

Safeguarding in Education Team

Bolton Safeguarding Children



October 2022

Up coming SET Training available:

14/10/22	Friday	DSL Full Day 9:30-16:00)	Essa Academy
21/10/22	Friday	*FREE* Framework for Action (1:30-15:00)	Virtual
15/11/2022	Tuesday	*DSL Refresher (Half-day, 13:00-16:30)	Essa Academy
14/12/22	Tuesday	*FREE* Framework for Action (10:00-11:30)	Virtual
5/12/22	Monday	Basic SG/CP (Half-day, 13:00-15:30)	Essa Academy
11/1/23	Wednesday	*DSL Refresher (Half-day, 9:00-12:30)	Virtual
14/2/23	Tuesday	DSL (Full day, 9:30-16:00)	Essa Academy

To book email SET@bolton.gov.uk

Section 175/157 self assessment of safeguarding

From this year the assessment is going to be conducted using a web based form. You will be asked to access this from the Safeguarding Children Partnership Website and it will be "LIVE" throughout Spring Term. We hope this will be a simpler and more effective method. More information will follow but in the meantime, If you have any questions please get in touch. SET@bolton.gov.uk

Keeping Children Safe in Education 2022 says....

Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the **knowledge to provide strategic challenge to test and assure themselves** that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

You can book face to face basic training for your school through SET or access this on line at [e-learning – Bolton Safeguarding Children](#) . Training on SG Governance is also available on the following dates.

Please book through Governance services.

12/01/2023	Thursday 11:30 – 14:00	Safeguarding: The Boards role	MS Teams	Governance training SLA/£80
29/03/2023	Wednesday 17:30 – 20:00	Safeguarding: The Boards role	BSTC	Governance training SLA/£80
29/06/2023	Thursday 13:00 – 15:30	Safeguarding: The Boards role	BSTC	Governance training SLA/£80

DSL DROP IN

The next DSL drop in falls within the "month of action" where the topic is "Exploitation is still happening".

Join us to network, share good practice, share common issues and hear from guest speaker from the Complex Safeguarding Team.

Tues 18th Oct 1:30-2:30 virtual [Click here to join the meeting](#)



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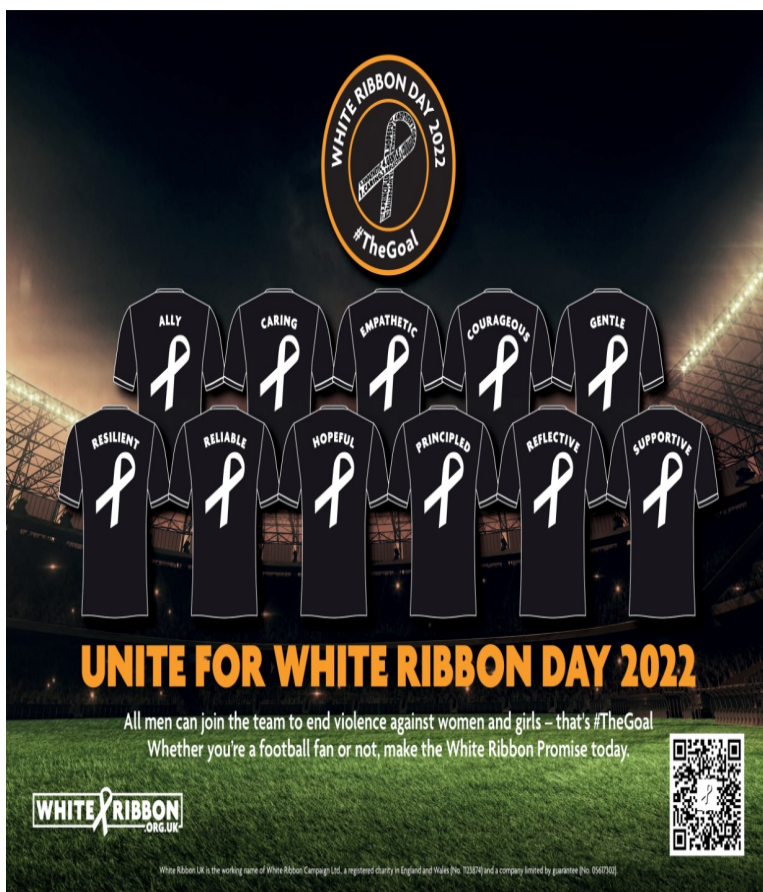


This year, **White Ribbon Day, 25th November**, falls on the same week as the start of the FIFA men's World Cup. There has never been a better time for us to come together and start playing as a team to end violence against women and girls. The day will also coincide with the 1st day of 16 Days of Activism Against Gender-Based Violence

The aim of the White Ribbon Day is to engage with men and boys to end violence against women and girls by addressing the root causes. White Ribbon Day raises awareness of what constitutes as violence, and the link between dominant masculine norms, gender inequality and violence against women.

One in three women worldwide experience violence, mostly by someone known to them. Men's violence towards women and girls in public places, workplaces and intimate relationships causes devastating physical, emotional and psychological harm. It affects women's education and employment, health and mortality, economic independence, participation in public life, and relationships.

OFSTED's 2021 review of sexual abuse in schools and colleges revealed that the sexual harassment and online sexual abuse of children and young people is prevalent, and the issue is so widespread that it needs addressing for all. The frequency of these harmful sexual behaviours means that some children and young people consider them normal.



We hope you join the team help us to raise awareness There is wealth of resources on the White Ribbon Website including those for primary and secondary schools which can be found here [WRD22 Digital Resources – White Ribbon UK](#)

It would be great if schools could get involved with this and please do share with us examples of what your school has done as part of this campaign.

For any further information please contact
Carlo Schroder Carlo.Schroder@bolton.gov.uk
Community Safety Manager
Community Safety Services
Bolton Council

Encompass

We are aware there has been some issues with Encompass notifications and want to assure you that this is regularly being raised with the Police and the Domestic Abuse Co-ordinator Amina Jeewa.

Detective Inspector Sarah Bell who is responsible for Domestic Abuse has assured us that action is being taken to address the issues raised with her.

Sarah has said that “she completely understand the frustration regarding this and is making every effort to address the issues”.

“At Bolton we have 400 frontline constables who attend around 120 Domestic Abuse incidents a week, most of which have children at the address. We make every effort to ensure encompass referrals are completed and I will continue to try to improve our performance in this area”.

**To contact the police regarding encompass please email—
bolton.publicprotection@gmp.police.uk**

Can Ofsted inspectors see child protection files? -

(From Andrew Hall—Safeguarding Professional)



Recently it was asked whether schools should redact children's names in child protection records that Ofsted inspectors need to view. Ofsted shared: “Our policy team say that they don't see any need for schools to anonymise the case files that they present to inspectors”.

The school inspection handbook sets out the evidence that schools should make available at the start of the inspection and this includes: a list of all pupils who are open cases with children's services/social care and for whom there is a multi-agency plan.

It's important that inspectors have access to open cases so that they can track how effectively those pupils have been safeguarded by the school, working with the local authority and other relevant agencies. But of course inspectors don't include personal data about individual cases in their reports.”

Ofsted

A school in a neighbouring authority has gone from Outstanding to Inadequate. **The arrangements for safeguarding were not effective— what could we learn from this in Bolton?**

Read the report here- [Ofsted BRGS 2022 - Final PDF.pdf \(schudio.com\)](#)

EXPLOITATION MONTH OF ACTION

**CHILD SEXUAL
EXPLOITATION:
IT'S NOT OKAY.**

The submission of intel to the police relating to child exploitation should be sent to the shared CST police inbox from now on

bolton.csh@gmp.police.uk not the Exit Team inbox.

There will be an exploitation theme for our DSL drop in session with a question and answer session from the police and social worker from our Complex Safeguarding Team

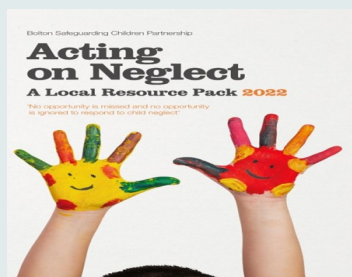
BOLTON SAFEGUARDING ARRANGEMENTS

Responding to Neglect in Bolton

'No opportunity is missed and no opportunity is ignored to respond to child neglect'

Bolton Safeguarding Children Partnership is hosting a 'Neglect in Bolton Update'. The online session will provide further detail about our Bolton approach to child neglect, including the launch of our local Neglect handbook. For more info see the full flyer on the Extranet

Date	Time	Booking Link
8 November 2022	10.00am-11.30am	Click to Enrol
16 November 2022	2.00pm-3.30pm	Click to Enrol



World Mental Health Day—10th October

The theme is 'Make Mental Health a Global Priority' -Click here

[World Mental Health Day | Mental Health Foundation](#)



HALL OF FAME

Just to feedback, [Louise France](#) at [Kings leadership](#) has made a referral today for a child where there were potential concerns of physical abuse. Prior to making the referral, Louise had contacted the siblings school for an update and direct work was also completed with them. This was really helpful for us to assist in quickly triaging the referral. Louise had a good understanding of what was working well, what the worries were, and had already started to action plan! From IFD Social Worker

Sarah Clegg Early Help Social Worker has praised Ladybridge High school for their response to Early Help advice she has provided. Sarah has told SET that [Janine and Lynda's](#) communication regarding children's Daily Lived experience has helped to inform decision making. The parent has praised Janine to Sarah for being so supportive.

Beat, the UK's eating disorder charity, has opened a new free e-learning platform for all school staff. SPOT (School Professionals Online Training) helps school staff with the information they need to recognise an eating disorder, refer a pupil for treatment, and support them through their recovery journey.

SPOT is designed so that school staff can learn on their terms, from experts by personal and professional experience as well as their peers. The platform provides interactive e-learning modules and webinar videos delivered by expert clinicians, as well as downloadable lesson plans and other resources. Clinicians and lived experience trainers (people who've had eating disorders themselves and recovered) host weekly Q&A sessions. Users also have the chance to speak with other school professionals through chat rooms.



Find out more about SPOT here: elearn.beateatingdisorders.org.uk

NSPCC UPDATES

Healthy and unhealthy relationships



New guidance on recognising the signs of healthy and unhealthy relationships, and how to appropriately respond if you think a child is in an unhealthy or abusive relationship.

[Healthy and unhealthy relationships | NSPCC Learning](#)

Theme announced for Safer Internet Day 2023

Safer Internet Day 2023 will take place on the 7th of February 2023, with celebrations and learning based around the theme **'Want to talk about it? Making space for conversations about life online'**

Learning points from a Serious Case Review in Manchester.
Many of which relate to Education. Read the full report [here](#)

Learning Point :When concerns about children arise and agencies are considering whether a referral to CSC should be made, or are uncertain about next steps, the starting point should always be a dialogue with CSC so agencies can make informed decisions about the appropriate course of action. *** in Bolton you could ring SET or if a TAS school Andy/Mandy***

Learning Point : Without challenge, a practitioner's knowledge and beliefs about children and families from different ethnic groups or migrant backgrounds can influence their ability and willingness to address the health, safety and well-being needs of children.

Learning Point : When safeguarding concerns lead to children being 'opened' in CPOMS, key professionals should be notified and any discussions and plans made between agencies, should be formalised and recorded so there is clarity about who is doing what, when and why

Learning Point : Safeguarding teams in schools, whatever their size, should have clear terms of reference to provide focus and structure for the 'team' and to ensure that decisions and discussions about safeguarding concerns are carefully considered, properly recorded and regularly monitored. A system should also be in place to quality assure records and decision-making.

Learning Point : If professionals in contact with children do not purposefully and intentionally seek out information about who are significant people in a child's life, the specific risks posed by some men are more likely to go unrecognised and this will leave some children vulnerable.

Learning Point : A cooperative and responsive parent has considerable power to disarm and distract professionals from exercising professional curiosity and questioning what may be happening a family and this can leave children at heightened risk .

Learning Point : Where schools propose parents engage with any of their commissioned services, clear information about that service should be provided by the school so parents can make an informed decision as to whether they wish to engage with that service and for what purpose. Any agreement should captured in a written contract.

Learning Point : Governing bodies of schools have a responsibility to ensure they are well equipped to discharge their safeguarding responsibilities and that robust systems are in place to quality assure safeguarding arrangements in their school.

Learning Point: Without systems and formal opportunities to reflect on their practice and decision making and be helpfully challenged about their thinking, human errors are more likely to occur. Best practice means DSLs have access to opportunities to develop their practice, and be both challenged and supported in relation to the professional judgements they make.

Learning Point : Well-kept records are tangible products of concerns, interventions, and actions taken to safeguard and protect children and it is vital that they are recognised as such. Without systems in place in schools to ensure these records are kept up to date and carefully maintained, work to keep children safe will be compromised and likely to be less effective.

Learning Point : Unless practitioners are supported to remain curious about the lives of children and recognise the importance of trying to understand what is happening in a family rather than making assumptions or accepting things at face value, harm that some children are experiencing may not be recognised.

Harmful sexual behaviour

Source: CSA Centre

Date: 28 September 2022

The Centre of expertise on child sexual abuse (CSA Centre) has produced a new guide to support education professionals in responding to incidents of harmful sexual behaviour (HSB). The guide provides practical support for those in education settings to respond to children's needs and safety when incidents of HSB occur. The guide includes a safety plan template and advice on how to communicate with children and their parents alongside other resources.

Download the resources: [Safety planning in education: a guide for professionals supporting children](#)

Early help –Good Practice

- Start early for any identified emerging need
- Engage the family and include the child.
- Consent—recorded on the form
- Good quality assessment including the Voice of the child & the child's Daily lived experience
- Holistic – including all siblings/family members
- Multi agency- who needs to be involved?
- Action planning
- Review
- What outcomes are being achieved?
- Escalation if needed
- Monitoring systems— do you know how many Early Help assessments you have opened and how many are active? Do you analyse why you started EHA to identify common needs in your area/ school?



**Remember you can
contact the Early Help
Access Point for advice and
guidance 01204 331501 or
01204 331500 option 1**

Administration

We are pleased to announce that our new administrator, Andrea Beaumont is due to start with us on 17th October. Thank you for your continued patience whilst we have been without an administrator. If you have undertaken training with us and need your certificates as a matter of urgency please let us know so that we can prioritise this.



Jo Nicholson – Safeguarding in Education Officer: 01204 337472, 07917072223 jo.nicholson@bolton.gov.uk

Natalie France – Safeguarding in Education Social Worker (Weds, Thurs & 1/2 day Fri) : 01204 331314
Mobile 07384234744 Natalie.France@bolton.gov.uk

Adam Austin – Administrator: 01204 332030 SET@bolton.gov.uk

Team inbox (non-urgent) SET@bolton.gov.uk

