

# Tackling Emerging Threats to Children (TETC) & School Health Hub Newsletter

OCTOBER 2023 EDITION



## Lets talk about:

- Child Sexual Exploitation
- Radicalization & Extremism
- Online Safety and Behavior
- Emotional Health & Wellbeing
- Gangs, guns and knife crime
- Female Genital Mutilation
- Gender Identity
- Anti-bullying
- Prejudice and Hate Crime
- Forced Marriage
- Honour Based Abuse
- Obesity
- Eating Disorders
- Smoking
- Alcohol
- Healthy Relationships & Sex Ed
- Resilience
- Drugs and substance misuse
- Sexual bullying
- Domestic violence
- Physical Activity
- Suicide and Self harm
- Diet and nutrition
- Sexting
- Risk taking behavior's
- Oral hygiene
- Body Confidence
- Mental hygiene

This month's edition will focus on some of the stressors that children and young people and even adults may experience in their daily lives. One article will focus on the role social media is playing in terms of stressors and how it can impact on our sense of identity, belonging and connection. Although TETC recognise that there are of course some benefits to social media (I recently discovered the wonders of FB Marketplace), there is a growing body of evidence which suggests that adults and young people themselves are aware that all too often, social media is impacting on our lives in an adverse way. Making sense of who you are isn't easy no matter what stage of life you are at, but adolescence brings identity into sharper focus. Being comfortable with your own uniqueness takes time and ebbs and flows like the tides. The constant exposure to content which makes you question who you are, can be exhausting, and so many of us don't even realise how much of the content we see surreptitiously undermines how we see and feel about ourselves. Way back in the 1800s, Ralph Waldo Emerson captured perfectly what I think is the greatest lesson we can ever learn and teach- "To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment." We find out about ourselves in relationships with others for sure, but when our connections are multitudinous and superficial in nature, we can become confused and overwhelmed. This is why I am advocating a regular "digital detox" for our children and ourselves.



Stepping back and using a different success criterion to evaluate our lives and who we are/want to be, can be powerful. Being "off grid" for even a little while, can help us to feel a deeper sense of calm and connection with our nearest and dearest, the natural environment, and more importantly our own selves. Time with your own thoughts or engaged in activities which stimulate the brain and body in different ways can bring so many benefits, including greater self-acceptance. We view our devices as our friends- we rely on them for so much we can feel lost without them. It's only when we set them aside now and again that we realise they don't define us. For those younger generations that have never been known the world without social media, it can be an almost impossible concept to grasp.

So, I want to ask that we put out this challenge - to try out a digital detox and leave the social media alone for a least a day and see what happens. To our mood, our sleep, our energy levels, our sense of satisfaction and most important of all, our relationships. Maybe if you try



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it you might just agree, like me, with Emerson's definition of success.....that it's not about "likes", or having the latest products/fashion, being the smartest, or most desired, making money or being famous. Real success is based on something much more fundamental- loving yourself and serving others, humility and compassion, and not taking a single moment of life for granted. Let's reclaim "success" from the online influencers and model the power of being present offline. Make this the month you switch off, reconnect and re-evaluate.

Sarah & the team

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- *Mental hygiene*

## SUCCESS

“To laugh often and much; to win the respect of the intelligent people and the affection of children; to earn the appreciation of honest critics and endure the betrayal of false friends; to appreciate beauty; to find the beauty in others; to leave the world a bit better whether by a healthy child, a garden patch, or a redeemed social condition; to know that one life has breathed easier because you lived here. This is to have succeeded.”

*Ralph Waldo Emerson*



## Healthy Bodies - World Diabetes Day 14th November 2023



14th November marks World Diabetes Day and gives us an ideal opportunity to remind ourselves how this chronic disease impacts on children [Symptoms of diabetes in children | Diabetes UK](#).

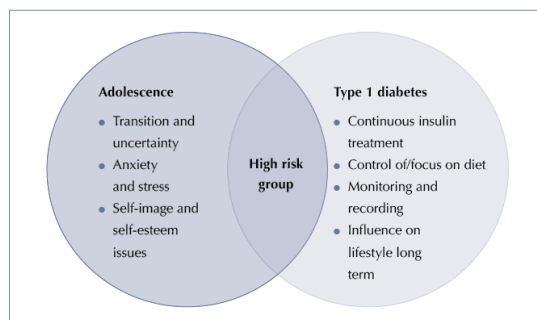


Figure 1. Adolescents with diabetes are a high-risk group

Some of the more recognisable symptoms include an increased frequency in the need to urinate—especially at night, being very tired and thirsty and experiencing an increase in hunger. Cuts and wounds might take longer to heal and they might experience genital itching or thrush.

As well as these physical symptoms, we need to consider the emotional impact that having diabetes has on children and young people.

The transition into adolescence, regardless of whether a child has a diagnosis of diabetes or not, is a time for carving out opportunities for an increase in independence and can include risk taking behaviours. Drinking, smoking and unhealthy dietary behaviours, although unhealthy and not recommended for anyone, can have significant implications to the health of young people with diabetes. The need for monitoring and maintaining dietary intake, portion sizes, carbohydrate and protein counting, can adversely affect young people's relationship with food and their eating behaviours. This in turn can lead to negative perceptions of their own self image and body satisfaction - both of which are a challenge to too many of our young people already. Disordered eating behaviours in adolescents with Type 1 diabetes have been found to be as high as 37% in females and 15% in males [Disordered eating and body image in adolescents with type 1 diabetes - DiabetesontheNet](#).

The path to independence may eventually include the young person taking over the management of their condition. 'Diabulimia' is a term created by the media and is used to describe people with diabetes (primarily Type 1) who intentionally skip, reduce or stop using their insulin in order to lose weight. The adolescent brain doesn't necessarily recognise the risks associated with this risk taking behaviour, however it can lead to irreparable long term damage, a shortened life expectancy or even death.

### **How can you support children with diabetes in your school**

Relationships are key. By knowing the child beyond what to do if they have a 'hypo' or 'hyper', or where in school they can administer their insulin, you will start to see any changes in weight, energy and signs of anxiety or depression. Work with parents/carers, diabetes clinicians and other relevant agencies so that the young person can be supported around both the practical and emotional challenges they are facing.

If you have one, link with your MHST [CAMHS - Mental Health Support Teams | Nottinghamshire Healthcare NHS Foundation Trust](#), and use the BeUNotts site to access information and support for both you and the young person [Be U Support | Free Mental Health Service for Children and Young People](#).

This free pack from diabetes UK will help you to understand what needs to be in place in your school [Make the Grade - Type 1 diabetes at school: School Pack - Diabetes UK Shop](#)

You may wish to signpost the young person to Diabetes UK, where they have a page with helps young people to understand about self image and diabetes [Self-image | Diabetesyoung peoples UK](#)

**Penny Bent | Schools Health Hub Co-ordinator | [penny.bent@nottscg.gov.uk](mailto:penny.bent@nottscg.gov.uk) | 0115 0774959**

## Healthy Minds - Stress Awareness Day - 1st November 2023

# #StressAwarenessDay

Stress is felt by most (if not all) of us at times. It occurs when there is an imbalance between the demands being made on us and our resources to cope with those demands. It can sometimes be helpful, but it can also act like the ivy around a tree and affect our physical and mental health and if an individual is finding it overwhelming, it is important to act by being our own gardener and find ways to manage this.

Within this article, I will be focusing on social media and how and why this has such an impact on levels of stress in young people.

Let's start with the problem of making comparisons. Witnessing the lives of everyone else on social media can cause many to feel as though there is something wrong because their lives do not compare. I admit, I have been guilty of 'doom scrolling' thinking, 'Why isn't my life like that?' I have to remind myself that people only post when they are in the BEST places, wearing their BEST clothes, there are very few selfies showing people on the sofa, wearing their comfy joggers when, for most of us, that is reality! Young people do not necessarily have the life experience to realise that yet especially as for some, the online world is such a huge part of their life. This also relates to the heavily filtered images posted – do people do this because they don't think they look 'good enough'? And do we believe this is actually what people look like resulting in a feeling of inadequacy because we don't compare thus affecting self-esteem and causing stress?

With regards to sleep and physical activity deprivation and stress levels, there is so much to share, so I will direct you to our portal pages on these subjects. Stress is just one of the fallouts of lack of sleep. The pull of platforms such as TikTok and the way the algorithms are designed to keep us scrolling means that before we know it, it is the early hours of the morning. Similarly, physical activity is crucial for our mental and physical health, but social media has more of a pull for many than using the time to be active.

The online world is constant and the need to be keeping up with it would be stressful in itself and could provide a feeling of an inability to 'escape'. This also applies to the concept of bullying. If this is happening to an individual in school, social media means it can continue at home or it can provide an anonymous environment for bullying behaviour to progress. Ensuring young people are taught how to deal with this and not to accept it as part of being online is crucial.

There are many aspects of social media which can cause stress to young people but there are also ways it can be a protective factor. It is some children's way of making and connecting with friends, it can provide help through websites and apps for mental health, and blogging etc can provide ways for young people to share experiences and enable them to realise that they are not the only ones. To navigate social media, these aspects need to be taught as part of the RSHE curriculum and the messages reinforced. **See the portal page on Online and Wellbeing.**

Pip Challinor – School's Health Hub Coordinator



## Healthy Minds - NottAlone Live Feb 2024



Nottalone Live is coming back for the second year running in Feb 2024! Nottalone Live is a unique event involving inspirational keynote speakers, workshops, mental health service stalls, entertainment, and exciting performances. This year we will have two events, one for South Nottinghamshire and one for North Nottinghamshire. We had some excellent feedback from last year's event, and we look forward to making the next Nottalone Live even better. Keep an eye on the Nottalone Live page [NottAlone Live | NottAlone](#) for the latest updates. We will be sending out invites so keep an eye on your inbox!

If you have any questions about the event, please contact Natalie Deacon at [natalie.deacon2@nottsc.gov.uk](mailto:natalie.deacon2@nottsc.gov.uk).

Please find further details in the flyer attached

### Nottalone DFE Senior Mental Health Lead Training - 16<sup>th</sup> November 2023 – Available spaces!

NottAlone is a Department for Education assured provider of the Senior Mental Health Lead training. The NottAlone training will provide training for senior mental health leads tailored to your local needs and provided by local services across Nottinghamshire and Nottingham City. The training course takes 1 year to complete and consists of several sessions of input and support.

The next cohort of senior mental health lead training is beginning on the 16<sup>th</sup> of November and there are available spaces. Please find booking details here: [Senior Mental Health Lead Training for Schools and Colleges | NottAlone](#).

If you have any questions, please contact [natalie.deacon2@nottsc.gov.uk](mailto:natalie.deacon2@nottsc.gov.uk).

## Healthy Environments - Anti-Bullying and Online Safety

### Anti-Bullying and Online Safety

Anti-Bullying week resources have now been published by the ABA. They are available to download for free here: [Free Anti-Bullying Week 2023 Resources Are Now Available! \(anti-bullyingalliance.org.uk\)](https://anti-bullyingalliance.org.uk)

There are resources for primary and secondary schools, as well as resources for parents and carers.

Be Internet Legends is a partnership between Parent Zone and Google – there are a variety of resources available for children in KS2.

They host regular online assemblies, streamed live on YouTube – there is a special Wellbeing themed assembly taking place on Thursday 12<sup>th</sup> October 2023 at 9.30am. More details about the assemblies can be found here: [Be Internet Legends assemblies by Google | Parent Zone |](#)



More information about Be Internet Legends can be found here: [Be Internet Legends - A Program to Teach Children Internet Safety](#)



Altru Creative Education are a creative, non-profit organisation who use drama as a tool to deliver messages, explore issues and develop skills. They visit schools across the UK, delivering a range of performances, projects, and workshops to support the delivery of RSHE.

Altru will be touring the Midlands with their performances and workshops throughout this academic year – key topics will include Anti-Bullying in Nov 2023, Online Safety in Jan-March 2024 and KS1 Mental Health in April-May 2024.

For more information about the full range of workshops, please use this link: [Our New Creative](#)

[Programme! - Altru Creative Education - Key Stage 1 & 2](#) or contact Dan Costello on 0151 443 0333 or [dan@altru.co.uk](mailto:dan@altru.co.uk)

Katherine Marshall

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0115 8043836





## Healthy Environments - Coping with Risky Behaviours Training

### Coping with Risky Behaviours (CRB) Training and Support is evolving.....

Since January of this year the CRB Service has faced many changes and has been working at reduced capacity. Consequently we are in the process of reviewing the service offer to ensure this meets the needs of Nottinghamshire schools and represents value for money. We are also awaiting the new guidance which will also shape the revised content of the training. We are aware that several schools are concerned currently about updating their staff skills set and we have been inundated with requests for training. It has become evident that many schools are working under the misapprehension that they must refresh training on a yearly basis and that this training needs to include physical skills such as holds. It is **not** a legal requirement and the traditional refresher course which we have previously offered may not be the most appropriate training for your school. With this in mind, we are taking some time to refresh the current training package and we will update you in due course regarding our charging policy and booking arrangements. We are exploring a number of options including some central, bespoke and online course opportunities. In the interim please call or email to discuss your needs.

As part of the new ways of working, we are asking schools who would like support to complete a very simple self-audit form - this will give schools evidence to the fact that they have considered the support they offer to staff and pupils around this tricky area, and will also help me to ascertain what support schools may need from me. The support I can offer is really dependent upon the school context and knowledge and skills of staff. Once completed and returned, I will arrange either a teams meeting or phone call to discuss the specific support or training needs identified. Training may not always be necessary, but there may be more bespoke work which needs to be taken and a tailored plan of support will be produced and dates agreed.

Different levels of support I can offer include:

- Conversations around the support/policies/plans in place or reviewing current practice around CRB.
- Advice/surgery sessions around individual children or groups of children with similar challenges.
- Support sessions/consultations around individual children to problem solve and offer strategies to support the child in school.
- Whole school Refresher training around CRB to include de-escalation and reminders of key factors when supporting children in crisis or pre-crisis responses.
- **Physical skills** session with **key staff** who work with more complex and vulnerable children to refresh or teach some physical intervention strategies.

I am happy to offer either face to face consultations or teams where possible to make support more accessible to schools.

My main priority is giving schools what they need rather than generic training that may not be a good fit for the challenges they may be facing. If you can demonstrate that you have reviewed your practice and considered the needs of both staff and pupils through the self-audit, and more importantly, reviewed any incidents which have taken place and made appropriate follow-up actions, you can be confident that your practice is compliant. In the main, it is not necessary to train all staff in physical intervention skills. You can request this training still, but please carefully consider whether this will be the best use of your staff training budget.

Please bear with us whilst we refine our offer, but in the interim get in touch if you need any support and I will do my best to accommodate you all.

Karlene Calder

## Healthy Environment - Israel – Hamas/Gaza Strip Conflict

Following the recent & disturbing events in Israel/Gaza Strip., below are some Home Office/DfE endorsed messages & resource signposting to support educational settings. Based on recent experiences involving our communities reacting to national & international events I would advise you to consider the following:

- Encourage & facilitate dialogue on the issues & peoples different perspectives of what is happening (or what they perceive is happening).
- Ensure that learners (& staff) are clear on the support available to them if they are affected or if they need to share specific concerns

The online space & social media will almost certainly drive much discussion & you & learners should be very alive to the likelihood that a lot of social media posting may be driven by AI & not real people & that many posts may not be what they represent (i.e. they can be video/pictures etc of events in other places or historic). There is an important & vital need to support this online awareness, especially at this time.

### Prevent Referrals

*Prevent seeks to intervene early, to stop people becoming terrorists or supporting terrorism. Where someone is concerned a person may have been deliberately exposed to harmful terrorist narratives, it is right that they refer them to the necessary authorities. A Prevent referral does not amount to an accusation of criminality. Rather, it allows for a multi-agency assessment to be conducted and support to be provided to help divert people from engaging in harmful activity. Through this referral, the person will be able to receive the vital support they need. All referrals to Prevent are carefully assessed based on the specific details of the case. If a person is found to not be at risk of radicalisation, the case is immediately closed to Prevent. They may be referred to other appropriate services, or no further action may be taken. Lawful non-violent protest or activism does not meet the threshold for Prevent referrals. Holding legitimate political views is not an indicator for extremism provided they are not expressed or furthered by statements, deeds or actions which result in harassment, intimidation or threats of violence against individuals or society itself. Encouragement of terrorism, including glorifying the commission or preparation of acts of terrorism, fundraising for the purposes of terrorism, and inviting support for a proscribed terrorist organisation, are all criminal offences. Hamas are a proscribed terrorist organisation in the UK.*

### Prevent & Schools

*Many young people will have a strong personal interest in these issues, and we are aware that in some schools this may lead to political activity by older pupils. Schools should ensure that political expression by pupils is done sensitively, avoiding disruption and feelings of intimidation or targeting for other pupils and staff. Schools should also make every effort to ensure that this activity does not extend to discriminatory bullying or involve the expression of antisemitic, anti-Muslim, or other discriminatory views. Where this does happen, the Department for Education expect schools to deal with these incidents with all due seriousness, in line with their behaviour policy.*

*Depending on the circumstances, safeguarding leads may also look to determine whether abusive and discriminatory views expressed or shared by pupils are representative a wider susceptibility, and consider the appropriateness of engaging with support through the Prevent programme. We trust teachers and other staff to exercise their professional judgment about whether a referral is appropriate, as they do for all other safeguarding risks. Further training and more discussion around radicalisation will help in addressing this, and advice and guidance is available on Educate Against Hate and GOV.UK to support safeguarding leads in making these decisions.*

*Schools should also be mindful of their legal duties regarding political impartiality and should always avoid working with organisations that promote antisemitic, anti-Muslim or any other discriminatory views. The Department for Education has published clear and comprehensive guidance to help those working with and in schools to better understand legal duties on political impartiality. The guidance can be found here: <https://www.gov.uk/government/publications/political-impartiality-in-schools>*

**Further Resources** *The Community Security Trust (CST) has published a number of resources on their social media feeds, including guidance on how to communicate about Israel in a non-antisemitic way. A host of other resources can be found on their website here: Educational Resources – CST – Protecting Our Jewish Community. CST also has a national emergency number which should be used to report antisemitic attacks, alongside calling 999: 0800 032 3263.*

*Tell Mama is a confidential support service for those suffering from anti-Muslim hate and discrimination across the UK. Their website features a number of different ways to report anti-Muslim incidents, including via phone or WhatsApp: Report in Anti-Muslim Hate or Islamophobia (tellmamauk.org). The site also hosts useful resources, including on mosque security.*

**Sam Slack** - East Midlands Regional Prevent Coordinator, DfE



## Healthy Environment - Training Information

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### FGM & Prevent -Central Training Dates and Links

Due to low uptake the October dates we offered last month have now had to be cancelled. However, the dates for the spring term are still available to book via the Training & Events | The East Midlands Education Support Service ([em-edsupport.org.uk](http://em-edsupport.org.uk)). Spring term dates and times are as follows:

Prevent training– Thursday 25th January– either 9-12 or 1-4

FGM training -Monday 5th February– either 9-12 or 1-4

All events will take place at Edwinstowe House

### East Mid's Prevent Referral Workshops for Schools

This is an opportunity for Designated Safeguarding Leads &/or their Deputies to attend a **free** online workshop of 1 hour created specifically to support schools in the region regarding Prevent referrals. The workshop will be delivered by Sam Slack, the Dept for Education's Regional Prevent Coordinator & Nicola Defraime, a Lincolnshire Police Prevent Officer.

The workshop objectives are:

- To increase knowledge of the process & the key elements of making good Prevent referrals
- To increase confidence in the school sector to make well evidenced & appropriate Prevent referrals
- To ensure that individuals in the school sector who are identified as being subject of Prevent related concerns are effectively considered for & signposted to appropriate support
- Increase consistency of Prevent referral decision making

Following attendance at the workshop the slides & a range of other supportive resources will be shared with attendees. The workshop will not be recorded & additional dates will not be added. To register your place please email [tetc@nottsc.gov.uk](mailto:tetc@nottsc.gov.uk)

30<sup>th</sup> November 2023 – 1.30pm

6<sup>th</sup> December 2023 – 10.30am

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### Football Training

#### Game on Girls .

These free fun based football activities for girls aged 5-11 in Bassetlaw, are available on Fridays between 5-6pm. [Please find further information attached.](#)

### Friday Night Football - East Midlands

Children aged 11-18 can turn up and play football 6-8pm at:

#### Ollerton Football 5ives

Dukeries Academy

#### Rainworth Football 5ivs

Joseph Whitaker High School

## Training Information - Autism East Midlands Parent Workshops

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### **Autism East Midlands Parent Workshops 2023/24**

Location: Delivered over Zoom

Time: Can vary, but usually 7-8:30 and on a weekday evening

Cost: Free to attend

Suitability: Parents / carers of children under 18

#### **What's on**

<b>17th October</b>	<b>Introduction to Autism</b>
<b>21st November</b>	<b>Autism and Girls</b>
<b>19th December</b>	<b>Promoting Positive Behaviour</b>
<b>16th January</b>	<b>Autism and Sensory Difficulties</b>
<b>20th February</b>	<b>Autism and Schools</b>
<b>19th March</b>	<b>Autism and Claiming Disability Living Allowance</b>

**Further information can be found on the leaflet attached.**