Designated Safeguarding Lead Update

OXFORDSHIRE VIRTUAL SCHOOL Looking After Learning

Welcome to the 2nd edition of the Designated Safeguarding Lead update which is published termly. The aim of this publication is to provide some information, updates, contacts, useful strategies and ideas to support the work you do with children subject to CIN and CP planning, and children who have at some point been open to Children's Social Care. Please also take time to look at this webpage **Children with a social worker | Oxfordshire County Council** to support your work with this cohort. If you have any questions/requests regarding content, contact laura.east@oxfordshire.gov.uk

Training Programme 2023/24 – BOOK HERE

Upcoming training:

Tues 20th February
Best practice for schools on working with adoptive and special guardian children and families

Thurs 18th April
Introduction to the Neuroscience of Trauma, delivered by The Mulberry Bush Outreach Service

Tues 23rd April or Tues 18th June
PACE for School Staff
PACE is an approach for working with children with trauma. PACE stands for Playfulness, Acceptance, Curiosity and Empathy.

Thurs 27th June
2024 Virtual School Annual Conference
Theme: *Nurturing a strong sense of identity and belonging in care-experienced children*

NEW Podcast series

Click on the below link to listen to our very first podcast about our extended duty to promote the education of children with a social worker:
Episode 1 – Children with a social worker

What else would you like to hear about?
Tell us here

Conflict and behaviour that challenges is inevitable in school and in society

How can we adapt our language to work towards the changes we want to see in school?

You may find the below selection of links useful to share in staff meetings/CPD sessions:
- Relationships and conflict - Restorative Conversations (youtube.com) – 2- minute video which explains the power of replacing "You for I"
- Adapting restorative scripts to redirect behaviour in the classroom (inc. ref to EYFS)
- Being trauma-informed using Positive Behaviour for Learning (PBL)
- Understanding restorative practices and PBL
- Bullying behaviour and Positive Behaviour for Learning

The SEND Ordinarily Available Toolkit (OAT) and Helpdesk

Oxfordshire County Council have produced the OAT to give guidance on the provision that mainstream schools need to make for children and young people with special educational needs and/or disabilities in Oxfordshire. You can find a copy of the OAT here:
SEND Ordinarily available toolkit (oxfordshire.gov.uk)

There is also a SENDCo helpdesk available which offers support for special educational needs and disabilities coordinators in schools or early years settings. It is run by specialist SENCOs who can:

- ❑ support SENDCOs to deliver a comprehensive graduated response within their schools/settings
- ❑ answer queries and problem-solve
- ❑ signpost and consider the next steps
- ❑ raise awareness of Oxfordshire County Council's **Local Offer**

The helpdesk will give time to discuss concerns at an individual or whole school/setting level. It is aimed to help support SENDCOs (or practitioners supporting SEND in early years) to consider the next steps when implementing the graduated response so that the needs of children and young people with SEND are met as early as possible.

Advice will be evidence-based, supportive and provide high-quality early intervention.

Attendance is everybody's business
The attendance of children on CIN and CP plans is your business

Average attendance

Status	Year groups 0 - 6			Year groups 7 - 11			All year groups		
	Last year	This year	Change	Last year	This year	Change	Last year	This year	Change
EHCP (all children)	92%	93%	1%	91%	91%	0%	92%	92%	0%
EHCP (children with open cases)	90%	90%	0%	87%	84%	-3%	89%	88%	-1%
LCSS	93%	93%	0%	87%	87%	-1%	92%	91%	-1%
Early Help	93%	93%	0%	83%	77%	-6%	91%	90%	-1%
Open C&FA	92%	92%	0%	87%	83%	-4%	91%	90%	-2%
ChIN	90%	92%	2%	86%	82%	-4%	89%	89%	0%
CPP	86%	88%	2%	64%	69%	5%	83%	83%	0%
CWCF	96%	97%	1%	93%	93%	0%	95%	95%	1%

Median average. "Last year" includes entirety of last academic year. "This year" includes current academic year to date. "Change" shows difference between the two. Changes of at least +/- 5% are highlighted

Attendance of children in Oxfordshire at the end of Term 3 2023/24

Don't wait until a child's attendance drops below 90% to act! As soon as you see signs of attendance slipping, take action!

Count of Children

Status	Year groups 0 - 6	Year groups 7 - 11	All year groups
EHCP (all children)	2310	1768	4078
EHCP (children with open cases)	455	420	875
LCSS	1003	642	1645
Early Help	439	333	772
Open C&FA	202	158	360
ChIN	397	371	768
CPP	182	131	313
CWCF	91	132	223

While there is some improvement in the attendance primary-aged children subject to CIN plans and children subject to CP plans compared to last year, **secondary school attendance (and the attendance of children open to Early Help, C&FA and CIN planning) is a significant concern**.

You can see from the table above that:
➢ Primary-aged children subject to CIN and CP planning are on average absent from school for the equivalent of at least 1 day a fortnight already this year;
➢ Secondary-aged children subject to CIN planning are on average absent from school for the equivalent of 2 days a fortnight; and
➢ Secondary-aged children subject to CP planning (the most vulnerable) are on average absent from school for the equivalent of 3 days a fortnight – that's 2 months a year!

If they are not in school, how can you be sure they are safe?

Children should be in school during term-time for more waking hours than they are at home. This is an opportunity to control what we can control – offering children and young people safe spaces to be, to learn and experience positive and respectful relationships.
It's worth asking staff: Do we believe that our students (particularly our most vulnerable) experience school as safe and see it as unmissable? The next question worth asking is: How can we ensure it is safe and unmissable for our children? And that's when you need to engage with your students…

Attendance is Your Business!

Message from the Department for Education (DfE)

Priority action for schools: Support the national drive to improve school attendance

From the start of the Spring Term, we are running a national campaign to ensure that everyone is clear that 'moments matter, attendance counts'.

You can access a new toolkit with more details and valuable resources which can be used to help support a warm welcome to school for children, young people and families. This is in addition to existing resources including guidance on mild illness, a letter from the Chief Medical Officer, support for children who are anxious about school, and a toolkit to help schools communicate with families on attendance

We have also committed to introducing legislation in the coming months that will mean all schools will be required to share their daily pupil attendance data. Join the 88% of schools that are already sharing daily attendance data and access your attendance data using the Monitor Your School Attendance tool, via the 'View your education data service and see up-to-date pupil-level attendance and compare your performance against other schools.

Further resources

Guidance
- **Working together to improve school attendance - GOV.UK (www.gov.uk)**
- **School behaviour and attendance: parental responsibility measures - GOV.UK (www.gov.uk)**
- **Letter to school leaders on mild illness and school attendance - GOV.UK (www.gov.uk)**
- **Toolkit for schools: communicating with families to support attendance - GOV.UK (www.gov.uk)**
- **Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)**

Resources
- **Why is school attendance important and what support is available? - The Education Hub (blog.gov.uk)**
- **Access your school attendance data - GOV.UK (www.gov.uk)**
- **Mental health resources for children, students, parents, carers and school/college staff - The Education Hub (blog.gov.uk)**

Best Practice
- **Improving attendance: good practice for schools and multi-academy trusts - Case study - GOV.UK (www.gov.uk)**
- **Attendance - Teaching (blog.gov.uk)**
- **Attendance hubs - GOV.UK (www.gov.uk)**
- **What are reasonable adjustments and how do they help disabled pupils at school? - The Education Hub (blog.gov.uk)**

MOMENTS MATTER, ATTENDANCE COUNTS.
Attendance communications toolkit for schools

Department for Education

Have you any children with a parent in prison?

If so, you must click here

Children Heard+Seen

TICS Ltd (Trauma Informed Consultancy Services) offer monthly complimentary webinars which can be found here: Monthly Webinar Series 2024 - Trauma Informed Consultancy Services Ltd (ticservicesltd.com)

Further links and resources

Teaching Consent - Schools Consent Project

Education is prevention, is the highly appropriate tagline for the Schools Consent Project - a new initiative aimed at teaching consent. Not simply as a moral concept but as it is understood in a concrete legal manner. Topics of appropriate sexual conduct, become increasingly important throughout a pupil's schooling. Young people navigating their way through puberty, are often blissfully unaware of how to confront the dizzying array of emotions that the process of mental maturity creates. This is most notably the new obligations that the concept of sexual relations imposes on them. The Schools Consent Project is based on helping young people understand these new obligations, and their role within the legal and social framework in which they will live as adults. If interested, please follow the link here: **Schools Consent Project**

Staff Question of the Week:
What is the difference between a Section 17 and Section 47?

All staff should be aware of the process for making referrals to local authority children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. (KCSIE 2023 paragraph 16)

See further information here from the Children's Commissioner: https://www.childrenscommissioner.gov.uk/blog/who-are-children-in-need/

Peer Education Project - Mental Health Foundation

Mental health in education has increasingly become a core function of educational establishments and their staff. However, one of the chief issues in approaching children and young people's mental health in schools is the barrier between staff and students. Breaking down that barrier is key to getting the mental health message across to those who need it most. The Mental Health Foundation has developed a project aimed at that endeavour. Seeking to use older pupils to engage with younger pupils on mental health matters. To read more about this fascinating approach, please follow the link below:
https://www.mentalhealth.org.uk/our-work/programmes/families-children-and-young-people/peer-education-project

Understanding AI for Educators - Better Internet for Kids

From increasingly realistic AI generated photographs, to real photographs modified by AI all the way to AI enabled voice cloning. Everywhere you look AI lurks with another unforeseen usage. This brings new vulnerabilities and new risks to children and young people. Better Internet for Kids, has recently published an article laying out the ins and outs of AI and the impact its continued development, is having on children. For more information, click on the link below:
https://www.betterinternetforkids.eu/teacher-corner/deep-dives/generative-ai

This website offers advice around introducing smartphones with children. *When is the right time? What should families know about how to assess child readiness for a smart device?* Smartphones: Assessing Readiness - Children and Screens