

Babcock Surrey Healthy Schools News



Autumn 2014

Welcome

Welcome to another new school year. Healthy Schools, PSHE and Safeguarding issues remain high profile on both the Department for Education and the Department of Health's agendas and the Healthy Schools Newsletter continues to bring you the latest national and local news.

For training and consultancy in all aspects of Healthy Schools, PSHE (including Drug Education, Sex and Relationships and e-safety), Healthy Eating, Physical Activity and Emotional Health and Wellbeing contact: Vivian.Stacey@babcockinternational.com.

Please also see all training opportunities on page 17.

A Conference Date for Your Diary:

Healthier Living and Learning: Supporting the Wellbeing of Children and Young People - 25th June 2015, at the Holiday Inn, Guildford.

Congratulations



to the following schools on achieving Healthy Schools Plus - Enhanced Status:

- Hale School - Pupil Voice and School Council Project
- Laleham CofE Primary School - Lunchtime Behaviour through Play Project
- Saxon Primary School - Behaviour Project
- St Catherine's School - Growing a Healthy Lifestyle Project
- The Ridgeway Community School - Developing SRE SoW Project
- Wallace Fields Junior School - Improving Lunchboxes Project

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Healthy Schools Training

Healthy Schools standards identify best practice in supporting the mental and physical health and wellbeing of pupils, staff and the school community.

Surrey Schools are committed to an ethos of Healthy Schools, and over the last 12 months 20 schools have achieved Healthy Schools Enhanced Status, 106 schools have reviewed their Healthy Schools provision in order to maintain status.

Are you new to leading Healthy Schools? Would you like to know how to maintain your Surrey Healthy Schools Status? Are you aiming for Healthy Schools Enhanced Status? If so there is: **Healthy Schools; next steps and the 'new' Healthy Schools Toolkit Training**, on 27th November 2014, at the Legacy Thatcher's Hotel, Leatherhead. Event code: 14T/08836.

To book your place visit:

www.babcock-education.co.uk/4Scpd

If you require Healthy Schools support (consultancy, training or staff meetings), please contact:

Vivian.Stacey@babcockinternational.com

All Healthy Schools documentation can be accessed, along with other related guidance documents, at:

www.surreyhealthyschools.co.uk

Babcock 4S

Surrey Healthy Schools

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PSHE



New Cohort: National PSHE CPD Programme -
The next round of the National PSHE CPD Programme is about to start in October 2015.

Would you like to take part in effective training in PSHE?

Never before have young people required the aptitudes of resilience, character, self-management and adaptability more than they do now in this diverse and fast changing society in which we live; the very skills which underpin effective PSHE. However many teachers receive little training in this very important subject area.

The National PSHE CPD Programme provides degree level accredited recognition for all PSHE Professionals and aims to:

- *improve competence and confidence in delivering PSHE*
- *raise the quality of teaching and learning in PSHE*
- *inspire positive change within the PSHE curriculum*
- *effectively support children and young people to deal with life's challenges*
- *encourage best practice*

For further information visit:

www.pshe-cpd.com or e-mail

Valentina.Cafarelli@babcockinternational.com



British Red Cross – Newstink

The Red Cross's fortnightly newsletter has regular inspiration for assemblies and class sessions around topics like first aid, HIV, Refugees, disasters & emergencies & healthy living. The sessions provide fresh and insightful stimulation for tutor time and the curriculum. Sharing opinions, analysing world events, and developing a critical understanding of the media are all things students get better at with regular practice.

"This is a great, school-friendly resource that is challenging and often shocking. It never fails to spark my tutor group's interest in the world around them and it's perfect for doing something exciting and useful in an awkward amount of time."

To sign up visit www.redcross.org.uk/signup



Health Profiles – Data to inform the PSHE Curriculum

Using data to support issues in the curriculum assists schools in taking a 'normative' approach to PSHE. A 'normative' approach to PSHE helps teachers and pupils to understand the actual behaviour of peers, rather than hold a (usually highly over or under estimated) perception of what other young people are doing. The more young people realise that the actual numbers of people engaging in healthy behaviour the stronger this can make their resolve, greatly benefiting both resilience and assertiveness.

Visit the following link for national and borough level health data:

<http://www.apho.org.uk/default.aspx?RID=49802>

Teaching PSHE to All



Stonewall has published a new YouGov poll of 1832 school staff.

The poll shows three in ten (29 per cent) secondary school teachers and two in five (37 per cent) primary school teachers do not know if they are allowed to teach lesbian, gay and bisexual issues.

More than half of primary school teachers (56 per cent) have not addressed different families (including same-sex parents) in the classroom, and a third of secondary school teachers (34 per cent) say they have not addressed issues of sexual orientation.

The full findings are published in [The Teachers' Report 2014](#)

Civil partnerships can be Converted to Marriages from December 2014

The government announced on 26 June 2014 that same-sex couples can convert their civil partnership to marriage from 10 December 2014 but that the option of a civil partnership will not be extended to opposite-sex couples.



Department
for Culture
Media & Sport

See [Civil Partnerships Review report](#) from the Department for Culture, Media and Sport for further information.

Addressing Health Inequalities when Teaching PSHE



Public Health
England

85% of men who have sex with men (MSM) report not receiving information about same sex relationships at school.

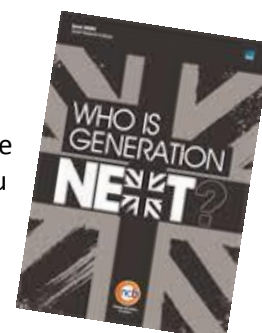
Public Health England has published a summary document setting out actions planned to address the trio of health inequalities affecting gay and bisexual men and other men who have sex with men. These are: sexual health and HIV; mental health; and the use of alcohol, drugs and tobacco.

[The PHE statement](#) explains: 'There is an opportunity for a new approach: one that focuses on these three areas of greatest need and places them in the context of the life course - from school children through to old age'.

See the [summary document](#) here.

Who is Generation Next?

Around two in five young people think the legal age at which you can buy cigarettes, get married, join the army or be held responsible for a criminal activity should be raised



Each generation is united by a set of experiences and wider social values they share in common with their immediate peers. These experiences and values shape their views, their behaviours and their attitudes, and make them distinctly different to generations born before and after them.

We define each generation by the era they were born in and, in this sense, Generation Next is no different.

To read the NCB and Ipsos MORI research visit: <http://www.ncb.org.uk/what-we-do/research/who-is-generation-next-report-download>

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Parent 'Talk' Campaign

Underage drinking can be a concern for parents. Drinkaware's [new film](#) highlights the importance of talking to children about the risks of alcohol. Promoted through targeted social media, the film has already been viewed 375,000 times, encouraging parents to visit the Drinkaware website for information, advice and tips. www.drinkaware.co.uk

For younger boys and girls it is important that they know that their body belongs to them, that they have the right to say 'no', and they should tell an adult if they feel upset or worried.

Visit the following link for further information:

http://www.nspcc.org.uk/help-and-advice/for-parents/keeping-your-child-safe/the-underwear-rule/the-underwear-rule_wda97016.html



Addressing Female Genital Mutilation (FGM) in Schools: Teaching, Learning and Support

One of the most sustainable ways of promoting the safety of girls and young women and seeking to prevent FGM is to make it a key component of the school's PSHE education curriculum.

This can be done within or as part of sex and relationships education or as part of a topic on personal safety.

The PSHE Association now have a section on their website dedicated to supporting schools and teachers with addressing FGM, please visit:

<https://www.pshe-association.org.uk/content.aspx?CategoryID=1193>

The NSPCC also has a dedicated section on its website which provides advice and support on FGM, visit:

http://www.nspcc.org.uk/help-and-advice/worried-about-a-child/online-advice/female-genital-mutilation/fgm-circumcision-cutting_wda102815.html?name=hmpg-banner

Safe Drive, Stay Alive – November 2014



Safe Drive Stay Alive is set to return to Dorking Halls in November.

The theatre based road safety initiative, in its tenth year in Surrey, has so far been watched by 92,000 young people (aged 16 - 19) from nearly 80 schools, colleges and youth groups.

This year's 18 performances will feature new films and are predicted to be viewed by another 12,000 young people - taking the total number of attendees, since April 2005, to 104,000.

"Safe Drive Stay Alive is a high quality learning experience which balances knowledge and empathy with real life situations – A programme which challenges young people, enabling them to reflect upon daily routines from an 'alternate' perspective".

Sarah Lyles, PSHE and Inclusion Curriculum Consultant, Babcock 4S

[Performance dates](#) are 4, 5, 6, 7, 10, 11, 12, 13, 14, 15 November with two performances most days at 10:30am and 12:45pm. The afternoon performance on 6 November will be at 1:30pm. There is no performance scheduled for the afternoon of 15 November. There is also an evening performance at 7:30pm on 12 November. Performances are open to young people attending 6th form or equivalent age group.

Bookings can be made by emailing safedrive@surreycc.gov.uk stating

- Date and performance(s) requested
- Number of places (young people and adults)
- If transport is required
- Any special requirements - such as wheelchair user, auditory or visual impairment

Surrey Fire & Rescue Service is pleased to announce that this event will again be free to attend, including free transport, to and from the venue, for schools and colleges.

Further information can be found at www.safedrivesurrey.org

**Road Safety Week:
17-23 November**



The theme of Road Safety Week 2014 is 'look out for each other', raising awareness of the ways everyone can help protect one another on roads, especially the most vulnerable. Educators can register now for free electronic resources and guidance, visit: www.roadsafetyweek.org.uk/educators

Lesbian, Gay, Bisexual, Transgender and Questioning

LGBTQ is the most commonly used term to describe people who are lesbian, gay, bisexual, transgender and questioning and, along with heterosexual, describes people's sexual orientation or gender identity.



Surrey CaMHS have some helpful and supportive information relating to LGBTQ issues.

For further information visit:

<http://scc.newsweaver.co.uk/1nwrduxupylqeggdiffskek?email=true&a=1&p=46928615&t=19035895>

Healthy Eating



Universal Infant Free School Meals (UIFSM) are here

All Reception and KS1 pupils are now entitled to Free School Meals. Schools and Catering staff have been busy preparing for this over the last couple of terms but please be understanding if there are some teething problems.

Schools should work together with their catering staff to iron out any issues and ensure that all infant children who request it are given a free nutritious meal. Schools are being encouraged to adopt a Whole School Approach to School Food, encouraging children to eat school meals and making the dining experience an integral part of the school day and learning experience.

Funding

In the 2014 to 2015 academic year schools will be paid at a flat rate of £2.30 for each meal taken by newly eligible pupils.

The price of a primary meal in Surrey Schools will be £2.10, leaving schools with 20p per meal funding which is to be used to support the delivery of UIFSM. This could be used to provide additional midday supervision, training for midday supervisors or general dining room improvements and equipment such as additional seating.

The first tranche of funding (7/12ths of each schools provisional main allocation based on January census figures) was paid in June and the remainder, based on October 2014 and January 2015 census figures, will be paid in Spring 2015.

Additional one-off funding was also provided to small schools (those with up to 150 pupils in total) to help with transitional costs.

More information on this can be found at

<https://www.gov.uk/government/publications/universal-infant-free-school-meals>



Free School Meals Toolkit

A Toolkit which provides information, guidance and examples of how schools have overcome specific issues is now available on

<http://www.schoolfoodplan.com/toolkit/>.

It draws on lessons learnt from the successful free school meal pilots.

Direct Support

Your Babcock 4S Area Catering Officer can also assist you if you experience problems in coping with UIFSM. Please contact the relevant officer who will be happy to advise you on your individual circumstances.

South East tracey.killick@babcockinternational.com

North nicola.williams2@babcockinternational.com

South West deborah.callaway@babcockinternational.com

Advice Line

Support is also available to all schools online at www.childrensfoodtrust.org.uk/infantfreeschoolmeals and via an advice line which can be accessed by email at fsm.advice@childrensfoodtrust.org.uk or by calling 0800 680 0080.

The School Food Plan brings other Changes!

The School Food Plan published in 2013 has brought other changes which will shortly come in to effect:

Increase in monitoring of school food by Ofsted who are now asking inspectors to consider the behaviour and culture in school dining rooms.

New Food Based Standards

A new set of school food standards (along with accompanying guidance for schools, their cooks and caterers) was launched by the Education Secretary in June.

The new standards are designed to make it easier for school cooks to create imaginative, flexible and nutritious menus.

The new standards include:

- one or more portions of vegetables or salad as an accompaniment every day;
- at least 3 different fruits, and 3 different vegetables each week and an emphasis on wholegrain foods in place of refined carbohydrates.

Although the previous standards, introduced between 2006 and 2009, did much to improve school food, they were complicated and expensive to enforce.

The new standards will be mandatory in all maintained schools, new academies and free schools from January 2015, and can be viewed at:

<http://www.schoolfoodplan.com/new-school-food-standards-launched/>

Cooking back on the Curriculum for KS1, 2 and 3

Practical cookery has become compulsory from this September for every pupil to Key Stage 3. The new curriculum will emphasise the importance of cooking nutritious, savoury dishes and understanding where food comes.



The British Nutrition Foundation (BNF) has developed a range of support materials for schools to help with implementation. These resources will help schools unpack the slim-line curriculum (looking at progression, challenge and attainment), plan Schemes of Work and implement high quality food, cooking and nutrition teaching via new resources.

For more information please go to:

<http://www.foodafactoflife.org.uk/>

Physical Activity



British Heart Foundation National Centre Research (BHFNC)

The British Heart Foundation produces a range of useful research and activity. Evidence, advice and training for schools are provided for all phases.

As a PE Subject Leader this should be one website to use to help inform your whole school planning for health and physical activity.

<http://www.bhfactive.org.uk/home/index.html>

Early Years Activity Levels

Based on the 2012 Health Survey for England, the percentage of children meeting the current guidelines for children under the age of 5 – three hours of physical activity per day was:

- 32% of boys and 31% of girls at 5 years
- 28% in both sexes by 4 years

The percentage of children that were classified as having low activity levels (less than 60 minutes per day) was:

- 85% of boys aged 2-4 years
- 83% of girls aged 2-4 years

This has potential implications for the physical development of young children and the development of their physical literacy skills (walking, running, balance and co-ordination) into KS1 and beyond. The potential solutions to explore include:

1) Actively planning for physical development that encourages the formation of key movement patterns and confidence – physical literacy (as well as allowing for free play).

2) Providing a range of stimuli that reinforces physical literacy – similar skills presented in interesting and different ways, maintaining enthusiasm and building confidence.

3) Understanding previous experiences. For example what opportunities are provided in pre-school settings that enable children to participate in vigorous physical activity?

PE, activity and health always receive regular attention and focus – indeed, who would deny that health and activity are an essential part of a child's life experiences and education? However, in a constrained whole school curriculum physical activity and PE can be areas which can be restricted.

As BHFNC research demonstrates, activity has a long-term benefit towards:

- 1) Maintaining a healthy weight
- 2) Developing motor skills
- 3) Building strong bones
- 4) Positively impacting on psychological and social health
- 5) Positively affecting cardiovascular disease risk factors
- 6) Improving cognitive functioning
- 7) Developing good patterns of physical activity over time

Further information can be found via the web-links below. Should you have any questions or queries, please contact Clayton Wilson, Babcock 4S Physical Education Consultant for advice and guidance.

E-mail: clayton.wilson@babcockinternational.com

Benefits of physical activity in the early years:
<http://www.bhfactive.org.uk/early-years-resources-and-publications-item/17/484/index.html>

Current levels of physical activity in the early years:
<http://www.bhfactive.org.uk/resources-and-publications-item/18/336/index.html>

PE Scheme of Work – Primary
Expert Advice provided by Clayton Wilson:
Physical Activity Consultant, Babcock 4S

One question that I am often asked is, what schemes of work would I recommend? The answer is often a difficult one as what works and is well received in one school is different to the next.

With this in my mind, please find below a range of schemes used by primary schools across Surrey along with their relative strengths and weaknesses which have been collated from teacher feedback over a number of years). Assume all deliver on pupil progression (over time) with relevant learning objectives and outcomes.

Web-links:

- <http://www.valsabinpublications.com> - Val Sabin
- <http://www.lcp.co.uk/primary-school/physical-education> - LCP
- <http://webarchive.nationalarchives.gov.uk/20090608182316/standards.dfes.gov.uk/schemes3/> - QCA Units of Work
- http://www.babcock-education.co.uk/ldp/eshop/search_products.asp?ds=2&level1=83&folderid=83 - Babcock Leap into Life Series
- <http://www.pe-resources.co.uk/downloads.html> - Rawmarsh Community College
- <http://equals.co.uk/schemes-of-work-for-the-national-curriculum/> - Equal Scheme (SEN)
- <http://www.peoffice.co.uk> - PE Office Online Scheme
- <http://www.createdevelopment.co.uk> - Real PE

Scheme of Work	Pro	Con	One to consider?
Val Sabin	Detailed Easy to understand All activity areas covered Relevant content	Use of stick figures Prescriptive Slightly dated feel (illustrations)	Good for staff that lack subject knowledge and welcome detail
LCP	Bright Modern Engaging resources	Lacking in content (some staff find they need to add in additional ideas)	If you value less prescription and don't like stick figures
QCA Units	Free Core tasks (practical assessment activity) useful as an end of unit goal Clear signs of pupil success	Wordy Complicated to unpick	If staff are confident in their subject knowledge and can unpick detail
Leap into Life (EYFS & KS1 only)	Thematic based Builds physical literacy across a range of movement ideas	A move away from traditional activities such as gym, dance and games	Specific EYFS and KS1 resource Clear focus on physical literacy
Real PE	A range of engaging pupil movement / task cards well received in schools Good focus on AfL through a create development wheel	Price Newly tested	Schools looking for a modern alternative to the traditional market providers
Equals	Resource specifically designed for SEN pupils Relevant differentiated activities and progressions. Detailed with core vocabulary	Similar in feel to QCA units of work Staff will need to use ideas to plan for PE (as opposed to being pre-prepared)	Schools looking for a specific SEN focus

Emotional Health and Well-being

SEAL, (Social and Emotional Aspects of Learning)

Whether you are new to SEAL or remember its introduction in 2005, we want to remind you that schools addressing the SEAL Aspects through their PSHE curriculum, Circle Time, assemblies and other areas will be contributing to the EHWP of their pupils.

The SEAL Aspects are:

- Motivation
- Managing Feelings
- Empathy
- Social Skills
- Self-Awareness

Any school activities that support these Aspects will directly inform your Healthy Schools Annual Review.

Many schools still use the SEAL booklets as a focus. Some use them in part.

If you are in need of circle time games or stories, they are a good place to start.

You can download them all using this link:

<http://www.edu.dudley.gov.uk/primary/seal/SEALbox/sealboxhome.htm>

SEAL has not disappeared!

Schools, of course, want to continue to foster these aspects within their pupils.

If you would like to discuss this further or would like to find out about Healthy Schools projects for Enhanced Status using EHWP as the focus, then please email:

sarah.glaister@babcockinternational.com

Alcohol: Identification and Brief Advice Training (IBA)

This training is aimed at people working with individuals in communities, including Health, Education and Social Care. The training aims to improve knowledge about alcohol use and levels of risk.

It also aims to support professionals in:

- identifying with an individual, their alcohol-related risks, even at lower levels
- giving simple brief advice
- making referrals to appropriate local services

Sessions to support people working with young people are taking place on:

Monday 6 October 2014

Monday 12 January 2015

Monday 16 March 2015

All sessions are at:

Quadrant Court, Woking
9.30am – 12.30pm.

To book a place, please e-mail Helena Whittle or Cyril Haessig at Surrey County Council Public Health Team:

helena.whittle@surreycc.gov.uk

cyril.haessig@surreycc.gov.uk

with your preferred date

or

phone: 01483 519658 or 01483 519643



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Surrey and Borders Partnership 
NHS Foundation Trust



TaMHS, (Targeted Mental Health in Schools)

Targeted, Mental Health in Schools (TaMHS) has been taking place in Surrey since 2010 and so far approximately 250 schools have engaged in the TaMHS process.

Schools engaging in TaMHS can access fully funded, whole school, Core Mental Health Awareness training, delivered by Primary Mental Health Workers and CAMHS Community Nurses. This is followed by a session offered to the school around attachment theory.

These two fully funded sessions of 3 hours and 1.5 hours respectively are proving useful for staff and especially useful in terms of understanding how CAMHS systems operate, how to make an effective referral and in raising staff awareness of what lies beneath behaviours.

The Royal Holloway University continue to evaluate the work and the interim report shows evidence of effectiveness which will be further explored over the coming months.

Our school database continues to grow. Our Primary Mental Health Workers are working hard to incorporate the TaMHS Approach alongside their existing roles. If you have registered your school for the TaMHS Approach but not had contact with CAMHS yet, please would you contact Sarah Lyles in the first instance: sarah.lyles@babcockinternational.com.

Your query will then be passed on to the correct CAMHS area team.

TaMHS Network Meetings

We hold termly rounds of school network meetings. Our most recent Summer Term meetings focused on the importance of e-safety and how negative online behaviour can impact on emotional health and wellbeing.

Hold the date...!

If you would like to attend one of our TaMHS network meetings in the autumn term, the dates are:

NE Quadrant:	Wednesday 5th November 2014	4:00pm to 5:30pm
	Riverbridge Primary School	
NW Quadrant:	Thursday 6th November 2014	4:00pm to 5:30pm
	Wishmore Cross Academy	
SE Quadrant:	Tuesday 25th November 2014	4:00pm to 5:30pm
	Tandridge Education Partnership Learning Centre, De Stafford School	
SW Quadrant:	Wednesday 26th November 2014	4:00pm to 5:30pm
	Wey House School	



Network meetings offer the opportunity to meet with other schools and professionals. There will always be an EHWP-type content for discussion and focus. For example, we have had the following speakers/input in the past: Surrey Young Carers, Surrey Nurturing Links, Catch 22, the CAMHS Youth Advisors, the Royal Holloway University and most recently your Surrey Primary Mental Health Workers and e-safety.

To sign up or for more information, please contact

sarah.lyles@babcockinternational.com or
susan.skinner@babcockinternational.com

We look forward to seeing there!

CAMHS newsletters

The CAMHS bi-monthly newsletter provides up-to-date information and can be downloaded via the 'newsletter' tab at: www.surrey-camhs.org.uk.

Upcoming themes include bullying (October) and anxiety (December).

CAMHS Youth Advisors (CYA)



CYA (CAMHS Youth Advisors) are a group of young people who have experiences of accessing mental health services in Surrey. The young people use learning from their experiences to develop, improve and complement services. We work together with professionals towards better outcomes for children and young people and have initiated projects to achieve this.

One of CYA's most successful projects is called CYA in Schools. The aim is to increase awareness and reduce the stigma around mental health. This is done through interactive activities, opinion gathering and CYA members sharing their personal experience of mental health difficulties and accessing mental health services. Presentations are tailor made to meet the needs of each school and they can be delivered in different ways from lessons, to stalls at lunch.

If you think a CYA in schools presentation would benefit your school, please let us know.

For any questions or more information please feel free to email us on just.cya@surrey.gov.uk or call 01483 519571.

For more information you can check out the CYA section of the CAMHS website www.surrey-camhs.org.uk

Mental Health and Behaviour in Schools:

Department for
Education

Departmental Advice for School Staff

This [Department for Education guidance](#) gives advice on how to identify and support those pupils whose behaviour suggests they may have unmet mental health needs.

It includes:

- how and when to refer to Child and Adolescent Mental Health Services (CAMHS)
- practical advice to support children with emotional and behavioural difficulties
- strengthening pupil resilience (particularly through effective PSHE)
- tools to identify pupils likely to need extra support
- where/how to access community support

Time for Change: Supporting Parents to talk to their Child about Mental Health

Time to Change is an anti-stigma campaign run by the leading mental health charities Mind and Rethink Mental Illness. The campaign is funded by the Department of Health, Comic Relief and the Big Lottery Fund.

For parent information on how to talk to their child about mental health visit the link:

<http://www.time-to-change.org.uk/parents>

To see the Time for Change homepage visit:

<http://www.time-to-change.org.uk/>

Supporting Young Carers in Surrey



Surrey Young Carers is a charitable service working across the county to support young people, aged up to 18 years, who have a caring role for a family member or friend with a disability or a long-term health problem (including mental illness, or a drug or alcohol addiction). Current reports indicate that there are *at least* 12,000 young carers in Surrey, many of them hidden from view and providing practical, personal and emotional support.

Although many families cope with these conditions, up to two-thirds of young people in these home situations experience difficulties. Emotional, physical and social problems can manifest from inappropriate caring responsibilities and from the impact of stress and low income that can be associated with disability, ill-health and addiction within the family.

Such problems within the home often cause difficulties for young people in their education, such as getting to school, being able to focus upon schoolwork, and completing assignments. Over time, this can have a considerable impact upon their ability to achieve qualifications and to move into further education and careers.

Surrey Young Carers work with schools to assist them in identifying and supporting these students, to help them to get the most out of their education. OFSTED recommend this work as best practice. We are able to provide briefings, information and advice to staff to assist them in creating 'carer-friendly schools'. We can also present assembly talks to inform students on the issues and the support that is available. We have produced PSHE materials to enable primary and secondary schools to teach on the topics of disability, caring and emotional literacy.

Surrey Young Carers also offer a range of individualised support, including assisting families in accessing the statutory services they require to reduce the young person's caring role, and providing social activities, breaks and one-to-one support for these young people.

For further information on Surrey Young Carers and to contact your local Education Adviser, please call 01483 568269 or visit www.surrey-youngcarers.org.uk

To contact your local Education Adviser directly:

- for Runnymede, Surrey Heath, Woking, Guildford and Waverley, call 01483 457008, or email: **Patrick.Buckingham@actionforcarers.org.uk**
- for Spelthorne, Elmbridge and Mole Valley, call 01737 245576, or email: **Elin.Tommervik@actionforcarers.org.uk**
- for Epsom and Ewell, Reigate and Banstead, and Tandridge, call 01737 245576, or email: **Nicky.Marshall@actionforcarers.org.uk**

HeadMeds

HeadMeds (powered by YoungMinds) gives [young people in England](http://www.headmeds.org.uk) general information about medication.

HeadMeds does not give medical advice.

For more information visit:

<http://www.headmeds.org.uk/>



Anti-bullying Week 17th-21st November 2014

Anti-bullying Week is an annual UK event which aims to raise the awareness of bullying and highlight ways to prevent it, coordinated by the Anti-bullying Alliance. Each year carries a particular theme and this year's is 'Let's stop bullying for all' with the aims to:

- equip schools, colleges and youth service leaders with resources to develop youth led anti-bullying initiatives and encourage inclusive attitudes amongst children and young people;
- educate those who support and work with children to recognise children and young people who may be particularly vulnerable to bullying - encouraging an inclusive approach within all anti-bullying education; and
- ensure the school community understand that the use of any discriminatory language is wrong and will not be tolerated and that using disablist language is taken as seriously as racist, sexist and homophobic language in schools.

For more information, visit:

<http://www.anti-bullyingalliance.org.uk/anti-bullying-week.aspx>



EU Kids Online research finds Cyberbullying is now more common than face-to-face bullying for children

EU Kids Online has presented UK specific findings from research examining online access, opportunities and risks. They have updated their 2010 EU Kids Online survey with the results of a new 2013-14 survey conducted by Net Children Go Mobile*.

The research reveals that cyberbullying and exposure to online sites with negative content such as self-harm and hate messages is a growing problem for the UK's children, with cyberbullying now more common than face-to-face bullying:

- Overall, 15% of UK 9 to 16 year olds have been bothered, upset or have felt uncomfortable by something online in the past year. Such experiences are reported much more by girls, older teens and those from high SES (socio-economic status) homes. In 2010, the figure was a little lower, at 13%.
- In 2010, 16% of children reported being bullied face to face, 8% on the internet and 5% via mobile phone. By 2013, this ratio had reversed, making cyberbullying (12%) more common than face-to-face bullying (9%) – most cyberbullying occurs on Social Networking Sites (SNS).
- Twenty-nine per cent of 11 to 16 year olds had seen one or more of the potentially negative forms of user-generated content (UGC), with hate messages (23%) being the most common, followed by self-harm sites (17%). Such exposure represented a sharp increase on 2010, and was more common among teens, especially 15 to 16 year olds.

- In 2010 19% of children reported seeing negative UGC, only 13% reported exposure to hate messages, 8% to pro-anorexia content and 6% to self-harm sites.

Positive changes in online behaviour and experiences are also reported:

- UK children aged 11-16 report receiving fewer sexual messages (4%) than the European average (11%). This represents a notable decrease since 2010 (when the figure was 12%).
- 17% of children aged 9-16 said that have been in contact online with someone they hadn't previously met offline, but just 3% of children said they had been to meet such a person face to face.
- 17% of children aged 9-16 reported seeing sexual images in the past year, online or offline – this is less than across Europe (28%) and less than in 2010 in the UK (24%). This is more common among teenagers, and girls, who are also more likely to report being upset, or even very upset by this.
- When they encounter an upsetting problem on the internet, UK children are much more likely than the European average to talk to others (to mothers 48%, friends 26%, and teachers, near the bottom, at 7%). 12% said that they did not tell anyone when something bothered them online.

Professor Sonia Livingstone (a lead researcher at EU Kids Online and a professor at the London School of Economics and Political Science) has made some brief recommendations for policy makers, suggesting that education may be the most important factor in children's ability to become competent and resilient digital citizens.

Babcock 4S are recommending that schools already addressing bullying, ensure that cyberbullying is included in their lessons, PSHE curriculum and anti-bullying policy. For more information or to book an e-safety session for staff, parents or students, please contact:

sarah.glaister@babcockinternational.com

To read the UK report in full, please follow this link:

<http://www.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20III/Reports/NCGMUKReportfinal.pdf>

* Livingstone, S., Haddon, L., Vincent, J., Mascheroni, G. and Ólafsson, K. (2014). Net Children Go Mobile: The UK Report. London: London School of Economics and Political Science.



**Restorative Approaches
@ Babcock 4S**

Evidence has shown that successfully using Restorative Approaches leads to a consequent reduction in fixed term / permanent exclusions and fewer bullying incidents.

A restorative school ethos directly supports positive school behaviours, anti-bullying, emotional literacy and safeguarding.

The Restorative Approaches training delivered by Babcock 4S since 2010 is proving successful and feedback received is extremely positive. Our trainers are accredited by the Restorative Justice Council and are Ofsted trained.

The Restorative Approach trains staff over a full INSET day in the development of a whole school approach to mending relationships and resolving conflict.

The approach seeks to work preventatively as well as being used as an intervention model post-incident.

Training is for all staff. The time is spent interactively with a wide range of activities and resources to support learning.

It is strongly suggested that Restorative Approaches training is considered when schools have embedded effective PSHE and a culture of Emotional Intelligence. Restorative Approaches directly builds on these aspects of school life and complements work around EHWP in general.

For further information please email:

gail.allen@babcockinternational.com

If you would like to speak to a school directly about how the training has supported them, please let us know.

The Restorative Justice Council holds further information and guidance in national restorative developments. www.restorativejustice.org.uk



Websites and General Information

The Young Minds website is an extremely useful place to visit for information, training and resources. These are for professionals, parents and young people. Highly recommended:

www.youngminds.org.uk and

www.youngminds.org.uk/training_services/young_minds_in_schools/resources

Training and Support

Training for Staff Meetings

(1 hr session at a cost of £285 – plus VAT):

If you require training on any of the following areas:

- Drug Education
- PSHE education
- Sex and Relationships Education
- Circle time
- e-safety and PSHE
- PSHE and preparing for OfSTED
- Difference, Diversity & Inclusion

For further details please contact

Sarah.Lyles@babcockinternational.com

Training Opportunities

Secondary PSHE Education and Wellbeing Network Meeting

Tuesday 30 September 2014

Tuesday 27 January 2015

Tuesday 19 May 2015

16.15 – 17.45

Therfield School, Leatherhead

Event Code: 14T/08794

PSHE, Citizenship and SEAL Leaders Primary Network Meeting (Primary)

Tuesday 14 October 2014

Tuesday 3 February 2015

16.15 – 17.45

Cranmere School

Event Code: 14T/08783

PSHE, Citizenship and SEAL Leaders Primary Network Meeting (Primary)

Wednesday 15 October 2014

Wednesday 4 February 2015

16.15 – 17.45

Hammond Junior School

Event Code: 14T/08784

Effective Leadership and Management of PSHE (Primary & Secondary)

Friday 17 October 2014

9.30 - 15.45

St George's Christian Centre, KT21 2DA

Event Code: 13T/08159

PSHE, Citizenship and SEAL Leaders Primary Network Meeting (Primary)

Tuesday 21 October 2014

Wednesday 25 February 2015

16.15 – 17.45

Tillingbourne Junior School

Event Code: 14T/08781

PSHE, Citizenship and SEAL Leaders Primary Network Meeting (Primary)

Wednesday 22 October 2014

Thursday 26 February 2015

16.15 – 17.45

Merstham Primary School

Event Code: 14T/08785

Healthy Schools: next steps and the 'new' Healthy Schools Toolkit (Primary & Secondary)

Thursday 27 November 2014

9.30 - 12.00

The Legacy Thatcher's Hotel, Leatherhead

Event Code: 14T/08836

Effective Teaching and Learning in PSHE (including Drug Education and Sex & Relationships Education) for Primary & Secondary Practitioners

Thursday 15 January 2015

9.30 - 15.45

St George's Christian Centre, Ashted, KT21 2DA

Event Code: 14T/08838

Effective Sex & Relationships Education for Primary Schools

Wednesday 11 March 2015

9.30 - 15.45

St George's Christian Centre, KT21 2DA

Event Code: 14T/08841

Healthy Schools: next steps and the 'new' Healthy Schools Toolkit (Primary & Secondary)

Thursday 19 March 2015

9.30 - 12.00

The Legacy Thatcher's Hotel, Leatherhead

Event Code: 14T/08842

Book your place now at:-

www.babcock-education.co.uk/4Scpd

Babcock 4S

Surrey Healthy Schools News



Autumn 2014