



We hope you had a relaxing half term and that you are refreshed for the remainder of the summer term. Exams are in full swing and hopefully the sun will shine more this half term than it did before the break.

It was so lovely to see so many DSLs in attendance in the last DSL meeting and I hope that we will be able to meet more of you in person at our Annual Conference on the 2nd July.

Just a quick reminder for those that may be new to role or may have missed the DSL meeting and sent another representative. If you haven't booked on to our Annual Conference then please get in touch.

The conference will take place on:

**Tuesday 2nd July 2024**

The Venue : **Crowne Plaza Reading East**

Address: **Wharfedale Road, Winnersh Triangle.  
RG41 5TS**

## Whats On

- ★ Monday 27 May 2024 – Friday 31 May 2024 Half Term
- ★ Friday 28 June 2024 Academic data entry to ePEP
- ★ Tuesday 2 July 2024 – 09:00 – 16:00 Virtual School Annual Conference
- ★ Monday 8 July 2024 PEP/PP+ Deadline
- ★ Tuesday 23 July 2024 Last Day of Term (WBC)



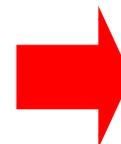
## Shattered lives, stolen futures: The Jay Review of Criminally Exploited Children

We are all aware in the safeguarding world that the criminal exploitation of children is a real threat. The progression of technology into all our lives, in addition to more traditional modes of grooming (both in the criminal and sexual sense) has made this an increasing danger. Whilst this is certainly not a new development, in recent years far more has been done to counter the issue than in previous generations.

Part of this increased attention, has been the result of wider reporting. It is vital that we know what works and what doesn't when approaching the very real risk of child criminal exploitation. In November 2023, Action for Children launched its Jay Review to answer this question. To read their executive summary, and the report itself please follow the link below:

<https://www.actionforchildren.org.uk/our-work-and-impact/policy-work-campaigns-and-research/policy-reports/the-jay-review-of-criminally-exploited-children/>

Conference  
QR Code





## Danger

Critical incidents might be closer than you think

### Critical Incidents

The government has recently published a new guidance document helping schools to prepare for serious incidents. Although schools are often encouraged to consider potential threats from external sources, two recent serious incidents in south Wales and Sheffield remind us that threats can come from inside the school too.

Whilst no-one would want to stress pupils by involving them in an exercise, especially younger children, it is important that senior leaders perhaps consider a 'walk through' of a serious scenario. It is also useful to consider asking the 'what-if-it-happened here' question after an incident which has been reported in the media.

Links to the government guidance and some useful local authority information can be found in the next column:

### Government Guidance:

Protective security and preparedness for education settings (DfE, April 2024)

<https://www.gov.uk/government/publications/protective-security-and-preparedness-for-education-settings>

Emergency planning and response for education, childcare, and children's social care settings (DfE)

<https://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings>

School and college security (DfE)

<https://www.gov.uk/government/publications/school-and-college-security/school-and-college-security>

School and college security - templates and checklists (DfE)

<https://www.gov.uk/government/publications/school-and-college-security>





### Talking to Your Children about a Violent Incident - City of Westminster

We are all too aware that cities are well known to have higher inter-personal violence and the larger the city, the greater the potential for the commonality of violence. It is an inescapable by-product of the congregation of vast reservoirs of human living side by side.

For children and young people, particularly teenagers, the emergence of regular violence in their surroundings can be an unpleasant lesson in a world that for them may be largely innocent. As adults, we know and accept that perilous events occur, we take precautions of it's in our area or may simply ignore it if it's a distant danger. For students though, the level of personal growth required to be comfortable with the risks associated with peril, may not be present. This can make bridging the gap between you and a child difficult. The City of Westminster currently has a six page pamphlet on how to address this issue, when talking with children and young people. Please follow the link below if interested:

<https://www.westminster.gov.uk/media/document/talking-about-violent-incidents-with-children#:~:text=Keep%20the%20discussion%20open.,family%20remain%20safe%20and%20secure>



### Therapists and Young People Provision - TACaccess

TACaccess is a new, free UK-wide directory developed by school leaders to provide rapid, cost-effective access to trained, DBS-checked mental health therapists, experienced in working with children and young people.

Currently, 1 in 5 children and young people suffer from a diagnosable mental health condition. As a result, the following service was founded by Ruth and Julian. The dashboard:

- ⇒ includes a directory of therapists with video profiles - searchable according to identified needs;
- ⇒ an online booking facility; -
- ⇒ embedded, secure video conferencing facilities for online therapy;
- ⇒ secure payment to therapists through the directory. For years agencies have been gaming the system and taking up to two-thirds of therapists' fees leaving children, young people and professionals short-changed.
- ⇒ If interested please follow the link below to register:

<https://dashboard.tacaccess.com/home>



Department for Education

### Using pupil premium: guidance for school leaders

February 2024

### Previously looked-after children

Pupil premium funding based on the eligibility of previously looked-after children is part of your school's pupil premium allocation.

The [designated teacher](#) has a key role in ensuring that the specific needs of previously looked-after children are reflected in how you use your pupil premium plus.

Your designated teacher should:

- encourage parents of eligible previously looked-after children to tell the school if their child is eligible to attract Pupil Premium Plus funding
- consult the Virtual School Head on how to use the funding effectively, where appropriate
- encourage parents and guardians' involvement in how Pupil Premium Plus funding is used to support their child
- be the main contact for queries about how pupil premium is being used to support previously looked-after children

A quick reminder of the EEF Guide to the Pupil Premium 'Menu of approaches'. For the

The EEF Guide to the Pupil Premium 'Menu of approaches': evidence brief and supporting resources

This planning tool is designed to support you—a school leader, governor, or trustee—as you consider potential approaches to your Pupil Premium spending. It introduces findings from high quality research related to each strand of the Department for Education's 'menu of approaches' and signposts evidence-informed resources.

Before considering approaches, a crucial first step in strategy development is to conduct a robust diagnosis of specific barriers to learning faced by your socio-economically disadvantaged pupils. For more support with developing your Pupil Premium strategy, see our [Guide to the Pupil Premium](#).

### The EEF Guide to the Pupil Premium Discussion prompts for governors and trustees to support an effective strategy

As a school governor or trustee, you have an important role to play in supporting and challenging the leadership team at your school to improve outcomes for socio-economically disadvantaged pupils. How the school spends its Pupil Premium funding is an important part of this role.

**Did you know?**  
The Department for Education (DfE) requires every school to review and publish an updated Pupil Premium strategy statement every academic year before 31 December.

Ensure your governors or trustees are able to challenge and support the leadership team at your setting to improve the outcomes for vulnerable groups.





Don't forget the virtual school are here to assist you should you require any support. You can email us at the following addresses and we promise we will respond within 24 hours.



Here's how to  
**CONTACT US!**

**Jane Everton Head of Virtual School and Vulnerable Learner Support**

[Jane.Everton@wokingham.gov.uk](mailto:Jane.Everton@wokingham.gov.uk)

**Ruth Blyth Deputy Headteacher**

[Ruth.Blyth@wokingham.gov.uk](mailto:Ruth.Blyth@wokingham.gov.uk)

**Tracy Meadows PEP Officer**

[Tracy.Meadows@wokingham.gov.uk](mailto:Tracy.Meadows@wokingham.gov.uk)

**Kat Johnston Post 16 PEP Officer**

[Kat.Johnston@wokingham.gov.uk](mailto:Kat.Johnston@wokingham.gov.uk)

**Emma Griffith Early Years Officer**

[Emma.Griffith@wokingham.gov.uk](mailto:Emma.Griffith@wokingham.gov.uk)

**Jessica McGinley UASC & PEP Officer**

[Jessica.McGinley@wokingham.gov.uk](mailto:Jessica.McGinley@wokingham.gov.uk)

**Jenny Lucas Education Coordinator**

[Jenny.Lucas@wokingham.gov.uk](mailto:Jenny.Lucas@wokingham.gov.uk)



**“THEY MAY FORGET WHAT  
YOU SAID BUT THEY WILL  
NOT FORGET HOW YOU MADE  
THEM FEEL.”**

**CARL BUECHNER .**