

**SAFEGUARDING CHILDREN
INFORMATION & NEWS UPDATE - 155
12th March 2010**

Safeguarding Children and Young People who may be affected by Gang Activity
(March 2010)

There are a number of areas in which young people are put at risk by gang activity, both through participation in and as victims of gang violence. Safeguarding procedures can provide a key tool for all agencies working with young people to assist them when working together to prevent young people from being drawn into gangs, to support those who have been drawn into the margins of gangs; and to protect those who are at immediate risk of harm either as members or victims of gangs.

This practice guidance is aimed at those who work in voluntary and statutory services across the children's workforce, social care, crime prevention, police, prisons, probation, offender management, health, education and all others whose work brings them into contact with children and young people.

It is intended to help agencies and practitioners respond effectively to the needs of children and young people – girls and young women, as well as boys and young men – who are at risk of gang-related violence and harm. To that end, the guidance outlines factors for agencies and practitioners to consider and processes to follow in terms of identification, referral, and assessment and support for young people who may be affected by gang activity.

It also looks at the reasons young people become involved in gangs, the particular risks associated with gang membership for the young people and the risks of being



affected by gang activity in other ways.

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00064-2010&>

<http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00064-2010.pdf>

Neglect Matters: A multi-agency guide for professionals working together on behalf of teenagers (March 2010)

The neglect of adolescents involves many aspects of their lives e.g. what happens within their families; their health and wellbeing; or their education. Working with young people who have been neglected inevitably involves more than one agency and the expertise of their staff. Agencies and practitioners must work together.

This guide aims to provide information and signposts to good practice for those working in the area of adolescent neglect. Its central concern is to contribute towards a better understanding of what adolescent neglect is and to offer suggestions for ways of improving multi-agency practice – but it is not a substitute for multi-agency training, although it may contribute towards it.

The guide is part of a DCSF/DH Safeguarding Children Research Initiative, carried as a partnership between York University, Children's Society and NSPCC.
<http://publications.everychildmatters.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00247-2010&>
<http://publications.everychildmatters.gov.uk/eOrderingDownload/00247-2010DOM-EN.PDF>

Measures to be strengthened to prevent the promotion of racism by teachers in schools (12/03/10)

This independent review calls for an annual review on whether teachers belonging to racist organisations should be banned. It also calls for stronger measures to prevent the promotion of racism by teachers in schools but finds that current measures to protect pupils from racist teachers are sufficient.

The review also says annual reporting of racist incidents should be monitored for compliance by LAs and Ofsted should report when schools are inadequate on equal opportunities and community cohesion.

Maurice Smith CB was asked to look into whether there was a need to ban teachers who were members of legitimate organisations which may promote racism - similar to bans in place in the police force and prison service. His review found that:

- over the last 7 years, only 4 teachers, and 2 governors have been publicly identified as members of racist organisations and only 9 incidents of teachers making racist remarks or holding racist materials have been subject to GTCE disciplinary sanction;
- measures in place in maintained schools have less impact in independent schools which, by their very nature, have greater freedoms and are more lightly regulated.

The review makes 6 recommendations:

- Ofsted should consistently include a specific reference in the school inspection report if a school is judged inadequate in promoting equal opportunities or community cohesion.
- The impact of the duties to promote equal opportunities and community cohesion should have external evaluation to enable the Sec of State to maintain active review.

- An independent evaluation of the journey from an 'inadequate' Ofsted judgement, in promotion of equal opportunities and racial equality, to 'good' should be conducted.
- The reporting of racist incidents should be monitored for compliance by LAs and subject to specific inspection and evaluation by Ofsted.
- The TDA, the GTCE and NCSL should share their expertise in establishing and articulating consistent standards and conduct for teachers and school leaders that explicitly promote equality and diversity.
- The Sec of State should keep these matters under active review with annual reporting, and liaise closely with other Government departments, particularly those with policy responsibilities affecting children.

The current safeguards in place to protect children and young people in maintained schools from discrimination or political indoctrination include:

- a requirement for schools to have equal opportunities policies
- a duty to promote racial equality
- a statutory duty to promote community cohesion
- a duty on governing bodies, head teachers and local authorities to forbid the teaching of partisan political activities
- disciplinary powers of the GTCE

The Secretary of State has accepted the recommendations in full and has asked Maurice Smith to conduct an additional review looking at safeguards in place in independent schools and see if measures can be improved.

http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2010_0064

<http://www.dcsf.gov.uk/mauricesmithreview/>

**Violence Against Women and Girls:
Advisory Group**

(08/03/10)

Teachers and professionals working with children and young people will have new support and guidance to lead the way in cracking down on violence against women and girls, the Government has announced.

Outlining the response to a report from the VAWG Advisory Group, the Government confirmed plans to revise training for new teachers and to include VAWG issues in the PSHE curriculum from 2011.

The recommendations, accepted in full by the Government, include:

- guidance for schools to help prevent and respond to VAWG
- all young people to be taught about gender equality and VAWG in PSHE as part of the national curriculum
- clear advice for teachers on how to deal with suspected cases and referring young girls at risk to support services
- parents and carers to have access to support and advice to help them discuss VAWG with their children, and to signpost parents of girls experiencing violence to further advice and support.

http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2010_0058

Full report

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00281-2010>
<http://publications.dcsf.gov.uk/eOrderingDownload/DCSF-00281-2010.pdf>

Government response

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00288-2010>
<http://publications.dcsf.gov.uk/eOrderingDownload/DCSF-00288-2010.pdf>

Final reports on health aspects of violence against women and children (11/03/10)

A taskforce was set up to identify the role and response of the NHS to violence against women and children and advise on what more could be done to meet their needs.

The Taskforce comprised a steering group and 4 sub-groups covering sexual violence against women, sexual abuse against children, harmful traditional practices and trafficking, and domestic violence.

An overarching report 'Responding to violence against women and children – the role of the NHS' makes recommendations around improving the early identification of victims; enhancing the quality of and access to services; raising awareness of violence against women and children; training and development; and partnership working.

In response, a new group has been set up to help the NHS provide improved healthcare for women and children who are victims of violence, the Health Minister has announced.

The DH will raise awareness of the roles and responsibilities of NHS staff in treating victims of violence and call for increased vigilance of the variety of health issues that may be a direct result of sexual violence against women and children, domestic violence and harmful traditional practices and human trafficking.

<http://nds.coi.gov.uk/content/detail.aspx?NewsAreaId=2&ReleaseID=412059&SubjectId=2>

http://www.dh.gov.uk/en/PublicHealth/HealthImprovement/ViolenceagainstWomenandChildren/DH_113753

http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/@ps/document_s/digitalasset/dh_113824.pdf

Independent Review of Teacher Supply for Pupils with Severe, Profound and Multiple Learning Difficulties (Mar 2010)

There are approx 38,000 school children in England with SLD or PMLD, $\frac{3}{4}$ in special schools and the rest in mainstream schools. This is a group of children with the most complex needs, and they need to be taught by high quality, adaptable teachers, who are able to keep pace with their requirements.

Measures to provide better support for pupils with SEN and disabled children, announced on 28/09/09, aim to make life easier for parents and help their children maximise their potential. The measures will test easier ways of assessing children with SEN and there will be new guidance for schools to tackle high exclusions of children with SEN.

As part of these measures, the Secretary of State commissioned Toby Salt to review the supply of teachers trained to meet the needs of children with SLD and PMLD. The Review has concentrated on recruitment and retention of teachers, Initial Teacher Training and Continuing Professional Development.

In response to the review, which calls for more to be done to attract and retain teachers who want to teach disabled children, Ed Balls has announced:

- Open discussions with Teach First to bring top graduates into schools, particularly special schools, allowing them to gain the skills they need to teach severely disabled children;
- A new 6 month specialist course for new teachers to enable them to be better prepared for their first job working with children with SLD/PMLD;
- New arrangements to collect data on skilled teachers to manage supply effectively for the future;



- New training on teaching children with SLD will be developed by the TDA to ensure that every teacher has access to the quality professional development materials that they need to develop their skills.

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00195-2010&http://publications.dcsf.gov.uk/eOrderingDownload/00195-2010BKT-EN.pdf>
<http://www.dcsf.gov.uk/saltreview/>
http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2010_0057

Breaking the link between SEN and low attainment (March 2010)

Rises in school standards over recent years mask the relative underperformance of the very large proportion of school-aged children who are currently identified as having SEN.

The purpose of this document is to raise awareness and influence attitudes of school headteachers, senior leadership teams and heads of school improvement. Its secondary audience is the wider group of teachers, LA professionals and other staff who support children with SEN.

It considers what works well for LAs and schools in improving outcomes for children with SEN. Key principles and guidance are suggested in areas of collaboration, leadership, teaching strategies, engaging parents, and wider wellbeing e.g. anti-bullying.

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00213-2010&http://publications.dcsf.gov.uk/eOrderingDownload/00213-2010DOM-EN.pdf>
<http://www.teachernet.gov.uk/wholeschool/en/>

Breaking the Link - one year on update
(March 2010)

At the ASCL conference in March 2009 the DCSF published a document on policy and practice to support attainment of children eligible for Free School Meals - roughly the bottom 15% of the income distribution.

This leaflet updates the FSM data and analysis, and shows the impact of new policies and improved practice at national, local and school level. It also reports on new policies being implemented, and best practice being developed in schools that will help narrow the gaps even further.

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00293-2010&>

<http://publications.teachernet.gov.uk/eOrderingDownload/00293-2010LEF-EN.pdf>

Review of the Police and Criminal Evidence Act will cut police bureaucracy
(04/03/10)

Plans to streamline police powers, cut red tape and increase the time officers can spend on frontline duties were announced by HO Minister David Hanson today.

Measures in the review of PACE include giving chief constables greater powers to use back-office staff for routine tasks and simplifying pre-charge bail procedures.

The programme of changes to PACE was set out after an 18-month public consultation which found that the Act is valued and endorsed by the police and the public supported the proposals. New measures earmarked for the Act will help reduce bureaucracy and increase frontline time by:

- increasing the flexibility of chief constables to use back-office staff for appropriate routine tasks



- simplifying procedures for issuing bail and dealing with those who breach it
- reducing time spent dealing with detainees by issuing guidance to chief constables on making best use of short-term detention facilities.

<http://press.homeoffice.gov.uk/press-releases/PACE-review-cut-bureaucracy.html>

Summary of Responses to the Consultation
<http://www.homeoffice.gov.uk/documents/cons-2008-pace-review/>

Your kids and alcohol (March 2010)

A recent Drinkaware YouGov poll showed over a third of 16 and 17 year-olds would prefer to get information on alcohol from their parents. It's best to start early - Drinkaware research shows children's openness to their parents' influence changes dramatically as they grow up. Between the ages of 8 and 12, children generally accept what their parents say about alcohol.

From 13 onwards, young people increasingly pay attention to their friends. However, parents may still have more leverage with their children than they might think.

This leaflet sets out to answer questions parents and their children may have about alcohol and offers advice and help to parents on how best to approach their children regarding the subject.

It outlines current government guidelines and provides useful contacts for those parents that believe their child may have issues resulting from alcohol abuse.

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=BLNK-00076-2010&>

<http://publications.teachernet.gov.uk/eOrderingDownload/00076-2010DOM-EN.pdf>

Sector-led safeguarding children programme (Jan 2010)

This programme is designed to help local councils fulfil their safeguarding responsibilities. It is part of a sector-led response in which local government takes responsibility for its own improvement. The programme uses the skills and expertise of members and officers in the sector. It is delivered by the IDeA in partnership with the LGA, ADCS, C4EO and SCIE.

IDeA is building on its expertise in providing support to councils, and offering:

- peer reviews of local safeguarding arrangements
- training and mentoring for councillors and lead members
- a guide to support scrutiny of safeguarding, developed with the Centre for Public Scrutiny
- a pool of accredited peers and specialists to deliver customised support to councils and children's trusts, including responding to serious case reviews and Ofsted inspections
- the development of a 'dashboard approach' to provide members and senior officers with an overview of outcomes and risks in respect of safeguarding
- the programme will also offer an online community of practice for safeguarding and our partners at C4EO and SCIE will develop materials and networks to share knowledge and best practice
- facilitating the 'keeping children and young people safe in the community' theme of the Local Innovation scheme.

<http://www.idea.gov.uk/idk/core/page.do?pageId=10482267>

Anti-Bullying Week 2010

This year's Anti-Bullying Week will be 15th - 19th November. More information to follow.
<http://www.anti-bullyingalliance.org.uk/>

Guide for New Dads

The *Guide for New Dads*, produced by the Fatherhood Institute and funded by the DCSF, will be included in Bounty packs – the packs of information, advice and samples of baby care products given to parents at the birth of their children.

The guide contains key information, top tips and useful contacts for new fathers, under the following headings:

- Welcome to fatherhood
- You and Mum – working together
- Your legal position
- Earning and caring
- Looking after your family's health
- Communicating with your baby

<http://www.fatherhoodinstitute.org/index.php?id=0&cID=1037>

http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/@ps/documents/digitalasset/dh_113743.pdf

Adopt the Button (09/03/10)

CEOP has said that all social networking providers need to adopt a one click button for children to get immediate police help. 'CLICKCEOP', launched in 06 as an online button for young people to use whenever they are in danger online, has been adopted by hundreds of sites including MSN Live Messenger in the UK and AOL BEBO.

By clicking on the link, children can access a range of advice and guidance from organisations such as the IWF, Childline, Beatbullying and GetSafeOnline, as well as CEOP's own specialist teams. Children can also use the link to make reports to CEOP's specialist police teams with over 500 reports received each month. 4 a day are cases where a child is in immediate possible danger.

http://www.ceop.gov.uk/mediacentre/pressreleases/2010/ceop_09032010.asp

Getting into homework (March 2010)

This pack has been designed to help parents help their children with their learning. Parents can make a difference to their child's success, even by just spending a little more time with them. The pack contains some helpful tools and ideas, designed for parents/carers to help children with their homework. It includes top tips and information about school.

These resources, aimed at parents of children 8 - 13, promote consistency and persistence of communication around learning, encouraging ongoing contact with the school once the child has moved from Primary to Secondary. It provides triggers, practical solutions, ideas and encouragement to enable parents to proactively support their child's learning in the home specifically around homework support.

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00142-2010&>

http://publications.teachernet.gov.uk/eOrderingDownload/Getting_Into_Homework.pdf

Coaching your teenager (March 2010)

All parents want the best for their children but as they grow older it can get more difficult as their learning changes and they want to be more independent. This booklet can help parents find new ways to coach their teenager, whether they are a parent, carer or other family member. It is not about telling them what to do, or doing it for them, it is about helping them find ways to help themselves.

This document is aimed at parents of teenagers aged 14 to 19 and addresses barriers to engagement (lack of time, confidence, not knowing how to help etc), to help them to stay involved with



their child's education in the later stages of the learning journey.

It provides confidence-raising tips and encouragement to become proactive in supporting learning, homework and revision and tools such as 'conversation starters' to encourage parents to have a regular dialogue with their teenager.

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00143-2010&>

<http://publications.teachernet.gov.uk/eOrderingDownload/Coaching-Manual.pdf>

Working together resources pack (March 2010)

These resources draw on outcomes from research to identify what parents need to help them effectively engage with their child's learning at home. They give parents practical ideas, tools and information to help them make homework and learning part of their family routine.

The pack provides user-friendly, interactive, fun and familiar tools to inform parents around the value of communicating with their child about learning and school, whilst providing the means to do so.

It provides practical exercises to encourage imaginative development, storytelling and problem solving and reinforces the idea of reading together and enjoying reading as a part of everyday life.

<http://publications.everychildmatters.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00141-2010&>

http://publications.everychildmatters.gov.uk/eOrderingDownload/Working_Together.pdf

Think Family Pathfinders: Research update (March 2010)

Children experiencing poor outcomes often come from families who face multiple and complex problems e.g. poverty, domestic abuse, poor mental health, substance misuse. Co-ordinated, multiagency interventions can be cost-effective in improving outcomes, whilst reducing the burdens on local services and, potentially, the care system.

This programme provides practical examples of how LAs are restructuring service provision and developing new working practices in response to the challenges of improving outcomes for these families.

<http://publications.everychildmatters.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00140-2010&>

<http://publications.everychildmatters.gov.uk/eOrderingDownload/00140-2010BKT-EN.pdf>

‘My Life, My Way’ - A Young Persons Guide to Transition (04/03/10)

Deputy Minister for Children (Wales) Huw Lewis has launched a new guidance leaflet which gives young disabled people information and advice on making choices about their future.

The leaflet, aimed at 14-25 year olds, aims to guide young people through the options available such as college, training and employment. It highlights the professional support available, and information on helplines, various resources and interactive websites.

<http://www.childreninwales.org.uk/policy/documents/researchandreports/13052.html>

<http://wales.gov.uk/topics/childrenyoungpeople/publications/transitionguide/?lang=en>

<http://wales.gov.uk/docs/dcells/publications/100305transitionguideen.pdf>

Extra money to help secure progress at ten schools (08/03/10)

Schools Minister Vernon Coaker announced nearly £7m of extra funding to help secure progress at 10 schools across the country. This signals ministers' approval of School Improvement Plans which has allowed the 10 schools involved to become National Challenge Trust Schools or National Challenge Federations.

A National Challenge Trust aims to transform a school's performance by harnessing the expertise and energy of a strong education partner, which will in turn appoint a majority of the schools' governing body. A National Challenge Federation involves 2 or more schools coming together under 1 governing body and sharing the benefits of partnership, including shared teachers, resources and economies of scale.

Ministers have approved 54 NCTs and 6 NCFs. £65m of the total £400m funding has been allocated to support National Challenge structural solutions to help raise attainment. http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2010_0059

Painting the rainbow - Real stories about working together in the children and young people's workforce (08/03/10)

This year's Share! projects have each focused on a different arc of the One Children's Workforce Framework. These stories will help all of us see how we can meet the arcs in imaginative ways and move closer to an integrated, reformed workforce.

http://www.cwdcouncil.org.uk/news/3407_share-resources-2010-launched

http://www.cwdcouncil.org.uk/assets/0000/8467/MAG_5-02c.pdf

<https://sharestreet.cwdcouncil.org.uk/Page.aspx?PageName=Default>

Child protection reforms ‘risk red tape overload’ (10/03/10)

Lord Laming’s report on child protection makes 58 recommendations for improving the system. However, research commissioned by the LGA from Loughborough university shows that the most common reason social work teams feel overloaded is an increase in statutory work – more than staff vacancies or sickness absences.

The research suggests that a key recommendation – that every referral from another professional is followed up by a formal initial assessment – would lead to a 91% increase in assessments, require around 2,000 extra social workers, and cost £75m a year extra. The LGA is calling for this recommendation to be revised, and has set out a 5 point plan to ensure social work reforms lead to the best possible CP systems by:

- giving social workers more power to process referrals in the way which will best help the child;
- having all professionals record information in the same way;
- increasing the part played by other bodies, such as the police and health services, in making decisions about a child’s needs;
- reducing the 300 pages of guidance on CP to 100;
- providing interim government funding of £116m to councils, including £75m for the increase in initial assessments should that requirement remain.

<http://www.lga.gov.uk/lga/core/page.do?pageId=9388746>

<http://www.lga.gov.uk/lga/core/page.do?pageId=9483837>

<http://www.lga.gov.uk/lga/aio/9387423>

Children in need in childcare - a survey of good practice (08/03/10)

High-quality childcare is important for all children, but it can make all the difference for children in need. The best childcare makes an important contribution to their lives by identifying specific requirements early on and helping to get the right support.

This report identifies some of the factors that contributed to good outcomes for children in need in a range of different types of early years and childcare settings.

<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Children-in-need-in-childcare>

<http://www.ofsted.gov.uk/content/download/10892/129408/file/Children%20in%20need%20in%20childcare.pdf>

<http://www.ofsted.gov.uk/Ofsted-home/News/News-Archive/2010/March/The-best-childcare-now-gives-children-a-brighter-future>

Equalities in action (08/03/10)

This report identifies successful action taken by providers of childcare, education and learning to promote equality of opportunity. Childminders, nurseries, children’s centres, providers of day care, schools and PRUs did this by supporting children and young people whose circumstances made them vulnerable to underachievement. Colleges and providers of work-based learning or adult and community learning enhanced the participation of vulnerable adults in learning and improved their achievement.

<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Equalities-in-action>

<http://www.ofsted.gov.uk/content/download/10894/129418/file/Equalities%20in%20action.pdf>

Review of infant formula and follow-on formula controls (11/03/10)

The Infant Formula and Follow on Formula Regulations 2007 (SI 2007/3521) aimed to reduce confusion for parents between infant formula for exclusive feeding of babies during the first months of life and follow on formula for babies aged 6 months and over.

A panel of experts was asked to "Assess whether the new controls on the way in which follow on formula is presented and advertised have been effective in making clear to parents/parents to be and carers that advertisements for follow on formula are meant only for babies over 6 months and are not perceived or confused as infant formula advertising, which is prohibited".

The review found:

- The controls are having the desired effect, but some adverts are not always clearly understood as being for follow-on formula rather than infant formula
- There is not sufficient evidence of confusion between infant formula and follow-on formula to justify a ban on the advertising of follow-on formula

The review recommended:

- Manufacturers should change advertising, to make it clear that follow-on formula is intended for babies over 6 months.
- Any problems encountered with the enforcement of the regulations should be addressed through clearer guidance for enforcement bodies.

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_113825

http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/@ps/documents/digitalasset/dh_113823.pdf

<http://www.food.gov.uk/healthierating/nutcomms/infformreview/>

Influencing for Impact: A guide to influencing policy and politicians for disabled children's organisations

(11/03/10)

This guide has been written for the disabled children's voluntary sector and seeks to distil learning from some of the sector's most experienced and successful lobbyists and campaigners. It provides the staff and trustees of organisations with an interest in campaigning on issues for disabled children with an overview of the most effective approaches to influencing national policy.

The guide gives advice on how to use a range of campaigning tools, including amendments to legislation, Early Day Motions and Private Member's Bill. It also provides guidance on working with specific individuals and political groups, such as MPs, Ministers, Select Committees and All Party Parliamentary Groups.

http://www.ncb.org.uk/cdc/latest_news/news_jan-jun_2010/disabled_children's_charities.aspx
http://www.ncb.org.uk/pdf/influencing_for_impact.pdf

Examining implementation of the Stable and Acute dynamic risk assessment tool pilot in England and Wales (11/03/10)

The NOMS piloted a new risk assessment tool (Stable and Acute) for sexual offenders managed in the community in 08/09. It was used by police and probation staff managing eligible offenders.

This evaluation examines the tool's benefits and limitations and how it was implemented in pilot areas. It also gives recommendations for future dynamic risk assessment.

<http://www.justice.gov.uk/publications/sexual-offenders-risk.htm>

<http://www.justice.gov.uk/publications/docs/sexual-offenders-risk.pdf>

'I Stand for Children' Campaign

(March 2010)

The NSPCC wants the next UK Govt to:

- **continue to fund helpline services**
- **make the internet safer for children** - devise an action plan on how to combat use of peer-to-peer software for distribution of CSA images; provide training for those who work with online offenders to help manage the risks they pose
- **tackle domestic violence from a child's point of view** - training and adequate support services
- **ensure CP reforms are carried out so:**
 - CP funding is protected;
 - professionals know how to deal with neglect;
 - children are seen on their own by concerned professionals
 - professionals are supported so that they spot the signs of child abuse
- **ensure adequate resources for vital therapeutic services** for children who have experienced abuse
- **strengthen the role of the Children's Commissioner** in England

http://www.istandforchildren.com/stand/campaign_details

Currency options for the Healthy Child Programme: Transforming Community Services (11/03/10)

This tool for commissioners of community services that contribute to the first 5 years of the HCP can be used to develop a more transparent approach to paying for these services. This will reward quality and productivity, and encourage activity which promotes the aims and outcomes of the HCP.

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_113833

http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/@ps/document/digitalasset/dh_113832.pdf

New inspection framework promoting improvement for schools and children

(10/03/10)

Ofsted carried out 2,140 school inspections Sept – Dec 09. The new inspection regime is focussing more on weaker provision, and good and outstanding schools are now inspected less frequently. So, fewer schools that were outstanding or good at their last inspection were chosen for inspection in the autumn. This means that these results cannot be taken as reflecting the general quality of provision across all schools.

The figures show that, through the combination of raised expectations and the selection of a greater number of weaker schools for inspection, the proportion of schools judged to be good or outstanding was 49%. 40% were graded as satisfactory and 10% were inadequate.

<http://www.ofsted.gov.uk/Ofsted-home/News/New-inspection-framework-promoting-improvement-for-schools-and-children>

Ofsted's consultation on arrangements for inspecting LA and area outcomes and services for safeguarding children and young people and for looked after children (11/03/10)

Equality impact assessment

<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Equality-Impact-Assessments/Inspection-Insight-Directorate/Ofsted-s-consultation-on-arrangements-for-inspecting-local-authority-and-area-outcomes-and-services-for-safeguarding-children-and-young-people-and-for-looked-after-children>

<http://www.ofsted.gov.uk/content/download/10917/129666/file/Consultation%20inspectin g%20LA%20and%20AOS%20for%20safegu arding%20CYP%20and%20for%20LAC.pdf>

SI 622 - The Local Safeguarding Children Boards (Amendment) Regulations 2010

A children's services authority (LA) in England must take reasonable steps to ensure that the LSCB includes representatives of relevant persons and bodies of such descriptions as may be prescribed.

This SI amends existing regulations to prescribe: the governing body of a maintained school; the proprietor of a non-maintained special school; the proprietor of a city technology college, a city college for the technology of the arts or an Academy; and the governing body of a FE institution the main site of which is in the LA's area.

http://www.opsi.gov.uk/si/si2010/em/uksiem_20100622_en.pdf

http://www.opsi.gov.uk/si/si2010/uksi_20100622_en_1

SI 590 - The Children's Trust Board (Relevant Partners) (Exceptions) (England) Regulations 2010

When the regs come into effect on 01/04/10, a SHA need not be represented on CTB.

http://www.opsi.gov.uk/si/si2010/em/uksiem_20100590_en.pdf

http://www.opsi.gov.uk/si/si2010/uksi_20100590_en_1

SI 591 - The Children's Trust Board (Children and Young People's Plan) (England) Regulations 2010

When the regs come into force on 01/04/10, all CTBs must prepare and publish a Children and Young People's Plan by 01/04/11. The CYPP will set out the agreed joint strategy for Board partners to co-operate with each other with a view to improving C&YP's well-being.

http://www.opsi.gov.uk/si/si2010/em/uksiem_20100591_en.pdf

http://www.opsi.gov.uk/si/si2010/uksi_20100591_en_1

The Review of Elective Home Education: Government Response to the Committee's Second Report of Session 2009-10 - Children, Schools and Families Committee

<http://www.publications.parliament.uk/pa/cm/200910/cmselect/cmchilsch/423/42302.htm>

Facebook joins IWF

Facebook announced on Safer Internet Day that it has become a member of the Internet Watch Foundation, the independent self-regulatory body funded by the EU and the wider online industry to combat illegal online content.

<http://www.iwf.org.uk/media/news.281.htm>

Female genital mutilation

In the UK, it is estimated that up to 24,000 girls under the age of 15 are at risk of FGM. Across government work is taking place to tackle this cruel and brutal practice. You can find information here about FGM and also advice on what to do if you are worried that you or someone you know is at risk.

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/fgm/>

Consultations

Education (Recoupment) (England) Regulations 2010 (08/03/10)

This consultation seeks views on proposed new regulations for recoupment in England, which update the Education (Inter-Authority) Recoupment Regulations [England and Wales] 1994 (SI 1994/3251) in accordance with changes to primary legislation.

Respondents are invited to comment on whichever elements of the proposed regulations relate to their area of interest or expertise.

Closing Date: 31st May 2010

<http://www.dcsf.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1711&external=no&menu=1>

The Health Care Workers (Duty of Cooperation) Regulations 2010 (04/03/10)

These draft regulations will impose duties on designated bodies, including employers and contractors of health care workers, in all sectors, and regulatory bodies, relating to sharing information about the conduct or performance of health care workers to protect patient safety. The regulations require appropriate safeguards in place when relevant information is shared.

This consultation follows publication of the Tackling Concerns Locally Information Management Subgroup Report published in March 2009.

Closing Date: 4th June 2010

http://www.dh.gov.uk/en/Consultations/Liveconsultations/DH_113563

Social and emotional wellbeing - vulnerable children at home (12/03/10)

NICE is developing public health intervention guidance on social and emotional wellbeing and vulnerable pre-school children: home-based interventions. All registered stakeholders for the above public health intervention guidance are invited to comment on the draft scope.

Closing Date: 13th April 2010

<http://www.nice.org.uk/guidance/index.jsp?action=folder&o=47836>

Social and emotional wellbeing: early education and daycare (12/03/10)

NICE is developing public health intervention guidance on social and emotional wellbeing of vulnerable pre-school children: early education and day care. All registered stakeholders for the above public health intervention guidance are invited to comment on the draft scope.

Closing Date: 13th April 2010

<http://www.nice.org.uk/guidance/index.jsp?action=folder&o=47832>

Spasticity in Children (12/03/10)

NICE have been asked to develop a clinical practice guideline on Spasticity in Children for use in the NHS in England, Wales and NI. The draft scope defines what aspects of care the guideline will cover and to whom it will apply. Registered stakeholders for this guideline are invited to submit comments on the scope and may suggest clinical questions that could be answered in the guideline.

Closing Date: 9th April 2010

<http://www.nice.org.uk/guidance/index.jsp?action=folder&o=47839>

Consultations (continued)

A joint DFID/DCSF Global Learning Strategy for Schools (08/03/10)

Global learning means that the 21st century curriculum should encourage learners to be aware of global issues, enable them to evaluate information and events from a global perspective and to realise their individual responsibilities in an interdependent world. DFID and DCSF want all children and young people to be prepared for life in an interdependent world, to be empowered to engage with the global challenges they will face and to be encouraged to take action as global citizens.

The draft strategy outlines a number of deliverables: a new governance structure; a new programme of support for schools; a new global teaching website; a new approach to the International School Award; a new approach to evaluating impact; and a new communication strategy.

Closing Date: 31st May 2010

<http://www.dcsf.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1706&external=no&menu=1>

Counting the Costs (10/03/10)

Contact a Family are conducting a survey which looks at the financial situation of families with disabled children in the UK. The survey will help Contact a Family to raise awareness of the money worries specific to the families they support and to campaign for change.

A similar survey was conducted in 2008 which found that 1 in 6 families were going without food and heating.

<http://www.childreninwales.org.uk/policy/news/13081.html>

<http://www.surveymonkey.com/s/T2S2ZZF>

Conferences

Child Protection & Asylum/Refugee Children Conference

5th May 2010 Cardiff

For further information, please contact

bookings@childreninwales.org.uk

<http://www.childreninwales.org.uk/12643.html>

Supporting Victims Of Domestic Violence & Their Dependants

- Helping frontline social care practitioners effectively protect and support service users from abuse

13th May 2010 London £179 - £279

This conference explores the latest policy and effective interventions in the lives of people who suffer from domestic violence.

In particular, it considers new thinking on how abused women can be supported to stay in their own homes with their families but without having to suffer the consequences of a violent partner; and it explores the connections between domestic violence and a range of other social work concerns including child neglect. New ideas will be showcased in a programme of workshops as part of the conference.

Attend this event to gain practical insights on key topics including:

- How to carry out safe and successful identification and interventions
- Effective multi-agency approaches and working with whole families
- Good practice in supporting affected children and young people
- How to meet the needs of disabled women experiencing domestic violence
- Funding domestic violence services

<http://www.conferencesandtraining.com/domestic-violence>

Meeting your responsibilities for Looked After Children

13th May 2010 £299 - £399 + VAT

This conference will help Designated Teachers and those responsible for improving educational outcomes of Children in Care to:

- Effectively collect and analyse data to track the progress of LAC
- Drive forward partnership working to ensure your Looked After students receive the support they need
- Build self-esteem and resilience in your LAC to help them achieve their potential
- Implement 1 - 1 tuition to boost learning of LAC students and help close the gap
- Successfully develop high quality PEPs to support the progress of the child
- Understand information sharing and confidentiality issues

<http://www.sen-for-schools.co.uk/resources/MEL-Sec10C-EP303-Order.htm>

Working Together Better seminar series: Schools and school nurses

23rd March 2010 London Free

If you are interested in exploring how to improve collaborative work between teachers and school nurses, this seminar will enable participants to:

- explore, collaboratively, their analysis of what supports and impedes their work together
- hear about and interrogate the latest research on the relationship between schools and nurses, and consider its implications for their work
- influence policy makers

http://www.gtce.org.uk/events/working_together_better_0310

Conferences (continued)

Evidence-Based Assessment with Disabled Children & Families

20th May 2010 London £145 + VAT

Understanding the disabled child in their family and wider context is a key task for clinicians and practitioners. To provide helpful services and interventions requires effective evidence-based assessment of a child or young person's needs, the parenting/care they are receiving and the wider family and environmental factors affecting the children themselves or their parents/carers.

This conference aims to:

- Examine key themes in assessing disabled children and their families, including safeguarding disabled children
- Present evidence-based assessment tools and approaches specifically tailored for disabled children and their families and their application in practice
- Explore effective interventions and support for disabled children and their families

<http://www.childandfamilytraining.org.uk/conference2010.pdf>

Take a break from inspectors: Let children talk to your LSCB

17th June 2010 Leeds £150 - £175

Members of LSCBs know how vital it is to get children and young people involved in their activities. *Working Together* talks about ensuring that their views and opinions are consulted when planning and delivering safeguarding and promoting welfare services.



This conference will:

- help LSCBs to convert their commitment to involving children and young people into specific activities and models of working
- provide a range of tools and methods for participation, through showcases and live consultations
- model the benefits of including young people in LSCB activity by involving young people directly in the conference.

http://www.nspcc.org.uk/Inform/newsandevents/CPConferences/take_a_break_from_inspectors_wda70528.html

Identify Risk Early On and Keep Children Safe

29th June 2010 London

£249 - £549 + VAT

This event brings together professionals and experts from key partner agencies to tackle the fundamental safeguarding issues, and share best practice on how you can work together and develop early intervention solutions to better safeguard children. Plus, in-depth workshops on domestic violence, e-safety, neglect, children in care, sexual abuse and substance and alcohol misuse.

<http://www.haymarketevents.com/conference/Detail/460/identify-risk-early-keep-children-safe>

<http://www.baspcan.org.uk/other-events.php>

This weekly newsletter collates information from various sources that is relevant to safeguarding children. Anyone working in this area who would like to be added to the circulation list can forward their details to – keithdriver@btinternet.com