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Monday 16th November 2026

Dear Charley,

Black Friday: the biggest scam fest of the year

This year 'Black Friday' falls on 27th November, with 'Cyber Monday' on 30th November 2026. For fraudsters it is the busiest stretch of the year, and schools are exposed from several directions at once.

The most recent NCSC and Action Fraud figures show over £11.5 million lost to online shopping scams between November 2023 and January 2024, an average of £695 per victim. Social media featured in 43% of reports, which is where many pupils spend their time. Expect fake giveaways, in-game currency scams and “too good to be true” resale offers.

Not every scam involves a bargain. Report Fraud has just warned that criminals posing as Amazon stole £86,837 in nine days in October, across 110 reports. They phone out of the blue about “suspicious activity” on an account, then talk victims into sharing their screen, installing remote access software or handing over ID. People aged 50 to 79 made up 60% of reports, so make sure pupils keep their grandparents informed.

Suspicious emails can be sent to: report@phishing.gov.uk

Further information: Black Friday warning (NCSC)

From knowledge to action: what works in tackling child sexual abuse - CECSA

Wednesday 18th November 2026 (10am to 11am)

One in six children in England and Wales are victims of some form of child sexual abuse before the age of 18, yet most of this abuse is currently not identified or responded to. Early identification and effective response to

concerns of child sexual abuse are vital to minimising the short- and long-term impacts of it.

Child protection professionals are involved with children and young people who are at risk of, or who have been sexually abused right throughout their journey – from family help, through assessments and investigations, to those who may become looked after and beyond. We are fundamental to the support, protection and recovery of children and young people from sexual abuse.

Although this webinar is aimed at social work students and early career social workers, I think the content will be useful for DSLs to develop a deeper understanding of the topic.

Best speakers include:

- **Dame Annie Hudson**: Chair of the national Child Safeguarding Practice Review Panel (CSPRP) from 2020 to 2025;
- **Albert Heaney CBE**: Chief Social Care Officer for Wales; and
- **Paul d'Inverno, HMI**: Specialist Adviser for Child Protection, Ofsted.

You can register here:

https://www.csacentre.org.uk/events/from-knowledge-to-action-what-works-in-tackling-child-sexual-abuse/

Autism and empathy - Ambitious about Autism

Ambitious about Autism has launched a new set of wellbeing resources for autistic young people, and for their parents and carers.

The first, on autism and empathy, is available now. Two more will follow over the coming weeks. One covers meltdowns and shutdowns. The other covers shame and self-acceptance.

The resources bring together the lived experiences of autistic young people, parents and carers with research-based information. These topics are often misunderstood. They can have a big effect on wellbeing.

The resources help autistic young people make sense of their own experiences. They also give parents and carers practical guidance on how to support them.

You can read the empathy resource here:
https://www.ambitiousaboutautism.org.uk/understanding-autism/health-and-wellbeing/physical-mental-wellbeing/empathy

Wellbeing Monitor (Andrew Hall)

Wellbeing Monitor for Education is a secure wellbeing and resilience toolkit for school and college staff, including teachers, pastoral teams, DSLs and leaders. It combines a secure emotional AI assistant for check-ins and reflection with validated measures, journaling, mindfulness and cognitive tools.

Together, these help staff understand stress and burnout risk and take practical steps to protect their wellbeing while continuing to support pupils and families.

Find out more with our detailed video walk-through

The best way to understand Wellbeing Monitor is to watch the video below:



Data protection in schools - DfE

The DfE has updated its “Sharing personal data” guidance for schools. The changes reflect the Data (Use and Access) Act 2025. The guidance is now aligned with the recently published information sharing guidance. Key points from the safeguarding section include:

Consent Schools do not usually need consent to share information to safeguard a child. The guidance points to public task as the lawful basis, because safeguarding is part of a school’s official functions. Consent is not the most appropriate basis. It must be specific, freely given, unambiguous and time limited, and it can be withdrawn at any point. The guidance says data protection law should not be seen as a barrier.

Decisions and records The DSL decides whether personal data is shared. If the DSL is unavailable, an appropriate officer must be able to decide in their absence, so there is no undue delay. Schools should record who they shared with, why, and whether they have or need consent.

Police requests A request from the police does not mean a school must hand over everything. Schools should check who is asking and their authority. They should understand the purpose. They should decide whether each item is necessary and proportionate. They should record the request, what they shared, the lawful basis and their reasons. If a school is unsure, it should ask its DPO, unless it is urgent.

You can read the data protection guidance here: www.gov.uk/guidance/data-protection-in-schools/sharing-personal-data

Information sharing guidance (DfE) can be found here: www.gov.uk/government/publications/information-sharing-to-safeguard-children-and-young-people

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The Good Childhood Report 2026 - The Children's Society

The Children’s Society has published its annual Good Childhood Report. This year’s theme is belonging.

Over one in five young people with low wellbeing had no adult to turn to. For those without low wellbeing, it was 6.1%.

Young people said fear of judgement stops them asking for help, especially if they have done something they should not have. Being passed from person to person, or feeling dismissed, makes them less likely to ask again.

You can read the full report here:

www.childrenssociety.org.uk/good-childhood

Conference:

Embedded Whole-School Therapeutic Model: From Research to Practice (Dr Catherine Hall EdD, Cantab.)

Monday 7th December 2026 | Birmingham

Dr Catherine Hall is a person-centred child psychotherapist with an integrative, child-led approach. Catherine is passionate about creating emotionally

supportive, therapeutic school communities where children and the adults around them can thrive.

Drawing on her doctoral research, Catherine developed the Hall Embedded Whole-School Therapeutic Model, which brings together child therapy, therapeutic supervision for staff and ongoing work with school leaders. At its heart is the belief that supporting children means supporting the whole school community, embedding therapeutic understanding, trusted relationships and reflective practice into everyday school life.

The conference will explore how we can move beyond a model in which a therapist works with an individual child and then leaves the school. Instead, Catherine and her guests will present a genuinely embedded whole-school service that brings together:

- Direct therapy for children
- Therapeutic supervision for school staff
- Support for staff wellbeing and reflective practice
- The Therapeutic Supervision Triangle developed through my doctoral research
- A relational approach that becomes part of the everyday culture of the school
- The model recognises that supporting a child also means supporting the adults and wider systems surrounding that child. It places pupil wellbeing, staff wellbeing and therapeutic provision within one connected whole-school approach.

The conference will also include:

Catherine Fraser Andrews who will share her work and vision for developing emotionally supportive and therapeutic school communities.

Mark Fish, Deputy Head of the secondary school involved in the research, who will share his first-hand experience of the model and its impact within the school.

Find out more and book your place: www.drcatherinehall.co.uk/conference

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Question of the Week

Question

What are three reasons you should still report a concern, even if you think someone else might already have done so?

Answer

Answers from KCSIE 2026 Part One:

- **No single person has the full picture.** Everyone who comes into contact with a child has a role in identifying concerns and sharing information. What you saw may be the piece that completes it. (Paragraph 3)
- **You cannot know that anyone has acted.** Staff should not assume a colleague or another professional will take action, as the information might be critical in keeping a child safe. (Paragraph 62)
- **Delay and silence are named failures.** Serious case reviews have repeatedly shown the dangers of not sharing information with the right people, sharing it too slowly, and a lack of challenge to those who appear not to be taking action. (Paragraph 76)

Other reasons include:

- **Perspective.** You saw it from where you stand, and that may add depth to the concern or add to the context.
- **Two people have seen it.** A concern noticed by two people is harder to dismiss, and it tells the DSL that more than one adult has found it significant.
- **Everyone else may be assuming someone has acted**. This is the bystander effect. The more people who notice something, the more likely each assumes someone else has acted. A concern can go unreported because several people all thought it had been.
- **Concerns build up over time.** One incident may look minor. Several reports from different people over weeks can show a pattern. Staff cannot see the pattern unless each one reports what they saw. Serious case reviews often find that the signs were visible in pieces and were never put together.
- **Children may tell different adults different parts.** A child may test an adult with a small piece of information before sharing more. They may tell a teaching assistant one thing and a teacher another. Your piece may be the one the child chose to share with you.

Available Courses

Advanced Safeguarding for Designated Safeguarding Leads (Live / On-demand)

"I just wanted to say that I thought today's training was absolutely fantastic. By a mile it was the most engaging training I have done."

Next live online Advanced Safeguarding Course is on Tuesday 24th November 2026:

Book Online

The on-demand version is available year-round and is regularly updated Book Online

To book, go to:
safeguardinginschools.co.uk/dslcourse

Safeguarding for Governors and Trustees (On-demand) £59 + VAT per person

"This 2 hour session flew by, Andrew. Really great session. You're a great speaker. Thank you for informing us of such an important topic."

A useful, downloadable reference guide is included.

Note that this course is included for members of Safeguarding Pro

To book, go to: safeguardinginschools.co.uk/governors

Until next time, keep safe,

Andrew Hall
Specialist Safeguarding Consultant

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Lambert Chapman, 3 Warners Mill, Silks Way • Braintree, Essex • CM7 3GB