






DDSCP Safeguarding Update: 9th July 2025

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| DDSCP Updates | Carol Woods, Vulnerable Young People and Development Officer, DDSCP | <p>Online Harms</p> <p>As part of the Online Harms thematic priority the Education subgroups identified the 3 top online issues causing concern schools and developed briefing notes to highlight the main considerations, guidance, resources, support and partner agencies offer to help support effective prevention and responses in schools.</p> <p>Many thanks to members of the education subgroups and everyone who participated in the task and finish group for their ideas and input into the briefing notes development.</p> <p>The online harms briefing notes are on:</p> <ul style="list-style-type: none"> • Communicating and engaging with parents and carers about online safety • Online bullying • Nudes and semi-nudes <p>In addition, the above, a local neurodivergent friendly Healthier Screentime infographic, based on a Leicester Children's Hospital document, has also been developed. This is supported by an accompanying briefing note which provides context for the infographic and information about what we know is happening locally.</p> <p>Please feel free to share them as appropriate within your school or organisation.</p> | The briefing notes and infographic are all located in the procedures document library |
| Local Updates | DI Becky Hall, Derbyshire constabulary | <p>'Sextortion' – opportunity to have your say about what you're experiencing in your school to help improve local responses</p> <p>Derbyshire Constabulary is currently focussing on the crime type 'Sextortion' which is a type of online blackmail.</p> <p>This is when criminals threaten to share sexual pictures, videos, or information about you unless you pay money or do something else you don't want to, usually for financial gain, or for more sexual images.</p> | Please contact DI Becky Hall via email (rebecca.hall@derbyshire.police.uk) with any information you'd like to share. |

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| | | <p>Derbyshire Constabulary's response to 'sextortion' is under review, how we are responding, recording the crimes, looking at the quality of the investigations and the victims/ safeguarding.</p> <p>How schools can help</p> <p>Any information from the education sector would be greatly appreciated as this will support us to review and strengthen our response.</p> <p>We'd really like to know:</p> <ul style="list-style-type: none"> • What have you observed in your school? Is it a common issue? • What are the challenges when dealing with these sorts of incidents in schools? • What could police do to help children and support schools regarding these types of online harms? | |
| | Samantha Hancock, Derbyshire Police, Support Staff - Cyber Protect Officer | <p>FOLLOW UP INFO - Financially Motivated Sexual Exploitation Webinar</p> <p>We recently ran a webinar for parents, carers and those who work with teenagers, regarding sextortion.</p> <p>We're pleased to advise that this webinar recorded successfully, and is available for you to:</p> <ul style="list-style-type: none"> - Listen again, if you joined us online and wish to revisit the session; - Watch, if you were unable to join us live; - And, most importantly, share on to anyone whom you feel would benefit from making use of these resources! <p>For additional information, should it be of interest, the slide deck is attached as a pdf document.</p> | <p>WEBINAR LINK: https://youtu.be/6RIHNI1DaUA</p> <p>For additional information, should it be of interest, the slide deck is attached as a pdf document. PowerPoint Presentation</p> |
| | Amy Jones Positive Parenting Relationships : Reducing Parental Conflict Project Co- | <p>East Midlands Reducing Parental Conflict (RPC) The Differences Between Domestic Abuse and Parental Conflict webinars</p> <p>Join us at one of our upcoming webinars designed for professionals in the East Midlands to learn more from the experts at Amity.</p> |  East Midlands DAPC Webinar Flyer |

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| | ordinator, Derby City Council | <p>You may find yourself supporting a family and wondering whether the behaviours you are seeing indicate domestic abuse or parental conflict. The two are very different (although can look similar), and it is important that professionals working with families are able to identify which is happening, and know how to respond with the appropriate advice and support.</p> <ul style="list-style-type: none"> • Wed 17 Sep 2025, 10.00 AM - 12.00 PM • Thu 13 Nov 2025, 1.30 PM - 3.30 PM • Wed 4 Feb 2026, 10.00 AM - 12.00 PM | <p>Book now – https://linktr.ee/eastmidlandsrpc</p> |
| | Ali Hill Drug Education Consultant/ Coriell Lead | <p>The Coriell Award</p> <p>The Coriell is fully funded to provide support to all Derbyshire secondary schools in with everything drug and alcohol related. For example, dealing with incidents, the school education programme, vaping, staff training etc. Please share this across your school and with your partners.</p> <p>The Coriell Update June 2025</p> <p>This edition includes the launch of the Vape Free School Initiative with funding. There is also a calendar of the next academic years free briefing sessions. These are for any member of school staff and their partners. Don't miss out – book early!</p> <p>New guidance “Supporting Schools to Deliver the PSHE Programme” produced by schools and local Derbyshire partners</p> |  <p>The Coriell Update June 2025 (Final version)</p> <p>If you need any support, resources or guidance on drug or alcohol related issues please Email alison.hill3@derbyshire.gov.uk</p>  <p>DCC - Joint Guidance EV V3 WEI</p> |
| | Yvonne Wright, Health and Wellbeing Consultant, Derbyshire County Council | <p>Funded 1:1 Headteacher coaching and Designated Safeguarding Lead (DSL) supervision offers for Derbyshire schools</p> <p>Derbyshire's whole school approach to mental health and wellbeing includes supporting and prioritising staff wellbeing. Both the headteacher coaching and DSL supervision offers are fully funded by Derbyshire Public Health. For more information or to register your interest, visit the Services for Schools website.</p> | <p>https://services.derbyshire.gov.uk/Article/175200</p> |
| | Derbyshire Alert | <p>Webinar for parents and carers ahead of the school holidays - Keeping youngsters safe online - Tues 15th July 1830h (45 min max)</p> | <p>To register for your free place, please email samantha.hancock@derbyshire.police.uk</p> |

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| | | <p>Derbyshire Police Cybercrime Unit will be hosting a webinar on Tuesday 15th July at 1830h for parents and carers, ahead of the school holidays! This will also include the risk of “sextortion” and also signposting to a wealth of appropriate, free resources.</p> <p>We will attempt to record the session – if successful, we will share the link to the recording once it has been topped and tailed, and added to YouTube by our colleagues from the Comms Team.</p> <p>If you are unable to make the date, these webinars will be repeated in the future – they will be advertised via Derbyshire Alert (www.derbyshirealert.co.uk) and via our Facebook page, Derbyshire Police Online Safety</p> | |
| | Derbyshire Alert- Get safe online | <p>Using messaging apps safely</p> <p>As well as being private spaces for chatting and sharing, messaging apps are widely used as social media platforms in their own right. But unlike Facebook, Instagram, X and LinkedIn, communications are completely ‘closed’ between senders and recipients, so they can be used to chat or share confidentially with individuals or groups. There are, however, risks to using any messaging app.</p> <p>To ensure you are using messaging apps – such as Whatsapp – safely, read Get Safe Online’s latest expert advice found on their website in the link below, or in the attached leaflet.</p> | <p>https://www.getsafeonline.org/messagingapps/</p> <p>Leaflet: https://members.derbyshirealert.co.uk/AlertMessage/Attachment/0AEB66B8FFE474C82FA577A131629D77</p> |
| | Derbyshire Alert | <p>Webinar invitation: Stop Loan Sharks - how you can help – free webinars 17 07 2025</p> <p>What you can expect at this webinar</p> <ul style="list-style-type: none"> • What a loan shark was • That it could happen to anyone of us • Warning signs that someone could be a loan shark • Techniques they use to catch their next victim • Success stories of investigations and convictions by this amazing team • New school uniform campaign • How they help victims • How you can help | <p>Both webinars will be via Zoom and all you need to do is book your free place for the date and time you would like to attend.</p> <p>Thursday 17th July 2025 - 1pm</p> <p>Thursday 17th July 2025 - 6pm</p> <p>If you are unable to attend, but would like to know more</p> |

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| | | We have teamed up with STOPLOANSHARKS to bring to you two FREE webinars on Thursday 17th July. These will be at 1pm and 6pm. No need to attend both, but please try to attend one of them. Each webinar will be 1 hour long. | about STOPLOANSHARKS, please visit their website: www.stoploansharks.co.uk . |
| | Kayleigh McMahon Lead Nurse for Child Death Review for Derby & Derbyshire NHS Derby and Derbyshire Integrated Care Board / Joined Up Care Derbyshire | <p>CDOP newsletter July 2025 and safer sleep</p> <p>Items covered include:</p> <ul style="list-style-type: none"> • Drowning prevention, which is particularly important as we are in the warmer summer months • Bereavement Support – parents’ perspective • Deprivation and child mortality • Safer Sleep Update <p><i>Safer Sleep in the holiday season</i></p> <p>Also attached are the Lullaby Trust resources for safer sleep whilst away on holiday. As we enter the holiday season, it is important to raise awareness of ensuring a safer sleep environment whilst away from home. Please see attached poster and website link: Safer sleep on holiday The Lullaby Trust. There is also a leaflet available for families in emergency situations where they have been unable to plan ahead.</p> |  July 25 Newsletter.pdf Safer sleep Poster:  Staying-away-from-home-poster-A4.pdf Website https://www.lullabytrust.org.uk/baby-safety/travel-and-weather/safer-sleep-on-holiday/ Leaflet https://www.lullabytrust.org.uk/wp-content/uploads/2025/01/Safer-sleep-in-emergency-situations.pdf |
| | Jane O’Byrne, Health and Well Being Consultant, Derbyshire County Council | <p>Funded places available on the Bold Voices Ambassador Programme 2025-2026- register an interest</p> <p>We are pleased to share that we have acquired some funding for a small number of secondary schools to participate in the Bold Voices Ambassador Programme.</p> <p>The Ambassador Programme is an online programme for a group of Year 11 or Year 12 & 13 students to build up their knowledge and skills to run projects challenging gender inequality, sexual harassment and gender-based violence within their school communities.</p> | https://www.boldvoices.co.uk/ambassador-programme-1#:~:text=The%20Ambassador%20Programme%20is%20an,violence%20within%20their%20school%20communities. Do get in touch with myself or natasha@boldvoices.co.uk if you have any questions. |

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| | | Please see the attached brochure for more information. You can register an interest via this form. Register an interest in the Bold Voices Ambassador Programme. The deadline for expressions of interest is Monday 14 July. | |
| | Franky Boyland Sports Welfare Lead, Active Derbyshire | <p>Derbyshire Clubs Safeguarding Newsletter July 2025</p> <p>The themes this month is Exploitation and Mental Health, you will also find the recent Funding Newsletter written by Edwina Archer, Active Derbyshire Funding Lead – I hope there is something that is able to support your club. I was particularly interested to find out about Easyfundraising – which every club could sign up to for extra income.</p> <p>I would also love to hear from you, this is a newsletter for you, so I have asked one question – What would you like to hear about in the Derbyshire Safeguarding Clubs Newsletter if you could answer this question this via the link, I would really appreciate it.</p> | https://mailchi.mp/a39d51af79c4/derbyshire-club-newsletter-10353072 |
| | Joined Up Care Derbyshire | <p>Joined Up Care Derbyshire Monthly Newsletter June 2025</p> <p>We aim to celebrate and share good examples of how partners across the health and care system are working together to achieve our shared missions. This month's newsletter includes:</p> <ul style="list-style-type: none"> • New dental investment plan • More support for people with dementia • Careers team success • Latest engagement reports <p>We hope you enjoy reading about what is happening in our health and care system. If you would like to contribute an article or share your great work, please email ddicb.communications@nhs.net. Rolling out a neighbourhood health model in Derby and Derbyshire</p> | https://joinedupcarederbyshire.co.uk/wp-admin/admin-ajax.php?action=tnp&na=v&nk=2806-8c37a46cc3&id=412 |
| Key Legislation, Guidance and Consultations | DfE | <p>Keeping children safe in education 2025’ and ‘Keeping children safe in education 2025: part one – for all school and college staff updated</p> <p>These versions are for information only, pending publication of the final versions which come into force in September 2025.</p> | https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 |

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| | DfE | <p>Giving every child the best start in life</p> <p>The government's strategy for improving child development and meeting the ambition that 75% of 5-year-olds in England have a good level of development by 2028.</p> | <p>Press release: https://www.gov.uk/government/news/landmark-strategy-to-improve-early-years-and-family-services</p> <p>https://www.gov.uk/government/publications/giving-every-child-the-best-start-in-life</p> |
| School Attendance | Youth Endowment Fund | <p>Association between school exclusion, suspension, absence and violent crime</p> <p>Research examining links between school exclusion, suspension and absence in Years 10 and 11, and subsequent offending and violent behaviour. Data was drawn from the Avon Longitudinal Study of Parents and Children (ALSPAC), the National Pupil Database (NPD) and local police data. Findings show that children in the study who were suspended, excluded or absent for 20% or more of the time were more likely to become involved in violence and offending. The report discusses limitations of the study, such as the small sample size, but concludes that there is a strong indication that suspensions, exclusions and absences are key risk factors for later involvement in violence. The report calls for policymakers and schools to continue to target support towards children at risk of suspension and exclusion.</p> | <p>https://youthendowmentfund.org.uk/secondary-data-analysis/an-examination-of-the-association-between-school-absence-exclusion-and-violent-crime/</p> |
| Looked After Children/ Children in Care/Kinship Care | Become | <p>Moved during exams</p> <p>A report exploring educational stability and the impact of 'moves' on care experienced children and young people during their exams. Based on Freedom of Information (FOI) requests made to local authorities in England and work with care experienced children and young people, findings highlight significant instability during key exam years (Years 10 to 13). 17% of children in care in Key Stage 4 moved school at least once during the 2023/24 academic year and 13% of children in care moved home during their GCSE exam period. Young people described the emotional toll of instability, trauma of frequent moves, and the impact on their mental health. The report recommends that no child in care should have to move schools or colleges during GCSE and A-Level years except in exceptional circumstances and schools and colleges should be better equipped to support children in care who face instability.</p> | <p>https://becomecharity.org.uk/get-involved/our-campaigns/moved-during-exams/</p> |

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| | DfE | <p>Family Routes study: making decisions about their children's care</p> <p>Report documenting adoptive parents' and special guardians' reflections on making decisions about their children's care. It examines reflections on decisions (in some cases, taken around 20 years ago) at 3 key points to highlight the support that families feel helped them, or might have helped.</p> | https://www.gov.uk/government/publications/family-routes-study-making-decisions-about-their-childrens-care |
| | Coram | <p>Creative interventions with children and young people experiencing disadvantage</p> <p>A rapid evidence review evaluating the impact of creative interventions with care experienced children and young people and those experiencing broader disadvantage and exclusion. The report reviews UK research studies of non-therapeutic creative programmes, delivered outside of the national curriculum, featuring art, music, theatre and multimedia. Findings include: children and young people who took part in the programmes were observed to grow in confidence, self-esteem, social skills and communication skills; there was less evidence relating to longer-term outcomes such as education; and mentorship programmes were shown to be highly effective. Due to limitations with the existing research, no conclusions could be made about the most effective creative intervention or preferential programme designs when working with children experiencing disadvantage. The report includes practice, policy and research recommendations, including calls for more investment in creative interventions.</p> | https://www.coram.org.uk/news/evidence-review-creative-interventions/ |
| | DfE | <p>Stability measures for children looked after in England</p> <p>Data on the stability of placements, school provision, and professional support for children in care in England.</p> <p>The statistics are based on children in care on 31 March 2024. Key findings include: 10% of children had experienced three or more placements in the past year, a slight decrease from 11% in 2023; 8% of children experienced at least one mid-year school move; over a quarter of children had three or more social workers in the past year, with under-1-year-olds experiencing the highest social worker instability; and 1% of children experienced high instability in all three measures.</p> | https://explore-education-statistics.service.gov.uk/find-statistics/stability-measures-for-children-looked-after-in-england/2024 |

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| Sexual Abuse | Lucy Faithfull Foundation | <p>Keeping everyone safer in schools: what we've learnt from working with more than 240 schools to prevent harmful sexual behaviour</p> <p>A new report on the Everyone's Safer project, a three-year project supporting schools across the UK to prevent harmful sexual behaviour (HSB). The Foundation worked with schools, including staff, students and parents, to identify strategies for tackling HSB and creating safer school environments. Key findings from schools involved in the project include: sexualised bullying and language were routine, especially in Years 8 to 10; online coercion and image sharing were major concerns; and students feared reporting due to shame, disbelief, or lack of action. Recommendations include the need for more training, resources and support for safeguarding leads to manage HSB and a whole-school, public health approach to prevention.</p> | https://www.lucyfaithfull.org.uk/keeping-everyone-safer-in-schools/ |
| Online Safety | Ofcom | <p>Top trends from our latest look at UK children's online lives</p> <p>Three reports on the online lives of children in the UK. The reports cover: children's online spending and potential financial harm; passive measurement of children's internet use; and platform design and user behaviour. The reports look at different activities and themes that contribute to children's experiences of the online world, including children's internet use, children's online spending and potential financial harm, and platform design and user behaviour. Selected findings include: UK child internet users aged 8-14-years-old spent an average of 2 hours and 59 minutes a day online with girls spending more time online than boys; there is a steep growth in take up of popular social media services during the age range of 10-12-years-old; over half of children (58%) said they spent money online in the past month; and there are minimal differences between child and adult accounts across services.</p> | https://www.ofcom.org.uk/media-use-and-attitudes/media-habits-children/top-trends-from-our-latest-look-at-uk-childrens-online-lives |
| | Children's Commissioner for England | <p>"We need you to protect us" – some hard truths about children's access to pornography</p> <p>The Children's Commissioner for England has been interviewed by the Naked Truth Project on concerns about children accessing pornography. The discussion explores the mental health impacts of pornography and social media exposure, and the role of tech companies, schools and parents. The Commissioner calls for: high-quality, age-appropriate Relationship, Sex and Health Education (RSHE);</p> | https://www.childrenscommissioner.gov.uk/blog/we-need-you-to-protect-us-some-hard-truths-about-childrens-access-to-pornography/ |

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| | | parents to talk to their children about what they are seeing online; and tech companies to design safer platforms. | |
| | Internet Watch Foundation (IWF) and the National Crime Agency (NCA) | <p>Guidance for professionals working with children and young people on understanding and responding to artificial intelligence (AI) generated child sexual abuse material</p> <p>The guide aims to enable practitioners to: stay informed about the ways AI can be misused to create child sexual abuse imagery; understand the law and legal implications of AI-child sexual abuse material; provide an effective response through step-by-step guidance on how to respond to incidents; and provide support for victims. Tailored versions of the guidance are available for the four nations.</p> | https://www.iwf.org.uk/news-media/news/professionals-working-with-children-given-vital-guidance-to-tackle-threat-of-ai-generated-child-sexual-abuse-material/ |
| | DfE | <p>AI in education: how schools and further education colleges are making it work</p> <p>A policy paper on the use of artificial intelligence (AI) in schools and colleges in England. It looks at the opportunities and challenges for schools and the education sector; using AI safely, responsibly and effectively; and the future of generative AI in education. The report outlines some of the potential uses of AI tools for schools and colleges but acknowledges that evidence is still emerging on the benefits and risks of pupils and students using generative AI themselves. It highlights that safety should be the top priority when deciding whether to use generative AI tools. While schools and colleges are free to make their own choices about AI use, they must still comply with their wider legal obligations, including those related to the statutory guidance 'Keeping children safe in education' and data protection law.</p> | https://www.gov.uk/government/news/ai-in-education-how-schools-and-further-education-colleges-are-making-it-work |
| | DfE | <p>Using AI in education: support for school and college leaders</p> <p>Free support materials for school and college leaders about using AI (artificial intelligence) effectively and safely.</p> | <p> https://www.gov.uk/government/publications/using-ai-in-education-support-for-school-and-college-leaders </p> <p>Using AI in education settings: support materials collection: https://www.gov.uk/government/collections/using-ai-in-education-settings-support-materials </p> |

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| | Parentzone | Demystifying AI for parents Parents tell us they want help getting to grips with AI too – whether it’s straightforward information or knowing the benefits and risks. We have a range of parent articles you can share. <ul style="list-style-type: none"> • A parenting guide to AI • The benefits of AI for families • Should you worry if your child has an AI friend? | |
| | NSPCC Learning | Online safety and schools Guidance on online safety and learn about taking a whole-school approach to help keep children safe online. | https://learning.nspcc.org.uk/online-safety/online-safety-for-schools |
| | NSPCC Learning | Online safety: expert insight videos A series of expert insight videos on online safety. The series includes talking head contributions from a range of practitioners and young people. The films aim to help those working and volunteering with children to explore what online safety means; recognise the risks children face; and understand how to support children’s safety online. | https://learning.nspcc.org.uk/research-resources/expert-insights/online-safety |
| | UK Safer Internet Centre (UKSIC) | 2025 Appropriate Filtering and Monitoring Definitions published Updated its Appropriate filtering and monitoring definitions for 2025. The definitions support education settings in maintaining appropriate filtering and monitoring systems to help prevent children accessing harmful content online. Key updates include: enhanced definitions of illegal content categories, including coercive control and intimate image abuse; and stronger emphasis on the role of filtering in managing access to AI-generated content. | https://saferinternet.org.uk/blog/2025-appropriate-filtering-and-monitoring-definitions-published |
| | Parentzone and PSHE Association | Online, at risk and out of pocket: protecting a generation of children from financial harm New PSHE education materials and training from the PSHE Association will help protect a generation of children suffering the costs of going online – from scams to fraud, exploitation to extortion. | Parentzone article: https://parentzone.org.uk/article/online-risk-and-out-pocket-protecting-generation-children-financial-harm |

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| | | <p>The rise of digital technologies has changed children’s relationship to money and finance and exposed them to risks of growing complexity and impact. An increasingly frictionless online economy has many benefits but also makes it easier than ever to lose money, and risk financial harm. For example, Cifas fraud-risk data shows an alarming increase in young people being victims of scams and identity fraud, and nearly a quarter of money mules are aged under 21.</p> <p>Online financial harms – free lesson materials and on-demand CPD for teachers, developed through our work with the Child Financial Harms consortium.</p> <p>Protect pupils from a range of online financial harms that pose safeguarding as well as financial risks.</p> | <p>PSHE: https://pshe-association.org.uk/online-financial-harms </p> |
| | UKSIC | <p>UKSIC Insider Newsletter</p> <p>The latest stories and updates from the three partners in the UKSIC: Childnet International, the IWF (Internet Watch Foundation), and SWGfL (South West Grid for Learning).</p> <ul style="list-style-type: none"> • Impact report looking at the reach of Safer Internet Day 2025 and the positive impact that it had on children, young people, parents, carers, and teachers. • Online Harm Within Schools: Insights from the 2024 POSH Annual Report offers an insightful snapshot of the online challenges faced by schools, educators, and safeguarding professionals. • Celebrate Pride month in your classroom with new resources from Childnet • 2025 Appropriate filtering and monitoring definitions published | |
| Relationship, sex and Health Education/PSHE | Ann Freud | <p>Healthy relationships: a toolkit to support primary-aged pupils</p> <p>A set of new classroom resources on healthy relationships for pupils aged 10 to 11-years-old. The toolkit and resources aim to help pupils explore healthy friendships, emotional wellbeing and conflict resolution. The full resource pack includes assembly and lesson materials and guidance documents designed to support effective delivery.</p> | <p>https://www.annafreud.org/resources/schools-and-colleges/healthy-relationships-a-toolkit-for-primary-aged-pupils/</p> |

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| Emotional Well-being & Mental Health | NSPCC | <p>Loneliness in the summer months</p> <p>A news story about children and young people experiencing loneliness, particularly during the summer months. New data from Childline shows that in 2024/25, there were 4,564 counselling sessions in which young people mentioned loneliness, with a higher than average amount taking place in July and August. The news story sets out tips to support young people who may be experiencing loneliness.</p> | https://www.nspcc.org.uk/about-us/news-opinion/2025/childline-prepares-for-rise-in-children-reaching-out-about-loneliness-this-summer/ |
| | Schools in Mind | <p>Let's talk about anxiety</p> <p>Anxiety is a normal emotion – it's one of our body's natural reactions to stress. For young people, some level of anxiety is normal as they grow up and learn to navigate the world. However, it's important that they have the tools to manage feelings of anxiety, and can tell the difference between normal emotions and more severe anxiety which is interfering with their everyday life.</p> <p>The animation below, and free accompanying resources, will help students aged 11 to 13 to normalise, understand and manage anxious feelings.</p> | https://www.annafreud.org/resources/schools-and-colleges/lets-talk-about-anxiety-animation-and-teacher-toolkit/ |
| | Anna Freud | <p>LGBTQI+ mental health and Pride Month toolkit</p> <p>Research has shown that lesbian, gay, bisexual, trans and intersex (LGBTQI+) young people are over two-and-a-half times more likely to have a mental health problem than those who identify as heterosexual. Being LGBTQI+ does not mean that a young person will have a mental health problem - the majority of LGBTQI+ young people do not, and many feel they can cope with the ups and downs of everyday life. However, identifying as part of the LGBTQI+ community can lead to unique challenges in growing up and as an adult including fears about coming out, worries about being accepted by friends and family, and the impact of prejudice and discrimination.</p> <p>Our new resource, LGBTQI+ mental health, explores some important topics in relation to being a member of the LGBTQI+ community. It provides advice for LGBTQI+ young people on where to go to get additional support for mental health problems should they arise.</p> | https://www.annafreud.org/resources/children-and-young-peoples-wellbeing/lgbtqi-mental-health/ Pride month toolkit: https://www.mentallyhealthyschools.org.uk/resources/pride-month-toolkit/ |

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| | | Pride Month toolkit Two toolkits - one for primary schools, one for secondary schools & FE settings - full of resources to celebrate and support those who identify as LGBTQIA+ during Pride Month and beyond. | |
| Exploitation | NSPCC Learning | Podcast: Child criminal exploitation and the importance of early intervention A podcast episode which discusses child criminal exploitation (CCE) with the Service Head of the NSPCC's Helpline and a police detective from an exploitation team in England. The episode covers what CCE is; signs of CCE that professionals working with children should look out for; why early intervention is so important and what that may look like; and how the police can respond to CCE. Since the recording of the episode, the Crime and Policing Bill has been introduced into Parliament, which would introduce a new specific criminal offence of child criminal exploitation. This would target the adult as the primary offender in causing harm to the child by exploiting them to commit criminal activity. | https://learning.nspcc.org.uk/news/2025/july/podcast-child-criminal-exploitation |
| | Home Office | National Audit on Group-based Child Sexual Exploitation and Abuse An independent audit on group-based child sexual exploitation and abuse (CSEA) in England and Wales. The review, led by Baroness Casey, looks at the scale, nature and characteristics of group-based CSEA, drivers of this type of offending, and the local and national response. Reviewers assessed a range of national and local data and reports, as well as meeting with survivors, police, local authorities and other organisations and individuals. The report sets out 12 recommendations including changes to the law around rape and the launch of a national police operation and national inquiry into child sexual exploitation in England and Wales. A government response has been published accepting all 12 recommendations. NSPCC Learning has published a CASPAR briefing summarising the key findings and recommendations in the report. | Report: https://www.gov.uk/government/publications/national-audit-on-group-based-child-sexual-exploitation-and-abuse Government response: https://www.gov.uk/government/publications/national-audit-on-group-based-child-sexual-exploitation-and-abuse/government-response-to-the-national-audit-on-group-based-child-sexual-exploitation-and-abuse-report Caspar briefing: https://learning.nspcc.org.uk/research-resources/2025/summary- |

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| | | | national-audit-group-based-child-sexual-exploitation-abuse |
| Domestic Abuse | Women's Aid | <p>Nineteen More Child Homicides</p> <p>A third child homicides report focusing on children who have been killed by a parent who was a perpetrator of domestic abuse, in circumstances relating to child contact in England and Wales.</p> <p>The report outlines the stories of 19 children following a review of child safeguarding practice reviews published between 2015 and 2024. Key themes explored in the report include: recognising children's experiences; professionals' understanding of coercive and controlling behaviour; understanding child contact as a tool to manipulate professionals; and supporting non abusive parents. The report highlights the need for a culture shift in the response to domestic abuse from professionals involved in child contact arrangements and recommendations include calls for legislative change to repeal the presumption of parental involvement.</p> | https://www.womensaid.org.uk/nineteen-more-child-homicides/ |
| Child Safeguarding Practice Reviews | CSPR Panel | <p>Child safeguarding impact report</p> <p>Research about supporting local safeguarding partners to learn from serious child safeguarding incidents. It evaluates the impact of the panel's work to support learning from incidents where children have died or been seriously harmed because of abuse or neglect.</p> <p>The research objectives were to:</p> <ul style="list-style-type: none"> • assess the impact of the panel's activities and products on child safeguarding policy and practice • understand safeguarding stakeholders' awareness of the panel's functions and their expectations regarding the panel's safeguarding systems • provide actionable recommendations on strategic and operational changes for the panel's work, and for evaluating its impact in the future | https://www.gov.uk/government/publications/child-safeguarding-impact-report |
| | CSPR Panel | <p>Child Safeguarding Practice Review Panel Newsletter - June 2025</p> <p>In This Issue:</p> | https://mailchi.mp/93ea9b1af3a5/child-safeguarding-practice-review-panel- |

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| | | <ul style="list-style-type: none"> • Updated Panel Guidance for Safeguarding Partners • Learning Support and Capability Project report • Child Safeguarding Practice Review Panel Impact report • Panel member recruitment • Serious Incident Notification data • Panel Updates • Stakeholder news • Ministry of Justice awareness event on child sexual abuse within the family environment • Greenwich Child I LCSPR • Published Local Child Safeguarding Practice Reviews (LCSPRs) | newsletter-july-13878815?e=3d36d3afe3a |
| NSPCC Misc. | NSPCC Learning | <p>Physical abuse: statistics briefing</p> <p>Updated statistics briefing on physical abuse. The briefing looks at data and statistics about physical abuse in the UK to help professionals make evidence-based decisions, covering the scale of the issue and what data tells us about children who have been physical abused.</p> | https://learning.nspcc.org.uk/research-resources/statistics-briefings/physical-abuse |
| | NSPCC | <p>Neglect</p> <p>A news story on contacts from adults with concerns about child neglect. Data from the NSPCC Helpline shows that in 2024/25, almost 18,000 contacts about child neglect were received. This accounts for one quarter of all Helpline contacts, making child neglect the number one reason why adults reach out to the Helpline. The news story calls for a national neglect strategy and provides recommendations for what this should include.</p> | https://www.nspcc.org.uk/about-us/news-opinion/2025/child-neglect-concerns-number-one-reason-for-adults-reaching-out-to-our-helpline/ |
| | NSPCC | <p>Majority of parents believe they had a safer, easier and better childhood than their children</p> <p>A news story exploring findings from a YouGov survey about parents' views of their children's childhoods. Key findings from a survey of 4,017 UK parents and carers include: the majority of parents and carers believe that their own childhood was safer and easier than their child's; nearly 40% believe their child plays online every day or multiple times a day; in-person play decreases as a child</p> | https://www.nspcc.org.uk/about-us/news-opinion/2025/Majority-of-parents-believe-they-had-a-safer-easier-and-better-child |

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| | | ages; and a third of participants stated that concerns over safety are the biggest barrier to children playing more in-person. | |
| | NSPCC Child Protection in Sport Unit | Keeping Your Child Safe in Sport 2025 Save the date! Our Keeping Your Child Safe in Sport campaign is back from 6 - 12 October, and this year we're asking parents in sport to play their part and talk to their children about how they can bring out their best through positive actions and support. When parents lead with support, encouragement and respect, they help children and young people thrive in sport. We want parents to consider how they show support before, during and after sport. Head to the Child Protection in Sport Unit's website for more about the campaign | https://thecpsu.org.uk/safein-sport/#keeping-your-child-safe-in-sport-campaign |
| Misc. | Foundations | Improving safeguarding through audited father-engagement A report evaluating the Improving Safeguarding through Audited Father-Engagement (ISAFE) intervention developed by the Fatherhood Institute and CASCADE to address issues around engaging fathers and other male caregivers in children's services. The report assesses the impact of ISAFE on father engagement practices by social workers. Findings include: ISAFE showed promising results suggesting improvements in participants' self-reported confidence and competence in engaging with fathers; and ISAFE was found to be a relatively low-cost option to achieve improvements in social workers' confidence, competence and organisational practice relating to father engagement within children's services. | https://foundations.org.uk/our-work/publications/improving-safeguarding-through-audited-father-engagement/ |
| | DfE | Best Start Family Hubs Press release about the roll out of up to 1,000 Best Start Family Hubs across the country to provide wide-ranging help for families, such as parenting and early development. | https://www.gov.uk/government/news/government-revives-family-services-supporting-500000-more-kids |
| | Foundations | Multi-Agency Safeguarding Hubs (MASH) A report evaluating how Multi-Agency Safeguarding Hubs (MASH) in England work, who they work for and in what contexts. Researchers from University College London and Newcastle University analysed existing research about MASH from 2010-2022 and carried out work in three local authorities. The report highlights two main models of MASH: those focused on assessing risk, assessing | https://foundations.org.uk/our-work/publications/multi-agency-safeguarding-hubs/ |

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| | | needs and planning early support, and those mainly focused on assessing risk (with assessing needs and early support planning taking place in other parts of the children's social care system). MASH which include risk, needs assessment and service planning were more widely supported by practitioners and parents, but also more resource-intensive to deliver. Other findings include: confusion around when and how to seek parental consent for information sharing; and some groups, such as care leavers, migrant families, and fathers, may be less well served by current MASH processes. A separate paper on the implications of this study for policy and practice has also been published. | |
| | Foundations | <p>New rapid evidence review: Understanding families' experiences of being offered a Family Group Conference</p> <p>A report on families' experiences of being offered a family group conference (FGC) in England. The report reviews existing literature on why families choose to take up or refuse the offer of an FGC. Key findings include: some families may be unwilling to accept an FGC due to a lack of trust in the statutory services, their own family network, or the effectiveness of an FGC; there are sometimes misunderstandings amongst social workers about what the FGC model is and the situations where it is an appropriate intervention; and having control over the practical arrangements of the meeting and a sense of hope that the FGC can improve their situation encourages families to accept an FGC.</p> | https://foundations.org.uk/new-rapid-evidence-review-understanding-families-experiences-of-being-offered-a-family-group-conference/ |
| | DfE | <p>Supporting Families programme: annual report 2024 to 2025</p> <p>A report summarising learning from the delivery of the final year of the Supporting families programme in England. Supporting families ran from April 2012 to March 2025. The programme promoted a whole family approach to helping families with multiple needs. Data collected from English local authorities for 2024/25 reveals that: in 2024/25, 104,761 families were supported to achieve a successful family outcome; Supporting families achieved a total of 858,179 successful family outcomes between 2012-2025; and the programme delivered research and evaluation into early help, and supported local system transformation and improvements to local data systems.</p> | https://www.gov.uk/government/publications/supporting-families-programme-annual-report-2024-to-2025 |