

Safeguarding in Education Spring Term Bulletin

2021-22

INTRODUCTION

Welcome to the latest edition of 'Safeguarding in Education' by Together for Children. I think all of us are worried about what's going on across the world, especially in Ukraine. This terms bulletin contains useful resources that help school staff talk to families about what's going on, as well as other resources to help children and young people who may be anxious or need support with how they are feeling.

The bulletin also contains useful information to support pupils at risk of radicalisation, what to look out for and how to respond as well as how to support other vulnerable groups.

Simon Marshall
Director of Education



If you have any queries about any of the information contained within this bulletin, please speak to your Designated Safeguarding Lead (DSL) in the first instance.



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Part 1: All staff

HELP FOR TEACHERS AND FAMILIES TO TALK TO PUPILS ABOUT RUSSIA'S INVASION OF UKRAINE AND HOW TO HELP THEM AVOID MISINFORMATION

The Russian invasion of Ukraine is likely to lead to questions and concerns among children and young people. The Department for Education has compiled useful advice and classroom resources for teachers and families, including how to talk to young people about distressing and complex news stories and how to spot mis- and disinformation.

To view the resources, click here:
<https://educationhub.blog.gov.uk/2022/02/25/help-for-teachers-and-families-to-talk-to-pupils-about-russias-invasion-of-ukraine-and-how-to-help-them-avoid-misinformation/>



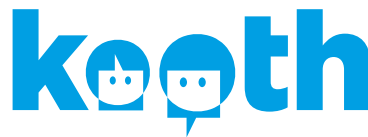
CHILDLINE CAMPAIGN

'We all feel it'

Childline have launched a new campaign to encourage young people to speak out about and seek help for mental health issues. It particularly focuses on the experience of boys and there are resources to use, including a video aimed at boys discussing emotions.

See the campaign and the resources to help young people with their mental health here: <https://www.childline.org.uk/info-advice/your-feelings/mental-health/we-all-feel-it/>

There are a variety of ways for young people to access support including 1-2-1 chats, a freephone number 0800 1111 or via email.



A reminder that young people from Sunderland also have access to Kooth.

Kooth is a free, safe and anonymous mental health and wellbeing service, providing online counselling and support for children and young people aged 10 to 25 years old in Sunderland.

Kooth is the UK's largest digital mental health provider and is a confidential way for young people to get help with their emotional wellbeing. 10 to 25-year-olds can seek advice and information, or to speak to someone who understands.

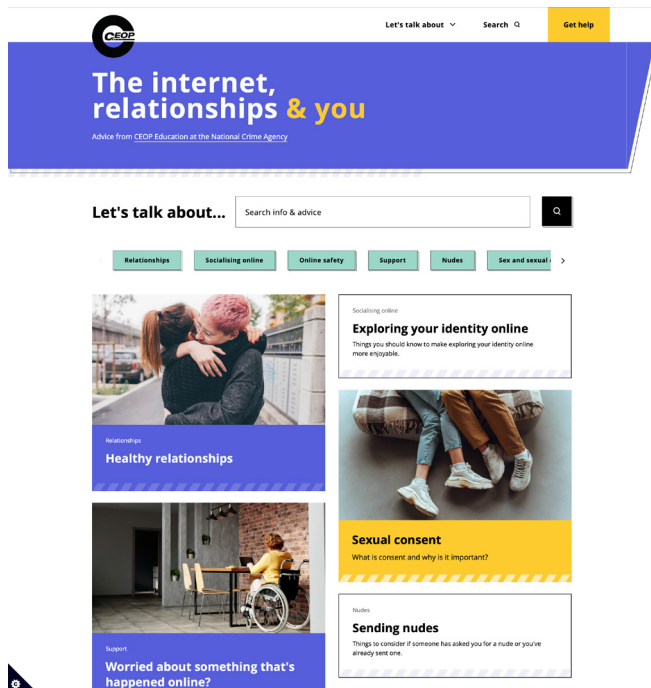
The online service offers peer to peer support through moderated discussion forums, as well as self-help through reading or submitting content. Kooth's fully trained, qualified counsellors and emotional wellbeing practitioners are also available to talk to every day from midday to 10pm every weekday, and from 6pm to 10pm at weekends.

There are no waiting lists, no referrals and no thresholds required to access the service.



NEW WEBSITE FOR YOUNG PEOPLE AGED 11-18 BY CEOP

The Centre for Exploitation and Online Protection (CEOP) have produced a new 11-18s website that offers information and guidance which is appropriate and relevant to the experiences of young people aged 11-18. This website replaces our olds sites, previously separated into 11-13s and 14+.



The website offers advice articles and signposts clear ways young people can access help and support across 7 key categories:

1. Relationships
2. Socialising online
3. Nudes
4. Sex and sexual content online
5. Sexual abuse
6. Support
7. Online safety

[Take a look at the new CEOP Education 11-18s website](#)

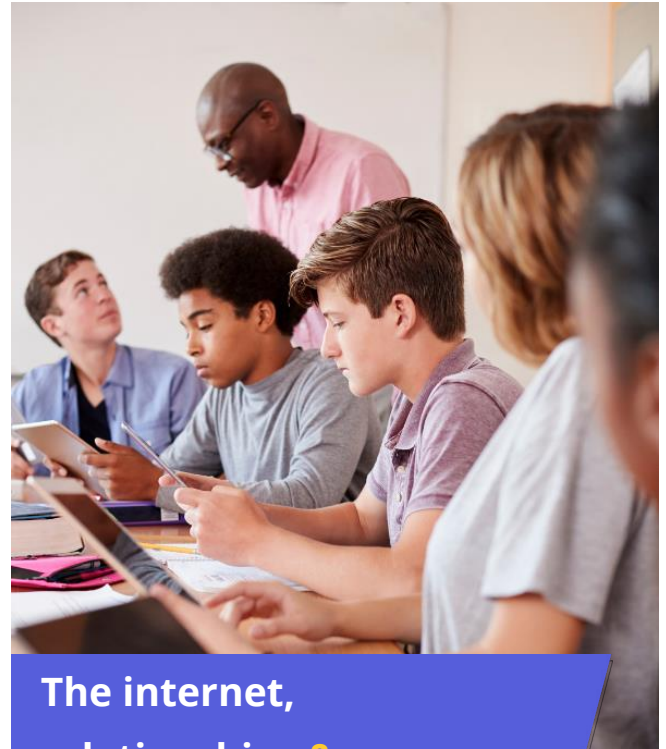
To sit alongside the new website, CEOP have updated their [11-18s toolkit](#) to support the use of the website as an effective learning resource for young people. This replaces the 'Thinkuknow toolkit', which is no longer available to download.

The toolkit includes activities that can be delivered as one-off lessons or used as part of young people's relationships and sex education.

The activities cover specific topics (such as healthy friendships and nude image sharing) and the independent exploration of the website.

To help you plan, the toolkit contains:

- Comprehensive guidance for delivering the activities safely and effectively in school and youth work settings.
- Recommendations on how to make the content suitable for group discussion with two different age groups – young people aged 11-13 or 14+.
- Alternative and extension activities to help you choose the best approach to use with your young people.



The internet, relationships & you

Toolkit for 11-18s

Learning activities using the CEOP Education website.



IT'S NOT 'SEXUAL ACTIVITY WITH...' OR 'PUTTING THEMSELVES AT RISK...'

The Children's Society have updated their Appropriate Language guide which was first created in 2017. Updates include spotlight sections on child financial exploitation and children forced or coerced to carry drugs internally.

[The final version is attached with a link to where you can find it on the website.](#)

Appropriate Language in Relation to Child Exploitation

Guidance for Professionals

This document seeks to provide guidance to professionals on the appropriate use of language when discussing children and their experience of exploitation in a range of contexts. These include when speaking directly with or discussing children, within recording and case management systems and when delivering relevant training or other learning interventions. The document can inform and help frame discussions during child protection and multi-agency meetings, or other settings where professionals are discussing children and young people who are at risk of or subjected to exploitation or any activity an agency undertakes to disrupt and tackle child exploitation.

We hope this guidance will influence both the direct practice of professionals who are responding to children subjected to exploitation as well as wider organisational culture across safeguarding partnerships.

This is the latest version of The Children's Society's Appropriate Language guide which we first created in 2017.



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Young people with the support of Waltham Forest Council have produced a very good short video explaining the importance of being aware of an avoiding 'Victim Blaming Language.' To watch the video, click here:

<https://www.youtube.com/watch?v=0-R3FVCEN8I>



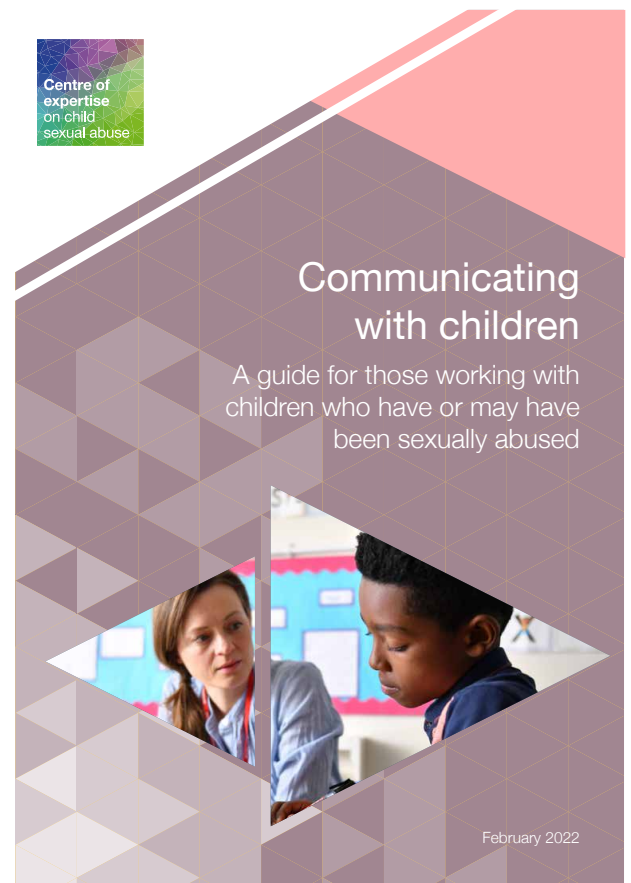
COMMUNICATING WITH CHILDREN

A guide for those working with children who have or may have been sexually abused

More children are being sexually abused in England and Wales than are identified or safeguarded. Half a million children are estimated to experience some form of sexual abuse each year, yet research indicates only around one in eight cases of child sexual abuse ever reach statutory services' attention.

The Centre of expertise on child sexual abuse aims to give all people working with children guidance in talking about child sexual abuse and to help children speak about what is happening. It brings together research, practice guidance, and expert input – including from survivors of abuse - to help give professionals the knowledge and confidence to act.

The guide can be downloaded here: <https://www.csacentre.org.uk/knowledge-in-practice/practice-improvement/communicating-with-children-guide/>



THE PREVENT DUTY

Preventing people becoming radicalised

Prevent is the early intervention support to address personal and social factors which made people more receptive to radicalisation by diverting people away from being drawn into violent ideologies and criminal behaviour.

There are many factors that can make someone vulnerable to radicalisation. They can apply to any age, social class, religion, ethnic or educational background.

There is no single route to radicalisation. However, there are certain behaviours you can watch out for that we often see when someone is being led down the path of extremism. These signs and vulnerabilities are not listed in any order of importance. Our experience shows that some of these behaviours and vulnerabilities can make a person more at risk of being exploited. Identifying them doesn't necessarily mean someone is being radicalised.

- Being influenced or controlled by a group.
- An obsessive or angry desire for change or 'something to be done.'
- Spending an increasing amount of time online and sharing extreme views on social media.
- Personal crisis (family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging.)
- Need for identity, meaning and becoming.
- Mental health issues.
- Looking to blame others.
- Desire for status, need to dominate.

There can be other explanations behind the behaviours you are seeing. If you are worried, then act early and discuss your concerns with your Designated Safeguarding Lead (DSL).

More important than any one specific sign, is the sense that something is not quite right with the person you're worried about. You could spot one sign or a combination of signs that are increasing in intensity.

Sometimes they can be indicators of other underlying issues or challenges that are not connected to radicalisation. If you are concerned, trust your instincts, and contact your Designated Safeguarding Lead (DSL).

In the year ending 31st March 2021, almost 5,000 referrals were made to Prevent nationally. This is lower than ever before. Restrictions such as lockdown may have contributed to the decline in referrals.

Half the referrals were related to mixed, unclear or unstable ideologies; 22% to Islamist radicalisation; and 25% to extreme right-wing radicalisation.

Some Prevent referrals will go on to the Channel programme. In 2020/2021, there were 688 cases adopted, of which:

- 46% were related to extreme right-wing radicalisation
- 30% came under a Mixed, Unclear or Unstable (MMU) ideology
- 22% were linked to Islamist radicalisation
- 2% were related to other radicalisation concerns

(Source: Factsheet: Prevent and Channel - 2021 (Home Office) <https://homeofficemedia.blog.gov.uk/2021/10/18/factsheet-prevent-and-channel-2021/>)

The screenshot shows a webpage from GOV.UK titled 'Home Office in the media'. The main article is 'FACTSHEET: Prevent and Channel - 2021', dated 18 October 2021. The text states that the information has been updated to provide factual background on the programme. It defines the Prevent programme as early intervention support for personal and social factors leading to radicalisation. The programme works in partnership with front-line professionals, is delivered by local authority teams, and does not target any one community. It is not limited to any age group and does not show up on criminal record checks. The programme is not a tool for spying or surveillance and does not place any restrictions on free speech. It provides training for educators, healthcare staff, and more to understand and implement the Prevent Duty.

On the right side of the page, there are sections for 'About this blog', 'Sign up and manage updates' (with email and Atom options), 'Follow us' (with links to Twitter, Instagram, Facebook, LinkedIn, and YouTube), and 'Recent Posts' (listing 'Windrush Compensation Scheme factsheet - March 2022' and 'Factsheet: Home Office visa support for Ukrainians').

PREVENTING PEOPLE BECOMING RADICALISED: THE PREVENT DUTY

Prevent Training

If you're looking for Prevent training, the Home Office website contains a directory of suggested sources:

<https://www.gov.uk/government/publications/prevent-duty-catalogue-of-training-courses>

Prevent E-Learning (Home Office)
<https://www.elearning.prevent.homeoffice.gov.uk/>

Educate against Hate (Home Office)
www.educateagainsthate.com

Counter Extremism (London Grid for Learning)
<https://counterextremism.lgfl.org.uk/>

DICE - Differentiating Islam, Culture and Extremism (Pacata Consulting)
<http://www.pacata.org/course/dice-differentiating-islam-culture-and-extremism/>

Me and You Education: Staff Workshop on two extremes (Me and You Education)
<https://meandyoueducation.co.uk/our-story/>

Prevention of Radicalisation Training (Flick Learning Limited)
<https://www.flicklearning.com/courses/safeguarding/prevention-of-radicalisation-training>

WRAP Course (Rewind UK)
<http://rewind.org.uk/workshops/wrap-courses-facilitation/>

Radicalisation and Extremism (Virtual College)
<https://www.virtual-college.co.uk/courses/safeguarding/radicalisation-and-extremism>

To make a referral under Prevent

If you have a concern, please report this to the Designated Safeguarding Lead (DSL). Your DSL may then make a safeguarding referral using the following process: <https://www.sunderland.gov.uk/media/19460/Sunderland-s-Process-Map-for-Reporting-a-Prevent-Concern-for-a-Vulnerable-Child-and-or-an-Adult-at-Risk-of-Abuse-or-Neglect/pdf/PreventReferralProcess.pdf?m=637219596878500000>

The Single Point of Contact (SPOC) for PREVENT at Together for Children is Paula Steel, Strategic Service Manager and can be contacted via ICRT. The deputy SPOC for children is Cheryl Thomas, Team Manager ICRT.

The Single Point of Contact (SPOC) for PREVENT for Adults is Steven Laverton.

RESOURCE FOR PARENTS IN UNDERSTANDING THE RANGE OF HARMS THEIR CHILD COULD BE EXPOSED TO

The ParentWise campaign, is a six-week pilot communications campaign designed to build parents and carers' understanding of the range of harms their child could be exposed to, spot the signs that something could be wrong and empower them to act if they are worried.

The film, shot at the Midlands Arts Centre in Birmingham, follows three young people who have been acting differently and could be navigating a range of issues and risks as they grow up and start becoming more independent. For their parents or carers, they aren't sure if it's typical 'growing up' behaviour or signs that something could be wrong.

You can view and download the short film by clicking [here](#). There are also shorter versions of the film (15 secs and 30 secs).

The film is also available to link to via Youtube – click [here](#).



HARMFUL SEXUAL BEHAVIOUR SUPPORT SERVICE

South West Grid for Learning (SWGfL) and The Marie Collins Foundation, has created the Harmful Sexual Behaviour Support Service for professionals working with children and young people in tackling harmful sexual behaviours, funded by the Home Office and in collaboration with the Department for Education.



Support is available for anyone in England working with children and young people.

If children within your care have been displaying or affected by specific incidents of harmful sexual behaviour (HSB), the service can provide initial support and signpost to further resources and advice. The service can also provide advice on developing policies and processes in relation to harmful sexual behaviour.

Practitioners are available Monday to Friday 8am - 8pm. To contact the service about any concerns relating to this issue, please phone: 0344 2250623 or email hsbsupport@swgfl.org.uk

Further information can be [found on their website](#). It's important for professionals to access services like this so they can effectively identify and respond to harmful sexual behaviour incidents.

EQUALITIES LEGISLATION APPLIES TO SCHOOL'S POLICIES ON HAIR

The Hair Equality Report aims to provide evidence to quantify the problem of hair discrimination in schools. The report concludes few teachers are aware that equalities legislation applies to their school's policies on hair, despite high-profile court cases affecting black students who have been penalised or excluded for their hairstyles, a survey has found. More than three-quarters of teachers had not received any training on how the 2010 Equality Act applies to school uniform and appearance policies, according to a poll of 500 teachers.

To view the report, click here: <https://www.worldafrodasy.com/hair-equality-report>

SAFER WORKING PRACTICE

The Safer Recruitment Consortium have updated the 'Guidance for Safer Working Practice for professionals working in education settings' 2022. All staff working in education settings are recommended to read and understand the updated guidance. If you have any queries, please contact your Headteacher or Designated Safeguarding Lead (DSL) ASAP.

The new guidance can be accessed here: <https://uploads.documents.cimpress.io/v1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4~110/original?tenant=vbu-digital>

If you wish to see what's new, this version shows all changes in yellow.

Guidance for safer working practice for those working with children and young people in education settings

February 2022



Acknowledgments: Adapted and updated by the Safer Recruitment Consortium from an original IRSC / DfE document and with thanks to CAPE (Child Protection in Education) and NASS (National Association of Independent Schools and Non-Maintained Special Schools)

EVIDENCE SHOWS THAT CHILDREN WITH DISABILITIES EXPERIENCE HIGH AMOUNTS OF VIOLENCE

A recent report published in The Lancet states about one-third of young children and teenagers with disabilities faced emotional and physical abuse, while 20% experience neglect and one in 10 sexual violence, according to international research.

Analysis involving more than 16 million young people from 25 countries conducted between 1990 and 2020, published in The Lancet Child & Adolescent Health journal, shows that 31.7% of children with disabilities have experienced violence.

Children with disabilities are twice as likely to face neglect and/or sexual, physical or mental abuse as children with no disabilities. They are also far more likely to be bullied by their peers. See [https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642\(22\)00033-5/fulltext](https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(22)00033-5/fulltext)

YOUNG CARERS

In the U.K, there are over 800,000 young carers aged between five and 17 years old.

What Does a Young Carer Do?

Alongside the 'normal' day-to-day activities of a young person, like going to school, homework, making and maintaining friendships and taking care of themselves, a young carer may also: cook three meals a day for everyone in the home, do all the dishes, the laundry, vacuum, clean the bathroom and go food shopping. For the person they are caring for, they might help them shower, wash their hair and get dressed. They may provide intimate care such as help using the toilet or lift and move them from room to room or bed to chair. They could help them access and enjoy activities like going for a walk, going out for coffee or meeting a friend.

The Carers Trust has published a report on the mental health and wellbeing of young carers and young adult carers in the UK in 2022. Findings from a survey of 571 carers aged 12-25 include: 42% felt stressed by their caring role and 52% found that they 'never' or 'rarely' got adequate support from their place of education.

Separately, the Children's Commissioner for England has published a blog highlighting responses to the Big Ask survey from 6,000 children and young people aged 6-17 years old who were being supported by a young carers' project, which found that 25% of young carers were unhappy with their mental health compared to 20% of all other children.

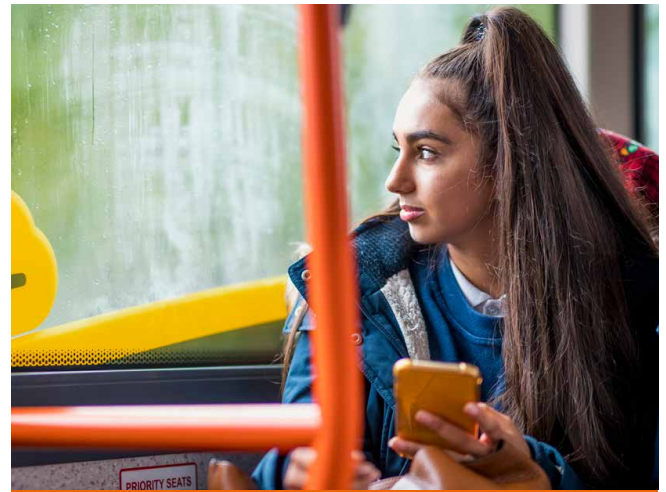
Read the press release: ["It's harder than anyone understands, and I feel like I am drowning"](#)

Download the report: [It's harder than anyone understands: the experiences and thoughts of young carers and young adult carers. \(PDF\)](#)

Read the blog: [The Big Ask Voices: shining a light on young carers](#)

27% of young carers between the ages of 11-15 miss school, miss an average of 48 days a year.

For more information about Young Carers in Sunderland, visit <https://www.togetherforchildren.org.uk/children-young-people/young-carers-card-sunderland>



IT'S HARDER THAN ANYONE UNDERSTANDS

THE EXPERIENCES AND THOUGHTS OF YOUNG CARERS AND YOUNG ADULT CARERS

A CARERS TRUST REPORT, MARCH 2022

CARERS TRUST

together for children
SUNDERLAND

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Children and young people > Young Carers Card

Are you in need of help? **Young Carers Card Sunderland**

Care Experienced Local Offer

Careers and NEET Service

Kooth

Mind of my Own

Our Commitments

Participation and Engagement

Sunderland Young Achievers Awards

Teenage pregnancy support

Wear Here 4 You

Young Carers Card >

Youth Drug and Alcohol Project

Youth Homelessness

Youth Offending

What is a young carer?

A young carer is a person aged between 4 and 25 who helps to look after someone in their family at home. This might be because that person has a disability, has been ill for a long time, has a mental health problem or has a problem with alcohol or drugs. If you're a young carer, you might care alone or as part of your family.

What do young carers do?

A young carer might spend time doing things like cooking, cleaning and shopping. They might also give medicines and tablets to the person they look after or help them to wash or get dressed. Some might help their brothers or sisters to get dressed and take them to school. Some young carers might not do any of these things but they might worry about the person with the illness or disability.

Because of their responsibilities, young carers can sometimes feel tired, worried or stressed and are not always able to concentrate on their school work or homework.

If you have any queries about any of the information contained within this bulletin, please speak to your Designated Safeguarding Lead (DSL) in the first instance.

Part 2: Senior Leadership Teams and Designated Safeguarding Leads

SEARCHING, SCREENING AND CONFISCATION IN SCHOOLS – SAFEGUARDING PRACTICE REVIEW: CHILD Q

Hackney Safeguarding Children Partnership have recently published a Local Child Safeguarding Practice Review regarding Child Q. The child, a black female child of secondary age and referred to in the review as 'Child Q', was strip-searched by female police officers whilst on the school site after the school reported concerns to the police that she smelled of cannabis and may be carrying drugs. The search, which involved the exposure of Child Q's intimate body parts, took place without an Appropriate Adult present and with the knowledge that Child Q was menstruating.

The child was extremely distressed and reported what had happened to her mother. Her mother then took her to their GP.

The full report can be accessed here:
[Child-Q-PUBLISHED-14-March-22.pdf \(chscp.org.uk\)](#)



The main findings from the report are:

Finding 1: The school was fully compliant with expected practice standards when responding to its concerns about Child Q smelling of cannabis and its subsequent search of Child Q's coat, bag, scarf and shoes. This demonstrated good curiosity by involved staff and an alertness to potential indicators of risk.

Finding 2: The decision to strip search Child Q was insufficiently attuned to her best interests or right to privacy.

Finding 3: School staff deferred to the authority of the police on their arrival at school. They should have been more challenging to the police, seeking clarity about the actions they intended to take. All practitioners need to be mindful of their duties to uphold the best interests of children.

Finding 4: School staff had an insufficient focus on the safeguarding needs of Child Q when responding to concerns about suspected drug use.

Finding 5: The application of the law and policy governing the strip searching of children can be variable and open to interpretation.

Finding 6: The absence of any specific requirement to seek parental consent when strip searching children undermines the principles of parental responsibility and partnership working with parents to safeguard children.

Finding 7: The Covid-19 restrictions in place at the time appeared to have frustrated effective communication between school staff and the Safer Schools Officer.

Finding 8: Having considered the context of the incident, the views of those engaged in the review and the impact felt by Child Q and her family, racism (whether deliberate or not) was likely to have been an influencing factor in the decision to undertake a strip search.

It is essential that all schools have a robust policy in place for searching, screening and confiscation and that safeguarding the child remains at the heart of any action.

The review also highlights in 'Finding 3' that schools must challenge other partners if they feel that action is not appropriate, is not safeguarding a child or may be harmful.

Following the publication of this review, schools may want to:

- Ensure safeguarding is reflected in all school policies.
- Consider how the voice of the child is gathered before, during and after any searches, which should always be in line with school policy, safeguarding guidance and legislation.
- Consider if all staff have received adequate training in relation to searches.
- Consider if Designated Safeguarding Leads and their deputies are aware of and comfortable using local dispute resolution protocol and if they feel able to challenge other professionals when necessary. Protocol available here: https://www.proceduresonline.com/nesubregion/files/sundind_dispute_resolution.pdf

NEW GUIDANCE FROM THE INFORMATION COMMISSIONER'S OFFICE INCLUDING USE OF CCTV IN TOILETS

The Information Commissioner's Office (ICO) has published new guidance to cover the processing of personal data by video surveillance systems by public and private sector organisations.

One of the examples the ICO has used in its publicity about the changes involves CCTV in toilets, see below.

Example

A school wishes to install CCTV cameras in the toilets in order to prevent vandalism.

The school would have to make a rigorous assessment based on necessity and proportionality in order to justify the processing. This is because the cameras would be recording children, particularly in an environment where there would be a natural and heightened expectation of privacy by both students and parents.

Given the potential level of intrusion, this use is unlikely to be proportionate in most circumstances. The school should seek less privacy intrusive measures in order to solve a particular problem.

The latest ICO guidance can be found here: <https://ico.org.uk/for-organisations/guide-to-data-protection/key-dp-themes/guidance-on-video-surveillance/>

DBS - EXPLANATORY ANIMATION (DBS)

The Disclosure and Barring Service (DBS) has recently created a really useful animated 'Guide to DBS checks' and accompanying leaflet. The video can be found here: <https://youtu.be/lzD93s7xPc0>

The related leaflet can be found here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1059974/Quick_Guide_to_DBS_Checks.pdf

STATUTORY POLICIES FOR SCHOOLS AND ACADEMY TRUSTS

The DfE has updated "Statutory policies for schools and academy trusts. Guidance on the policies and documents that governing bodies and proprietors of schools must have".

See <https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts>

Department for Education

Guidance
Statutory policies for schools and academy trusts
Updated 15 March 2022

Contents

- Introduction
- Who this guidance is for
- List of policies
- Admission arrangements
- Administration and data
- Staffing and human resources
- Pupil wellbeing and safeguarding
- Relationships education (primary) and relationships and sex education (secondary)
- Behaviour
- Facilities
- Governance
- Careers guidance

Print this page

All changes made to the page reflect previously announced requirements on schools, there are no new requirements or policies announced in this update.

Introduction

The following are required to hold each of these policies and other documents, and must meet the requirements that apply to their school or trust:

- school leaders in all schools
- governing bodies in local authority-maintained schools
- proprietors of academies and independent schools

Schools and trusts are not always required to hold a specific policy for each requirement. It is possible to meet several requirements collectively, unless stated otherwise.

The drafting of school policies can be delegated to any member of school staff, unless stated otherwise.

This document covers how often each policy must be reviewed. Where it doesn't, we strongly advise you to review the policy annually. Where there's a change in the law or circumstances, you will need to revise your policies or documentation accordingly.

It also shows the level of approval required. Not all policies need to be signed off by the full governing body.

Throughout this guidance we use the term 'governing body' to represent both governing boards and trust boards.

There are instances where statutory guidance states that policies and procedures should be in place, although this is not the same as a legal requirement. Each piece of linked guidance which is not statutory makes clear the nature of the requirement.

Part 3: Future Training

The following forthcoming training is all available to book via Sunderland Traded Services site: [Training & Events | Sunderland Traded Services](#)

Date	Course	Time
06/05/2022	An introduction to Keeping Children Safe (Basic Child Protection training)	16:00 – 18:00
05/05/2022	Recognising and responding to Harmful Sexual Behaviour (HSB) in scwhools	13:30 – 15:30
05/05/2022	Effective recording for child protection	16:00 – 17:30
19/05/2022	Designated Safeguarding Lead (DSL) Network Forum	09:30 – 11:30
06/06/2022	Developing an effective culture of safeguarding – DSL 2 year refresher training	09:30 – 15:30
14/06/2022	An introduction to Keeping Children Safe (Basic Child Protection training)	16:00 – 18:00
22/06/2022	Safer Recruitment Refresher training	09:00 – 17:00
28/06/2022	Accredited Safer Recruitment Training	09:00 – 17:00
30/06/2022	New to Designated Safeguarding Lead (DSL) training	09:30 – 15:30

To view training available from Sunderland Safeguarding Children Partnership please visit: [Sunderland Safeguarding Children Partnership - Welcome to the Workforce Development & Training pages \(safeguardingchildrensunderland.com\)](#)

Training includes:

- Guide to our Thresholds of Need
- Neglect Toolkit Workshop
- Vulnerable Babies
- Gambling Harm Prevention Training

SIGNS OF SAFETY PARTNER BRIEFING SESSIONS. WOULD YOU LIKE TO JOIN THE SSCP TRAINER'S POOL?

Sunderland Safeguarding Children Partnership (SSCP) are always on the look out for new members to join the current pool of trainers. Could you spare a few hours every couple of months to train others in safeguarding?

You will receive full training and support and will be mentored by experienced trainers until you are confident enough to facilitate multi-agency training. If you want to enhance your current skills, knowledge and CV or need further information, please contact Pamela Finn, Practitioner Forum Coordinator and Training Lead by emailing: pamela.finn@sunderland.gov.uk



SSCP
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SAFEGUARDING CHILDREN
PARTNERSHIP

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