on the schools roll.

- The borough is currently working on guidance which will hopefully be shared before the end of term.

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Things to consider…

- Secure an email explaining reasoning child is to be kept at home (including safeguarding concerns) – this should either come from the parents or be a reply from parents showing their agreement.

- Make all relevant professionals aware, e.g. social worker, SEN, etc.

- Share safeguarding procedures with parent and once organised with tutor.

- Discuss how pupil might spend their day, for example tutoring sessions, how parent can encourage contact with other children, the sorts of activities parents can support their child to be engaged In, etc.

- Ensure parent is aware of who to contact in school about any advice or support they may need.

- Ensure they visit the home every two weeks so that the child can be physically seen. The school should record this in any sensible format that suits their management information system.

- Ensure there are weekly checks (virtual meetings or phone calls) in with parents to support wellbeing of child. This should also include speaking with the child where possible. The school should record this in any sensible format that suits their management information system.

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- Obtain Letter of Assurance from Agency confirming all appropriate checks carried out, and confirmation picture of identity. If there is something declared on the DBS, then the agency should provide a copy as per KCSIE 2022.
- Ensure agency recruitment questionnaire is completed (speak with Schools Personal).
- Invite tutor to school for identification checks and setting of expectations with regards to safeguarding and working with the child. DSL name and contact details should be shared.
- Invite parent and child to school to meet the tutor and set clear expectations. (If doing this on school site is not possible, then a staff member should attend the first tutoring session off site to do this.) Parents can provide useful information that can inform the teaching approach.
- Set clear expectations linked to attendance, e.g. if day 1 there is no session they email the school contact, then if the same for day 2 they phone the school so school can visit on day 3.
- Provide child with relevant resources as needed, e.g. paper, pencils, books, etc.
- QA tutoring sessions as required.

EARLY HELP – ALICIA JACK & LYDIA BARTLETT

SUPPORTING WITH DISCLOSURES FOR PUPILS WITH SEN – CATH GOODWIN, WEST LEA

UPDATES ON KCSIE AND OTHER RELEVANT DFE UPDATES – ANGELA CORBETT

AUTISM AND SEXUALITY – RACHEL WALKER, EASA

LADO UPDATES – ANDREAS KYRIACOU

Contacts Info

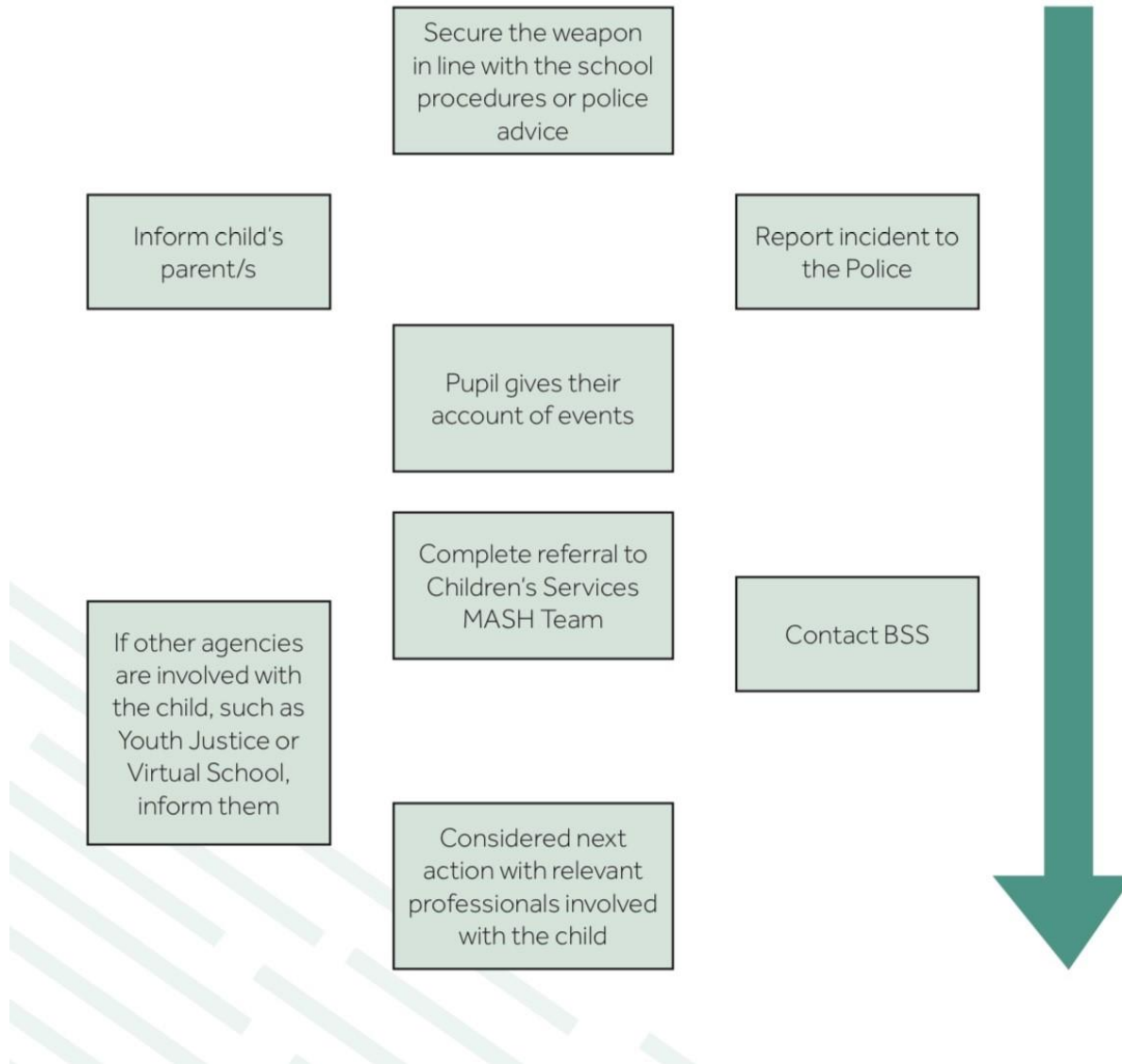- Local Authority Designated Officer - LADO
- Phone number - 020 8379 4392
- Email - <u>safeguardingservice@enfield.gov.uk</u>
- <u>Allegations against adults working with children | Safeguarding Enfield</u>

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PREVENT UPDATES – JENNY MERRYWEATHER

SCHOOL OFFENSIVE WEAPONS PROTOCOL – DANI LANG & VELDA EWEN

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- The use of weapons by young people, and in particular, knives is a growing concern. Offences involving possession of a weapon are within the top five most common offence for first time entrants into the criminal justice system.

- Enfield recognises that knife-crime does not exist in a vacuum; children and young people who are both the victims and perpetrators of knife-crime are likely to experience multiple layers of vulnerability. For example, they may have witnessed other children carrying knives, or have suffered trauma which has had an impact on their ability to make safe choices and self-regulate.

- Nonetheless, it is clear that children and young people need help and support to prevent them from becoming either victims or perpetrators of knife-crime.

- As young people develop maturity they naturally experiment with their behaviour and test boundaries. The younger they are the less capacity they will have for restraining themselves, resisting temptation or resisting peer pressure. They will mature at different rates and will have less life experience than adults.

- We would also expect them to benefit from a greater opportunity to learn from their mistakes, being more able to change their behaviour and attitudes than adults.

- Young people will also suffer a greater impact from social stigma or a criminal record, affecting their future opportunities and prospects. Effective integration back into their communities is a key consideration. None of this excuses poor or criminal behaviour. It actually increases the need to intervene at a low level, to show that actions have consequences, and that harm is being caused. But we must also be careful, in acting positively, to take into account immaturity and ensure we don't inadvertently damage a young person's future.

Procedures Flowchart

Secure the weapon in line with the school procedures or police advice

Inform child's parent/s

Report incident to the Police

Pupil gives their account of events

Complete referral to Children's Services MASH Team

Contact BSS

If other agencies are involved with the child, such as Youth Justice or Virtual School, inform them

Considered next action with relevant professionals involved with the child

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Protocol Checklist

1. Has the weapon been secured in line with the school procedures or police advice?	
2. Has/Have the child's parent/s been informed?	
3. Has the pupil been given the opportunity to give their account of events?	
4. Has the incident been reported to the Police?	
5. Has the incident been reported to the Safer Schools Police Officer?	
6. If Youth Justice are involved with the child, have they been informed?	
7. Has a referral been made to Children's Services MASH Team?	
8. Has a response been received from MASH?	
9. Has a response been received from the Safer Schools Police Officer?	
10. Has a response been received from the Safer Schools Police Officer?	
11. Has the pupil received an offer of additional support?	
12. Is it possible for the pupil to remain in school without compromising the safety of others?	
13. If there is an identified victim, have their needs been assessed and any additional support or safety planning been put in place as appropriate? (e.g. referral to CAMHS, EP made aware, victim support offered, etc)	
14. Have all alternatives been considered linked to suspensions or exclusions? (e.g. multi-agency intervention, managed move, etc)	
15. Have the school involve BSS?	
16. Can a suspension or permanent exclusion be avoided?	
17. If a decision has been made to permanently exclude the pupil, has all the relevant paperwork linked to this been shared with the LA Exclusions Officer Day 1 of the permanent exclusion?	

Future meetings and CPD

- 4th July 9.30am-2.30pm – Contextual Safeguarding event – See PL

- **6th July 2pm-3pm - Additional DSL Network**

- 10th July 10am-2.30pm - Introduction to Adultification – See Safeguarding Enfield

- 7th September 9.30-12.30pm - Child Protection training – See PL

- 14th September 9am-4pm - Designated Safeguarding Lead Training for SEND professionals - See PL

- 26th September 3.30pm-5pm – DSL Network

- 28th September 9am-4pm - Designated Safeguarding Lead Training – See PL

- 3rd October 10am-1pm - Understanding Domestic Abuse & Coercive Control Training – See Safeguarding Enfield

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