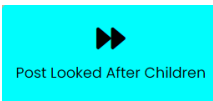


Welcome to October's newsletter. Our website continues to be a place where you will find a wealth of information including our training offer for schools. If you are new to the borough or if you are new to the role of DT or DSL our training offer can be found [here](#). For those that need a reminder our website can be found [here](#).



We have had an increasing amount of contact regarding children who have been previously looked after. We have guidance on our website regarding this cohort but the funding comes straight to schools through the census data. From the statistics below it is clear that although children may now be in a 'stable home' environment; early childhood trauma significantly impacts them at school. As with a child in care, we would strongly advocate that these children have a PEP-like document to support their journey through education. This will ensure it is clear, within your setting how you are supporting the PLAC cohort and it may enable you to track the child in a different way. It will also allow practitioners to show impact on interventions used.

80%
of adoptive parents said their child needs more support

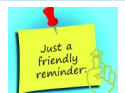


64% of adoptive parents said that teenage years are, or were, the most difficult time for their child at school

59%
of adoptive parents said their child was always trying to catch up at school



75% of parents said their child's experience of neglect/abuse in early life has affected their schooling



The designated teacher guidance for looked after and previously looked-after children states that designated teacher should:

44. ...help raise previously looked-after children's parents' and guardians' awareness of the PP+ and other support for previously looked-after children - this includes encouraging parents of eligible previously looked-after children to tell the school if their child is eligible to attract PP+ funding;

- play a key part in decisions on how the PP+ is used to support previously looked-after children; and
- encourage parents and guardians' involvement in deciding how the PP+ is used to support their child and be the main contact for queries about its use.

The PP+ can be used to facilitate a wide range of educational support for looked after and previously looked-after children. It is important that interventions supported by pupil premium should be evidence based and in the best interests of the child.

Whats On

- ★ Wednesday 4 October 2023 - 09:00 - 15:00 Building Attachments Training Day 1
- ★ Wednesday 11 October 2023 - 09:00 - 15:00 Building Attachments Training Day 2
- ★ Thursday 12 October 2023 - 15:00 - 16:30 Wokingham DSL Meeting (Virtual)
- ★ Wednesday 18 October 2023 - 09:00 - 15:00 Building Attachments Training Day 3
- ★ Monday 23 October 2023 - Friday 27 October 2023 Half Term (WBC)
- ★ Tuesday 31 October 2023 Secondary School Application Deadline
- ★ Wednesday 1 November 2023 - 09:00 - 15:00 Building Attachments Training Day 4
- ★ Wednesday 8 November 2023 - 09:00 - 15:00



Updated Prevent Duty Guidance September 2023

The Prevent duty guidance has been refreshed and updated to reflect several recommendations of the Independent Review of Prevent. It is an update to the existing Prevent duty guidance for schools and early years providers in England and Wales (last updated in April 2021). The updated guidance has been simplified into one document for all education settings - this helps to create greater consistency in the core expectations, whilst still acknowledging differences between education phases.

The changes provide greater clarity, practical advice and signposting to best practice. The changes include: Ideological causes of terrorism The first objective of Prevent has been changed to “tackle the ideological causes of terrorism”. The ideological component of terrorism is what sets it apart from other acts of serious violence. The guidance recommends education settings consider ideology when delivering all aspects of Prevent. The guidance introduces a new theme - ‘Reducing Permissive Environments’ to tackle the ideological causes of terrorism. For schools and early years, this includes the existing considerations of building resilience through the curriculum and having effective IT and visiting speaker policies to reduce exposure to radicalising influences.

Updated terminology

Terminology has been updated to reflect current best practice and official terminology. This includes clarifying that the guidance only applies to non-violent extremism where it can be reasonably linked to terrorism or could

draw people into terrorism Training Schools and early years providers should determine who the appropriate members of staff are and how frequently training should occur, being proportionate to the risk of terrorism and extremism in their local area.

They should also consider what type of training is needed for staff in different roles. It is recommended that leads with designated Prevent responsibilities receive more in-depth training, including on extremist and terrorist ideologies to enable them to train and advise other staff and support making informed referrals to Prevent where necessary.

Government training to identify those at risk can be found [here](#).

Risk assessments from the DfE can be found [here](#).

Zoe Hanim, WBC Prevent Lead will be attending the Spring DSL meeting should you have any queries with regards to the local authority.



In 2022, the Internet Watch Foundation (IWF) recorded 199,363 cases of self-generated explicit images. This was a 6% rise from 2021. It is likely that this will increase, as a proliferation in social media apps and websites, alongside the increasing sophistication in telephonic cameras is making underage individuals more vulnerable than ever to deception and grooming. The foundation has unveiled a campaign backed by the UK government and tech partners such as Microsoft, TikTok and Snapchat aims to raise awareness about the dangers of self-generated imagery. To find out more please follow the link below: [TALK and Gurls Out Loud 'self-generated' child sexual abuse prevention campaign \(iwf.org.uk\)](https://www.iwf.org.uk/campaigns/talk-and-gurls-out-loud)



The month of September, is an interesting and challenging one. The emotions and stress of re-

turning to the workplace can sometimes be overwhelming and the dark mornings and nights to come will also have an impact.

Some of you will have come into a new position in September, with promotions comes increased responsibilities and the pressure to impress and get things right. The organisation Education Support is there to help you achieve your objectives in this regard. Their supervision course, grants a safe and confidential space to talk about and process this next stage in your career. Designed for headteachers, deputy heads, assistant heads, and CEOs the six session course, has resulted in a 95% of participants feeling less anxious. If this interests you, please follow the link to find out more:

<https://www.educationsupport.org.uk/get-help/help-for-your-staff/wellbeing-services/school-and-fe-leaders-service/>



After-school activities are an important part of pupil's experience in education. The benefits of enrolling school aged individuals in a wide-array of extracurricular activities are compelling. However, the extracurricular nature of these activities, means letting in third parties to your educational institution. This opens up a vulnerability window that could be easily exploited. The Department of Education has updated its safeguarding guidance on this area, in September. It is an important part of a school's safeguarding duty, and as such this document is a read of prime importance. Please click [here](#) to find out more.



Ofsted's Education Inspection Framework (EIF) was revised in mid-July 2023.

A new section has been added to the framework on evaluating safeguarding culture as part of the Leadership and Management section. One of the most important points made in the additional comments are about listening to the views of learners, making referrals in a 'timely way' and to keep policies, systems and processes under continuous review.

The updated Ofsted EIF can be found [here](#).



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.

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