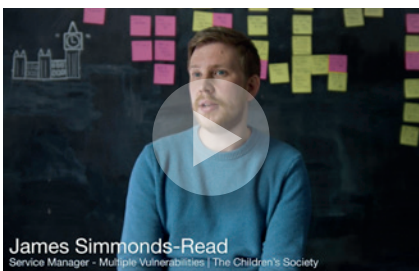


Safeguarding Matters

Welcome to our newsletter

What is County Lines?



“County Lines” is a form of criminal exploitation of children and young people which has a devastating effect on each individual’s life, their families and their community.

County lines crime relates to the supply of Class A drugs, primarily crack cocaine and heroin, from urban cities to market towns, coastal areas and rural locations

by young people, using a mobile phone line.

Children as young as seven-years-old are groomed and coerced into trafficking drugs by criminal gangs around the country.

One of the best ways to help is first to recognise the child or the young person as a victim of trafficking and exploitation. It is important to recognise the warning signs of the multiple stages of exploitation and learn how to report concerns.

Find out more in our **Serious Youth Violence** training course written in partnership with **The Children’s Society**

In this issue of our Safeguarding Matters newsletter we look at the latest developments in safeguarding; how exploitation and ‘reframing blame’ are key to helping protect our children and young people, the impact of serious violence and knife crime and a deeper look at ‘County Lines’ practices.

We hope you find it useful, we would love to hear from you if you have any comments or feedback.

Contact us today

EduCare®
Part of tes

Safeguarding: Key questions parents should ask – and organisations should be able to answer

Placing a child in the hands of someone unfamiliar can be a daunting task for many parents and carers.

Addressing these concerns, the government has provided a framework of questions that parents and carers should ask out-of-school-settings (OOSS) providers to ensure there are proper safeguarding measures in place.

Questions for parents and carers:

1. Have staff and volunteers undertaken DBS checks? How recent were the checks?

A DBS check is a record of a person's criminal convictions and cautions, and while these checks are not always required by law, they are considered good practice and show a provider's priorities before hiring an individual to work with children. These DBS checks are a vital preventative step for safeguarding.

Additionally, it is also important to ask when the last DBS check was conducted, as they should be updated at regular intervals.

2. What training have staff had?

Employees and volunteers should be equipped with childcare training that qualifies them to work with children. While the specific type of training may be context dependent, all staff should have some training and good working knowledge of child protection and health & safety at a minimum.

3. May I have a copy of your child protection policy?

The role a child protection policy is to clearly define what actions are required to keep a child safe and ensure consistent, appropriate behaviour so that all staff follow the same process when reporting a concern.

If organisations do not provide a copy of this policy, parents should interpret this as a red flag, and alternative providers should be investigated.

4. Who is your designated safeguarding lead (DSL) and what training have they had? How recent was this training?

After identifying the DSL, Welfare Officer or Nominated Child Protection Lead, the guidelines suggest that parents and carers investigate what specific training the person has undertaken and when the training last occurred – which should be within the past 12 months – to ensure that it is on par with current safety measures.

A well-trained designated safeguarding lead should be knowledgeable regarding a range of issues including bullying, online safety, substance abuse, sexting, and hazing.



Further questions

5. Will any adults besides the instructor be present at the venue while my child is there? If so, will they be there on a regular basis?

6. My child has Special Educational Needs and / or a disability (SEND). What steps will you take to accommodate this?

7. My child needs help with: using the toilet; changing; feeding; their medication, etc. How will these personal care needs be addressed?

8. How are you securely storing the information you hold on my child? Who has access to it and are you giving it to anyone else?

9. Is my child allowed to access the internet unsupervised?

10. Do you have internet filtering and monitoring systems in place? What are they?

EduCare®
Part of **tes**

Exciting news about the future of EduCare

We are delighted to announce that, effective immediately, EduCare will be joining forces with Tes Global (“Tes”), our new owners.

Partnering with this renowned digital education business is an enormously positive development with **huge benefits for EduCare and our customers.**

[Find out more](#)



Ofsted's new Education Inspection Framework (EIF) has been launched and focuses on wellbeing.

Read the five key questions that senior leaders should ask themselves to help determine strengths and areas for improvement.

[Find out more](#)



New Serious Youth Violence course in partnership with The Children's Society

EduCare has created a new online course in response to increasing concerns about knife crime and criminal exploitation.

According to the recent Office for National Statistics crime survey, there were 4,500 knife and offensive weapon crimes committed by children aged between 10 and 17 years. This accounted for 21% of the total number of knife and offensive weapon crimes in England and Wales.

To help raise awareness and provide essential knowledge about this key safeguarding issue, EduCare has worked with The Children's Society to create a new online, CPD certified course.

[Find out more](#)

FREE DOWNLOADS

FREE RESOURCE

Update to Statutory Guidance Keeping children safe in education (KCSIE) 2019

Crucial checks to determine if you're compliant

Our free download looks at the update to KCSIE and includes information on Serious Violence and Upskirting – two new specific safeguarding issues included in the updated guidance.



**DOWNLOAD
YOUR COPY
TODAY!**

Supporting teenagers with grief



Drawing from her conversations with bereaved young people, Dawn Jotham, pastoral care specialist, at EduCare discusses the effects of grief and the importance of providing a safe, nurturing environment at school.

Irrespective of age, bereavement is a dreadful and stressful situation with the potential to leave anyone feeling lost and hopeless. The devastating reality of coping with the shock and sense of loss, on top of the indescribable sadness, is something that no one can possibly begin to comprehend until it is experienced first-hand.

For a teenager, the mix of emotions that accompany grief, as well as hormones and the pressures of school, friendships, and home life can be an overwhelming whirlwind that consumes their last years of childhood and follows them through to adulthood. Often something which detracts their focus from everything else, this can have a significant impact on their education.

While bereavement is a personal experience, and no two stories are the same, there are emotions that regularly surface during the stages of grief which can often be indicators of how a person is coping with the loss of a loved one. Being aware of these emotions can help teachers and school staff support teenagers to manage bereavement more effectively.

Understanding grief

Death is an inevitable part of life and is something which will, more

times than not, result in grief for those closest to the individual. When faced with death, it is normal to experience a range of emotions which culminate in grief.

Additionally, younger people can find it difficult to verbally communicate their feelings, so when faced with bereavement there is a tendency to battle with their emotions internally and not actively seek the support of those around them. Subsequently, when this grief is not appropriately expressed, it can impact all aspects of daily life and result in emotional turmoil for the individual.

Many people who have experienced grief at different stages of their life often recall similar feelings and these reports can be used to identify some common signs of grief which teachers and staff should be aware of with students.

The importance of providing adequate bereavement support in school settings was also evident from my recent conversations with two ex-pupils, Carrie* and Beth*, who shared their personal, and contrasting, experiences. Drawing upon their insights, it's clear to see the benefits of ensuring staff have a sound knowledge base to draw upon. For example, Beth received excellent support describing her experience as caring and vital to her grieving process,

while Carrie felt that her teachers lacked empathy and didn't make allowances for any disruptive behaviour.

Numbness or yearning

Some people experience numbness soon after a bereavement, during which people are unable to feel or express any sort of emotion due to the shock after the death of a loved one. Starting a conversation with a student who is displaying these signs could help them address their feelings and start to process the situation, helping to come to terms with their new reality.

It is also common to pine for a lost friend or family member, with people regularly describing an urgency to be, or have a conversation, with someone who they have recently lost. For a teenager, experiencing a yearning for a loved one could be highly distressing, therefore talking with the individual about their loved one, asking questions about their personality and favourite memories they have, could provide comfort to them while also increasing the chances of them opening up.

Anger

In a teenager's formative years, their hormones can cause an extreme range of emotions, many of which can be intensified during the grief process. During the

bereavement process feelings of anger or frustration are common. However, what is unpredictable is how this will manifest in each person. This could be anger towards the situation, towards themselves or another individual, or someone or something that appears, on the surface, to be completely unrelated to their grief.

All school staff should be observant of the behaviour of the individual and remove them from situations which provoke signs of agitated behaviour or body language. With this in mind, establishing a safe space for students to come and work through their emotions can be hugely beneficial.

Guilt

Some people report having feelings of guilt as they grieve. This can be prompted by memories of arguments, or a sense of complacency towards the relationship. When helping young people manage these challenging emotions, it is important to remind them that there is no right or wrong way to feel and that they are not to blame for the loss. This reassurance and support and lending a friendly ear can be invaluable during such a difficult time.

Sadness and depression

Experiencing extreme feelings of sadness or depression is difficult for anyone. However, when paired with homework, exams, friendships and relationships it can easily become overwhelming for students. With this in mind, it's important for teachers and staff to look for common signs of depression and low mood, such as a lack of interest or withdrawal in activities, reckless behaviour, weight changes, and concentration problems among grieving adolescents.

Why bereavement support matters

Following a bereavement, teenagers experience a plethora of emotions. During this time, they may be more likely to partake

in reckless acts which could be dangerous for their long term physical and mental wellbeing. Additionally, while some teenagers may appear to be disengaged with their education, school is a structured and safe environment where students are supported through difficult situations, which is why it's important for teachers and staff to be aware of the best-practice guidance for supporting pupils who are experiencing grief.

As an adult experiencing grief, family and friends are often an integral source of support and comfort. For teenagers however, their support network can be stretched beyond the usual adolescent friendship remit. This was highlighted by my recent conversation with Carrie*, who commented, "none of my friends at school could relate to my situation, they were all very sympathetic, but no one had any relatable experience to empathise with me or provide comfort".

For students feeling isolated during the grieving process, school can become a dreaded and negative environment, inevitably impacting on the ability of the teenager to process new information and focus on their studies. If a pupil feels disengaged with school, they may not attend their classes, which over time can, of course, significantly impact their exam results and consequently, their further education and future career opportunities.

Being supported at school can empower young people to find healthy ways to express their grief, as was the case with Beth, who fondly remembers the support she received - "the teachers and staff offered me so much support, I was grateful to know that so many people were there for me and wanted to help me through such a difficult time."

Warning signs and symptoms for teachers to look out for:

- Anxiety
- Sadness
- An impaired ability to concentrate or focus
- Extreme tiredness
- Anger or difficult behaviour
- Sleep difficulties
- Guilt
- Physical complaints

To help pupils with loss and bereavement, teachers and schools should consider the following ideas:

- Create a safe space for students to express their emotions without judgement.
- Introduce programmes such as drama, art, music, or creative writing, in order to provide an outlet to process their grief.
- Encourage staff to delicately initiate conversations with affected students.
- Provide relevant training to empower staff in their provision of support.
- Keep conversations steered towards the student's experience and beliefs.
- Help peers brainstorm about how to talk and support the student.
- Be aware of current news events that may be triggers.
- Lead by example and show emotion.
- Provide additional study support or tutelage to reduce the impact on their academic performance.
- Develop a bereavement policy and assign a staff member to lead this support.

*Carrie and Beth are pseudonyms.

Safeguarding Code for Martial Arts

Sport England has launched a new Safeguarding Code for Martial Arts to recognise clubs or providers who have reached and maintained a consistent set of safeguarding standards. The code will empower parents and carers to make informed decisions when selecting a club or provider for their child.

[Read more](#)



PARTNER PROFILE

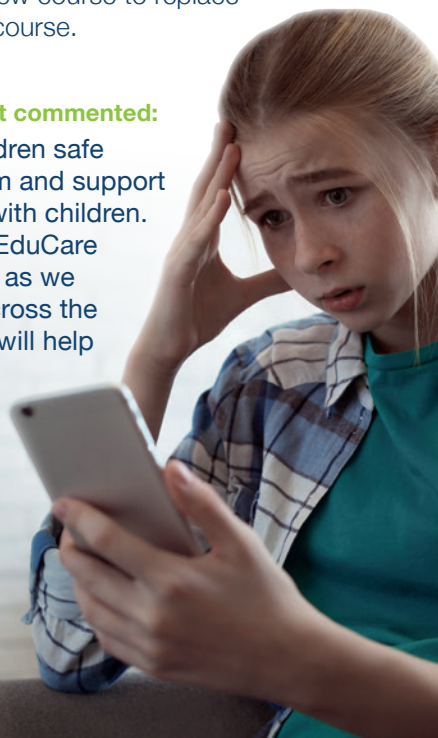
Childnet International

For anyone who works with children and young people, keeping them safe online is a fundamental part of their safeguarding commitments.

As part of EduCare’s commitment to ensure all our safeguarding training courses are up-to-date and contain the latest good practice guidance, we have formed a new partnership with Childnet International to create a new course to replace our existing Online Safety training course.

Will Gardner from Childnet commented:
 In order to help keep children safe online, we need to reach, inform and support those professionals that work with children. We are happy to team up with EduCare to develop this training course, as we know their courses are used across the country, and this collaboration will help us with our mission to help make the internet a great and safe place for children.

[Find out more](#)



15 tips to help protect yourself online

If you work with children and young people, you must help them stay safe online but how should you manage your own online safety?

These tips will help.

[Find out more](#)



Attitudes to behaviour and criminal activity are changing. Agencies and safeguarding partners now consider how exploitation is involved in key safeguarding issues.

We need to reframe the blame.

And look behind the criminal actions and behaviour.

There are proven links between the different types of exploitation and serious youth violence.

When a young person begins to show the signs of exploitation or vulnerability to exploitation, we should be able to intervene at an earlier stage to help reduce the risk factors and increase the protective factors to safeguard those involved.

Our online course on Serious Youth Violence, written in partnership with The Children's Society, can help you understand more about exploitation, and why we need to 'Reframe the Blame'.

To request a free copy of the course visit www.educare.co.uk/reframe-the-blame

EduCare[®] Part of tes



Keep up to date with new courses and news by following us on twitter: @EduCareNews

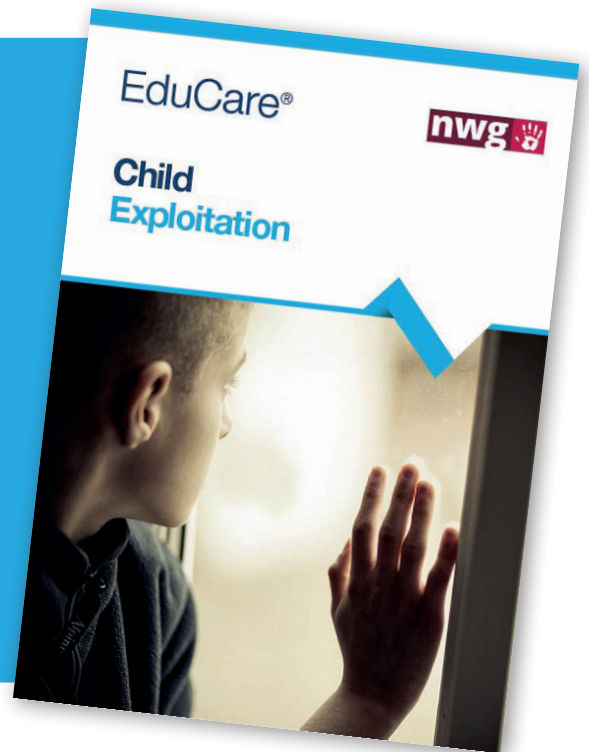


EduCare®

CHILD EXPLOITATION

Child exploitation refers to a child or young person being used for someone else's gain. Child exploitation is a form of abuse which can involve sexual, abusive or manipulative behaviour.

The course is produced in partnership with NWG Network, a charitable organisation made up of thousands of practitioners. They offer support, advice and training and raise awareness of child exploitation.



COURSE OBJECTIVES

- The different **models and forms of exploitation** that a child or young person may be subjected to.
- A scenario exploring an **example case of exploitation**.
- The **physical and psychological signs** a child or young person might exhibit if they are being exploited.
- **PLUS MUCH MORE**

HOW TO BUY

- **Buy for £18.50** through EduCare's online shop.
- Buy as part of a comprehensive online learning service. For further information, please call **01926 436212** to discuss purchase options and prices.

WHY CHOOSE US?



EduCare provides a clear and simple mechanism to train staff in a variety of crucial and mandatory areas. Staff numbers continue to grow and time to deliver training face-to-face is becoming ever scarcer due to increased legislation.

Phil Wise
Reading Blue Coat School

KEY FEATURES

- One module with a multiple-choice questionnaire
- Two CPD credits*
- Optional narration of the course module and questionnaire for accessibility
- Personalised downloadable certificate
- 70% pass mark
- Additional resources for further learning and printable module for future reference

*1 CPD credit equals up to 1 hour of learning

For more information please contact:

01926 436 212