

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

SEPTEMBER 2023 EDITION



## 5 STEPS TO CREATING PRODUCTIVE WORK BOUNDARIES

Based on the research behind Dream Teams



Barriers are about avoiding problems by walling off communication. Boundaries are for making responsibilities and agreements clear.

Boundaries should help you take more control, and therefore more responsibility. Know what you need in order to do that.

For people to respect your boundaries, they must know you understand what they're up against, and that you care about them.

Setting healthy boundaries is not about defending yourself. It's about making "if-then" agreements that smooth the path for your collective success.

It's easiest to set and stick to boundaries when you frame them in terms of the big picture.

### 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*

Welcome back everyone! The summer holidays were gone in the blink of an eye and as soon as the term started the sun finally came out! But hopefully you managed to rest and recuperate a little and you are ready for the term ahead. This issue of our newsletter is a bumper edition but hopefully you will find the content useful. As we say goodbye at the end of the month to the wonderful man that is Jon Glover of the CRB Team, we also welcome Karlene Calder who will be picking up the baton from Jon as he transitions to his new life as a retired gentleman of leisure. We also welcome back to the fold, our beloved Kirstin Lamb, who has been missed by so many over the last six months. What each has in common, (besides being amazing practitioners and beautiful human beings), is that they have each, for different reasons, had to reflect on their lives and what is important to them this year, and in my opinion, in their own ways, shown courage and perspicacity in determining what they want and need in order to be happy. After a long-dedicated career, Jon has recognised that the golf course brings him more joy and that he actually deserves to enjoy good health for many years to come- that there is more to life than work. Karlene has chosen to pursue her goal to share her knowledge, passion and enthusiasm with professionals across hundreds of schools instead of just one and has taken a leap of faith by joining Nottinghamshire and becoming part of TETC. And Kirstin has endured a roller-coaster ride which has brought into sharp focus, what and who is most important to her and her future self. It has caused me to reflect on the importance of balance in our lives. As much as my work matters to me, as it does to so many of you reading this, I understand more than ever, as age begins to creep up on me, the importance of self-care. My message to all of you, as you no doubt are throwing yourselves back into the jobs that you do, is to take some time out to set your boundaries this term so that you aren't counting the days to the next holiday/weekend, because the pace is so fast, and you feel so overwhelmed and exhausted that's the only thing getting you through. We can convince ourselves that certain tasks must be completed today. That if we don't action them, it will spell disaster tomorrow or put us under more pressure. Sometimes of course this type of thinking is rational, and the occasional long day or extra effort put in can certainly pay dividends now and again. However, I know from personal experience, that we can get sucked into believing that we are productive and effective just because we are working late. I know that working tired makes me slow and prone to making mistakes. I don't believe that I am an exception and I have stopped buying into what is known as "Hustle Culture" because it encourages over-working on a routine basis, and quite frankly, deludes us into thinking that we are working well just because we are putting in more hours. I have learned the hard way that working tired just makes you more exhausted. And eventually, that exhaustion

## Editorial Continued.

causes physical illness and does damage to us mentally, as well as harms our relationships with others. For those of us who are leaders, it can take real courage to resist the temptation to do as much as possible on the to do list because we fear letting others down, or the consequences and what will happen if we don't. We can inadvertently create cultures where nobody feels safe to stop when they are tired; where staff don't want to be the first to leave the building or the last to arrive in case colleagues judge them or consider them to be "slacking"; where resentment sets in, and joy is stolen because we don't spend enough time doing the things that recharge our batteries or with the people who make us happy. It's easy to get sucked into the myth that all we have to do is work a little harder or faster and everything will be OK.....what if we are not OK....or those around us aren't OK? The sector is so pressured at the moment, and I know that it's easy for me to say that we should set our boundaries and be kinder to ourselves when I don't have an Ofsted Inspector breathing down my neck or a child in front of me who is in need of immediate safeguarding. But.....if we don't give ourselves permission to set realistic boundaries for ourselves; if we don't practice and model self-care- who will? And what are we modelling for the children and young people this is all designed to benefit? What will we miss or lose? And will we look back in years to come and feel that it was all worth it? I will leave you with some of the wisest words a colleague shared with me many years ago as I once again was the last out the door as the building was being closed for the night.....Nobody ever had written on their gravestone, "I wish I had worked harder". It hit home to me in that moment that family, friends, good health and happiness, make me better at my job and that investing in them in no way lessens my passion and commitment or even my efficiency. Boundaries are essential to survival. Respecting them and recognising that they are not only good for us but actually help others set boundaries too, can be truly powerful. They make us more resilient. So please do one thing before the term really gets going- make yourself a promise to do something either every day or every week that will support your mental and physical health- not just in the short term but in the longer term. Value whatever it is you choose and keep that time protected. It will make a difference to you I promise. And the more boundaries you set, the easier it becomes to maintain them. And before you know it you have changed the culture of an organisation for one that is more balanced; where people flourish and thrive; where relationships are stronger; and people are kinder to each other. Because when you show respect for your own needs you also respect the needs of others. What have you got to lose? Give it a try.....

Best wishes for the term ahead  
Sarah and the team

### Do you have any privately fostered children in your school that are not known to social care?

A privately fostered child is a child **under 16 years of age (or 18 if disabled)** who is cared for by an adult who is not a **close relative for 28 days or more** and has been arranged without the involvement of the local authority. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

A **close relative** is a grandparent, brother, sister, uncle or aunt (whether full blood or half blood or by marriage) or step-parent by marriage. A child living with any of these relatives would not be considered to be living in a private fostering arrangement.

#### Privately fostered children and young people may:

- have parents living or working abroad
- be sent to the UK to study or attend language schools if it is intended to last or does last longer than 28 days
- live with another family because they have difficulties at home
- be estranged from their own family
- choose to stay with the parents of their boyfriend or girlfriend. This will be a private fostering arrangement if it is intended to last or does last longer than 28 days. The parents may disagree with this arrangement.

#### Exception involving children/ young people travelling from Ukraine

The Home Office issued new guidance (July 2022) on children and young people travelling from the Ukraine to UK. This means that local authorities will be considering **all children under 18** (regardless of a disability) as being privately fostered if they are **not living with a parent or someone who has parental responsibility**. This is regardless of whether they are with a close relative.

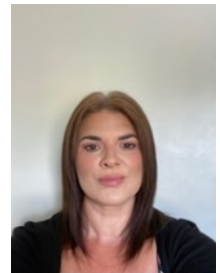
If you are aware of someone you think might be privately fostered please make a MASH referral on **0300 500 8090** so that the local authority can investigate.

## Welcome to the Team Karlene

---

Hi Everyone,

I'm Karlene and I am so excited to be joining the amazing TETC Team! I am brand new to Nottinghamshire County Council, although I do live locally. I have been working within Sheffield City Council for the past 20 years so please bear with me whilst I find my way around and learn about all the processes and procedures. I will be taking over from Jon Glover as the Lead Physical Intervention Co-ordinator as part of the Coping with Ricky Behaviours (CRB) Service. Jon is retiring at the end of September, so I am slowly easing my way into the role. I know Notts CC will be sad to see Jon leave the service; he has been a wealth of support to many schools over many, many years and I hope I can do as good a job as he has done to support you all moving forward.



I have been working for the last 18 years within a large inner city Primary school, in a very socially and economically deprived area of Sheffield. 98% of the children on roll have English as an Additional Language; many of whom have come seeking Refuge or Asylum status from war torn countries. I initially started out as a class teacher and taught predominantly in Y1 but did teach across many other year groups during my teaching career. I had been the SENCo and Safeguarding Lead for 12 years prior to becoming Assistant Headteacher for Inclusion for the last 6 years.

I am a Trauma Informed Schools and Mental Health Accredited Practitioner, so I have a wealth of knowledge around the impact Developmental Trauma, Adverse Childhood Experiences (ACE's) and Neurodiversity can have on how children engage with the world around them. I have worked alongside children and adults within a variety of settings to develop bespoke programmes of support for individuals who have experienced trauma and adversity, with successful results. I am curious and inquisitive and fully understand behaviour as the biggest form of communication. I enjoy the challenge of trying to unpick what is going on for children when they display behaviours that challenge us – I love a bit of detective work and am always 'wondering' and 'imagining' what may be going on inside the minds of children as they navigate the world around them.

I have always had a very keen interest in Neuroscience and the Brain. I am an avid reader and enjoy reading all manner of topics from light reading to more intensive scientific reading like Dr David Eagleman's 'The Brain' amongst many others.

My 2 children and many animals keep me very busy in my spare time. We have quite a menagerie in our house: a dog called Daisy, Coco the Royal Python and our newest arrivals are 4 chickens and 2 Ducks (Audrey and Dave). We are a family of animal lovers as you can probably tell, they keep us highly amused at times with their antics. Thankfully they all get along very well, although we tend not to socialise the snake with the chickens or ducks!

I am really looking forward to meeting you all and supporting you in any way I can to make the lives of our children and young people as challenge free as possible and to help equip you with the skills, knowledge and practical tips you may need to help them. I will apologise in advance though, as I don't have a magic wand and I won't always have the answers; but I will do my very best to help in any way I can, even if that is just an ear to listen when you need it.

Karlene Calder, Lead Physical Intervention Co-ordinator

[Karlene.calder@nottscc.gov.uk](mailto:Karlene.calder@nottscc.gov.uk)

0115 9773272 | 07811512663

## Welcome Back Kirstin

---

**'I'm baaaaack (see what I did there?!!) ..... but not as you know it!!'**

Gosh this work thingy is a shock to the system! Some of you may not have noticed my absence (rude!), some of you will have missed me and some of you may have forgotten all about me (even more rude!!) – or indeed never knew I existed in the first place! – but I am now back within the comfort of my TETC family once again. So, to fill you in a little on what's been going on – February 20<sup>th</sup>, was a bit of a shocker (understatement) having received a confirmed diagnosis of Salivary Gland Cancer – cancer of the parotid gland to be more precise. This resulted in major surgery on 20 March – which was hoped would be sufficient. Alas no - so I underwent thirty-three sessions of very intense Radiotherapy in Sheffield which finished on the 12 July, an awful experience from beginning to end and indeed continues to be the gift that keeps on giving. However, I have remained (mostly) positive throughout, but it has been life changing for me. Not only physically but emotionally - I am not exactly as I was and that is taking some adjusting to. I am reliably told that I look no different / you can't tell what you've been through, but for me I am different externally and internally (and that's not all bad by the way). As a team we have always used the analogy of our tree, so I will try to link this with my experiences – so here goes. I have strong roots and a well-nourished soil, but I was struck by a lightning bolt which left a deep visible scar and threatened my ability to thrive, threatened my very existence. **BUT** those strong roots, the well-nourished soil, the connection with others held me upright, love, care, time, attention were sent my way – I was given strength to fight, to recover and to begin to thrive once more. My scar is still there and will always be a reminder of that lightning strike and of the tough times, but also of strength and resilience and survival, of the people who have stood with me, messaged me, walked with, loved me. I am truly humbled by the love, care, kindness, and support that has been shown to me and that is life affirming and life changing. It's hard to put in words the change that this has brought about – but I feel I am in a state of calmness and peacefulness – a state that I hope will remain with me as time moves on. So please be kind to yourselves, nourish your soil, keep those connections, reach out and support your fellow trees – you matter, you are important. Finally think about our little people, think about their lightning strikes, their internal and external scars, the state of their roots and their soil – what can you do for them and with them – a smile, an acknowledgement as they pass you in the corridor, a good morning, a how are you – you can and do make a difference to them and others every day.

So, as I say 'I'm back but not as you know/knew me' – I am on a phased return, mornings only. I will not be undertaking any consultations or training for the foreseeable so please continue to contact another member of the team in this instance. Also due to some of the on-going side effects of my treatment talking is exhausting (me being quiet is definitely the biggest change!!), so please use email or MST should you wish to contact me for anything, and I will endeavour to respond as soon as I am able.

Thank you again to each and every one of you that has reached out, sent messages, positive thoughts and/or offers of support – you are truly valued and appreciated.

Take care you lovely people

Kirstin x



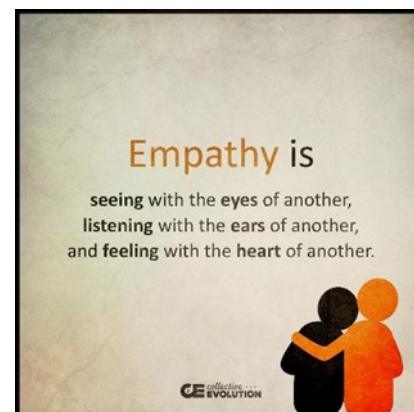
## Healthy Environments - National Behaviour Awareness Week

(GMT) National Behaviour Awareness Week 25<sup>th</sup> September – 2<sup>nd</sup> October 2023

*“Great Minds Together (GMT) provide outreach care and support in education and social care settings to support young people with special educational needs and disabilities (SEND) and mental health difficulties, which have become more prevalent as a result of the pandemic.” [www.greatmindstogether.co.uk](http://www.greatmindstogether.co.uk) Check out their website for a wealth of useful resources to support mental health and challenging behaviour.*



Behaviour is a form of communication, whether this be hyper-arousal or low arousal behaviours. It is our responsibility as educators and carers to unpick children's needs and difficulties to support them in any way we can to remove barriers to education or social engagement. Behaviours that challenge us are usually due to a child having an **unmet need**. Children will show us they are struggling internally through their external behaviours. High levels of **emotion** are always at the heart of a child in crisis. A scared and intimidated child may have a strong defence mechanism; making them appear bolshy and non-compliant. That disruptive child who seems to always be seeking your attention is actually seeking **attachment, reassurance and nurture**. The child who always giggles inappropriately is nervous or anxious and isn't going out of his/her way to annoy you; they simply are uncomfortable or unsure how to respond in a difficult situation. The girl who keeps getting out of her seat and wandering around is probably seeking sensory input or just needs to physically move around to regulate and re-centre. Being a parent of a child who is Neurodiverse has really opened my mind to be more **curious and inquisitive** when working alongside children and young people. My 12-year-old daughter has taught me to look through the eyes of the child and see things from a different viewpoint. I am very fortunate that she has a great insight into her own emotions and responses to the everyday challenges she faces. Unfortunately, not every child can express their emotions so eloquently. They often do not know why they are angry/upset/anxious; it is often an instinctual, internal chemical response within their body to a perceived danger or threat. **Dr Dan Siegel** talks about developing **“Mindsight”** – he explains this as the ability to see into the minds of others; to empathise not sympathise; to really put yourselves into other people's shoes and consider “what does this feel like for **them**?”. High levels of Cortisol (the stress hormone) in the body can affect how children respond to stressful and challenging situations. Children who are in a high arousal state can react disproportionately to daily situations – something seemingly insignificant to us can tip them off balance and send them into crisis from 0-100mph. Supporting adults may often even say “there wasn't a trigger point, he just lost control”. I can guarantee there was a trigger; we just don't know what that is yet. Exploring children's backgrounds; their development milestones; their cognitive abilities; home lives; any significant life events that may have caused trauma, all help us to put the pieces of the jigsaw together to support our understanding of their behaviours. I would propose that if there is a child coming into your class this year who has a history of displaying behaviours that challenge; then that is the child whom you need to know best. The child who you invest time in; give them the positive praise they seek; reassure them you are there if needed through a gentle touch or a quick check-in; play a game with them or engage in a fun activity together. Build bonds positively and be consistent. Meet with the people who know them best and find out what works for them both in and outside of school. Be a detective and wonder and imagine into that child. It will make great dividends in the future and will provide a very secure base for them to be able to feel accepted, understood and ultimately safe. Being Empathetic is one of the most valuable approaches you can use when working alongside children and young people.



Moving forward, I hope to be able to offer schools a more bespoke package of support around Coping with Risky Behaviours. Whilst training around physical intervention will still be an integral aspect of my role with schools, I am also keen to support you whilst you unpick the needs of those key individuals in your classes through consultations; facilitating meetings with professionals and/or parents, whilst helping you to consider key strategies and approaches you can develop to support individuals, small groups or even at whole school levels to develop a relational approach towards behaviour. More information around developing a relational approach in schools can be found on the East Midlands Educational Psychology Service section here [Understanding Behaviour in Schools | The East Midlands Education Support Service \(em-edsupport.org.uk\)](https://www.em-edsupport.org.uk)

Please do get in touch with me if you would like to access further support, advice or training.

Karlene Calder

Lead Physical Intervention Co-ordinator

[Karlene.calder@nottsgov.uk](mailto:Karlene.calder@nottsgov.uk)  
0115 9773272 | 07811512663

## Healthy Environments - Preventing Bullying and Celebrating Differences

### **Preventing bullying and celebrating differences**

As we know, bullying can happen to any child, and it can have a significant impact on their social, mental, and emotional health. School staff/professionals should support all pupils who have experienced/are experiencing bullying – the nature and level of support will depend on the individual circumstances and the level of need. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can be motivated by actual differences between children, or perceived differences. It is often motivated by prejudice against particular groups (for example on grounds of race & ethnicity, religion & belief, gender identity, sex, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). The Anti-Bullying Alliance provide further information about the most 'at-risk' groups here: [At-risk groups \(anti-bullyingalliance.org.uk\)](https://anti-bullyingalliance.org.uk)

Many schools find that the most effective way of tackling bullying, is ensuring there are a variety of preventative measures in place beforehand – these strategies may include; involving the school community in an Anti-Bullying approach (parents, carers, pupils, governors, trustees etc.), openly discussing differences between people which could 'motivate bullying', providing effective staff training and creating an inclusive environment.

There are a variety of tools and resources which may support you and your school to implement or develop further Anti-Bullying strategies (which are detailed below) – there are also some recommended curriculum and whole-school resources available on the Nottinghamshire Schools Portal pages.

If you'd like further information or support with any aspect of Anti-Bullying, please get in touch with Katherine Marshall (NCC Anti-Bullying Coordinator) – [Katherine.marshall@nottsgov.uk](mailto:Katherine.marshall@nottsgov.uk)



Anti-Bullying Policy Template and Policy Guidance – updated for September 2023

[\\* Anti-Bullying \\* | NCC Schools Portal \(nottinghamshire.gov.uk\)](https://nottinghamshire.gov.uk)



Free Anti-Bullying training available online from the ABA. 15 courses, each regarding specific 'at-risk' groups and key topics.

[Free CPD online training \(anti-bullyingalliance.org.uk\)](https://anti-bullyingalliance.org.uk)



Free whole-school 'United Against Bullying' programme. **\*\*Step 1 must be completed by 29.09.2023\*\*** Schools are awarded 'bronze', 'silver' or 'gold'.

[United Against Bullying \(UAB\) Programme](https://anti-bullyingalliance.org.uk)



Free resources now available to download and use to celebrate Anti-Bullying Week 2023 (13<sup>th</sup> – 17<sup>th</sup> Nov).

[Anti-Bullying Week 2023: Make A Noise About Bullying \(anti-bullyingalliance.org.uk\)](https://anti-bullyingalliance.org.uk)



Information and resources for different elements of Anti-Bullying. Separate pages with parent/carer, pupil, primary, secondary and CPD resources.

[\\* Anti-Bullying \\* | NCC Schools Portal \(nottinghamshire.gov.uk\)](https://nottinghamshire.gov.uk)

## Healthy Environments - Oddfellows Friendship Month



### Oddfellow's Friendship Month

Oddfellow's Friendship month is observed throughout September every year across the world. It is a national awareness month in the UK, where the importance of friendship is celebrated.

Good friends are a source of joy, companionship, and love. No matter our age, we need friends to offer us comfort and solace. They help strengthen our roots and are a protective factor when life sends those unexpected lightning bolts.

Is it a coincidence, I wonder, that Friendship month occurs in September, which is a time of new beginnings, particularly for those children who are starting school and transitioning to secondary settings? We often take for granted that friendship will just 'happen' and that making friends is something that all children just 'do'. However, it isn't always that easy. So what can we do to help foster friendships and prevent loneliness?

'Caring friendships' and 'respectful relationships' are statutory topics within RSHE in primary schools and 'respectful relationships including friendships' is how this is titled in secondary settings. The curriculum expects us to teach children about relationships, including being respectful towards others and understanding differences – something I will come on to shortly. Due to the pandemic, many of our children and young people have missed out on key learning and times to mix socially with others and these factors (among a whole host of others which have occurred as a result of covid) will have had a detrimental effect on some young people's ability to form relationships with others.

The pandemic aside, there are many other reasons why some children do not find it easy to make friends, including social anxiety and shyness, lack of social skills, and learning and developmental differences. Neurodiversity (or other conditions such as foetal alcohol syndrome or a brain injury – issues which can go undiagnosed but affect far more children than we realise) or any difference related to identity, can all impact on how children relate to others. A strong sense of identity goes hand in hand with the ability to form and maintain healthy friendships based on mutual respect. As children grow, friendships can become more complex and difficult to navigate. Explicit teaching about friendship can therefore be a great source of support for some children.

Addressing the topic of friendship – what a good friend looks like - could be handled at the beginning of each year, along with respect for everyone. Linking this to your work around equity and inclusion will help deepen children's understanding of difference and lead to greater acceptance of each child's uniqueness. Differences and a lack of understanding can sometimes prevent young people from forming or maintaining friendships. By developing a culture of acceptance, we can prevent misconceptions that can arise from children feeling things are unfair because other children are perceived to be given special treatment, (such as time out of the classroom to attend gardening club or having extra time outside). Celebrating different religions, understanding why certain beliefs are held and busting unhelpful myths often born from contrary newspaper headlines, will promote understanding and build tolerance where it may not have been previously. These are the foundation stones for supporting the establishment and maintenance of positive friendships- a lack of understanding can drive disconnection. Real friendship is based on reciprocity, and you can't have reciprocity without understanding and responding to each other's needs.

Friendship is a wonderful thing and something we are all entitled to. Let's not presume that everyone knows how to 'do it', rather, let's give children and young people the tools to be their own gardeners and learn how to grow and maintain friendships. Let's also teach about tolerance and respect, highlighting that we are all different and unique and we all need a different approach to enable us to bloom into the very best versions of ourselves (think of a cactus and an orchid). Guessing what works isn't always an option, so allowing children to talk about what works for them could be a powerful way to enable understanding and prevent bullying. Recognising and addressing these factors with empathy and understanding can help create a more nurturing environment, enabling every child to thrive socially and emotionally. By fostering a sense of belonging and support, we can empower children to overcome loneliness and build strong, lasting friendships.



## Healthy Environments - Prevent & Wear Red Day

### PREVENT & British Values- Resources to support schools!



Each week VotesforSchools creates resources for teachers to have informed discussions with their classes on topical issues. The children then get a chance to vote and comment, and they then publish that data - ensuring that pupil voice goes on to have an impact. Each week around 40,000 children vote.

They want children to be informed, be curious and be heard.

Due to the nature of the debate and voting and the topics covered. VotesforSchools provides a brilliant resource for the whole school to meet British values and Prevent requirements. For more information contact [info@votesforschools.com](mailto:info@votesforschools.com)



Wear Red Day is approaching fast! Over 230,000 people are already registered for the big day on the 20th of October. Will you be taking part? Register here: <https://www.theredcard.org/wear-red-day/>

SRtRC are pleased to announce their partnership with Merlin Entertainment for Wear Red Day this year, launching a major educational initiative which you can learn more about via the charity's website <https://www.theredcard.org> or via their YouTube channel [Wear Red Day 23 for Show Racism the Red Card - YouTube](#)

You may also be interested in a new resource 'Migration. Making Britain Great.' Developed in partnership with IMIX and Migrant Voice. Using education, facts and sporting role models, the initiative aims to challenge and address many of the myths surrounding migrants and celebrate the enormous contribution made by those who have sought asylum and sanctuary in the UK. Former Basketball player Kerion Achara has recently supported the launch of the campaign in Scotland.

Educators! Have you checked out our online Education Hub yet? Find a range of free anti-racism resources for your learners via [Show Racism the Red Card \(theredcardhub.org\)](https://theredcardhub.org)

### Educate Against Hate

#### *New Resource*

The Educate Against Hate 23-24 calendar is now live!

### Our 23-24 calendar is available now!

Your go to place to find out what's happening throughout the year with resource suggestions to help you discuss difficult topics with your learners

To access, just search for "2023/24 calendar" on [educateagainsthate.com](https://educateagainsthate.com)





## Healthy Environments - Cyber Choices

### **NCA Cyber Choices Programme Information Session for Parents/Guardians or Professionals Working with Children.**



**This programme is delivered by your regional cyber crime team for the East Midlands which covers:**

- Derbyshire
- Leicestershire
- Lincolnshire
- Nottinghamshire
- Northamptonshire

Cyber crime now accounts for almost 50% of crime in the UK. It is increasingly easy to commit cyber crime, with hacking tools and guides readily available online.

Research suggests that 61% of hackers began hacking before the age 16 but some may be as young as 10, with estimates showing that 1 in 4 teenagers have tried some form of cybercrime (many without realising it).

There is a real need to intervene early, before young people ever become involved in cyber crime, so that their technical skills can be harnessed. Skills in coding, gaming, computer programming and cyber security are in high demand, meaning there are excellent career opportunities for anyone with an interest in IT.

The Cyber Choices programme aims to work with young people and vulnerable adults,

- They have a high technical ability in computing and are vulnerable, or at risk of cyber exploitation
- They are already on the cusp of cyber criminality.

**Please get your free tickets to this online webinar on Wednesday 13<sup>th</sup> September 2023 at 7pm below:**

<https://www.eventbrite.co.uk/e/cyber-choices-for-parents-and-professionals-tickets-660313504467>

**More information below at our East Midlands Special Operations regional cyber crime page below:**

[www.eastmidlandscybersecure.co.uk/cyberchoices](http://www.eastmidlandscybersecure.co.uk/cyberchoices)

The programme receives numerous referrals from professionals but very few come from parents/guardians who often know more about the young person.

It is really easy to refer in, if you email [Cyberchoices@leics.police.uk](mailto:Cyberchoices@leics.police.uk) we can help you through the process

## Healthy Environments - National Teaching Assistant Day 29th September 2023

### National Teaching Assistant Day 29th September 2023

Calling all teaching assistants, welcome back to the new academic year!! We hope you have had the opportunity to have a restful break over the summer and are re-energised and ready to get back into the classroom and to a vocation which makes such a difference to the lives of the children in your school.



Over the summer I spoke to a friend of mine, who has been a TA in an early years setting for 8 years, about her role, what she enjoys about it and why - even when she feels overwhelmed, under pressure and sometimes, let's be honest, a little undervalued. She told me *"working with children has always been a passion of mine and I find the job to be immensely gratifying. I adore how unique each day is. I like to see the children gain self assurance as they learn new things throughout the year. I am extremely fortunate to work with a fantastic team that shares the same philosophy about education as I have. My job is to assist the teacher in the classroom to support the children to learn to the best of their ability. I really enjoy leading a reading group and seeing the children have fun while reading makes me happy, as I feel reading is so important from a young age. Being a TA has helped me realise the difference we can make in ensuring that every child gets the opportunity to realise their potential. The job of a teaching assistant can be difficult at times, but the benefits much outweigh the difficulties, and every day I am confident that I can improve the life of a child."*



My 10 year old had a lovely relationship with the TA in her class last academic year. She loved how when doing group reading, the TA would encourage the children to use the stories to share their own life experiences and she always felt safe doing this. She also never felt as though she couldn't ask for help, but knew she would always be encouraged to use the resources available to find the answers for herself first. This was something I appreciated, as it offered a balance of support and encouragement whilst developing her independence and emotional growth. As she moves into year 6, I am confident that the TA in her classroom this year, although may have different ways of doing things, will be equally as warm, caring and supportive.

Professionally, over the past 9 years I have worked in a few 'support to school' roles, with each one highlighting very clearly how key the relationship between children and their TA is. It is often the TAs who know the children better than anyone else, understand their strengths, barriers and triggers and take the time to recognise how to navigate these. It is these relationships which prove pivotal to inciting social, emotional and educational progress in pupils.

It isn't just the children who benefit from having this special and unique relationship with TAs. I have spoken to many parents who have credited their child's TA for helping them to not only feel part of the school community, but also in this climate of financial difficulty, including the need for food and clothing banks, have only felt supported and never judged. I know of TA's who have taken it upon themselves to arrange for local shops to donate food, which has been passed on to parents through 'pop up' foodbanks at the school. I know of others who have arranged for clothing to be donated to the school, which has again been passed onto those families who need it.

So TETC staff want to say thank you to each and every TA, not just on National TA day, but every day. Know that you are appreciated and valued and your hard work does not go unnoticed!

[Rita Pierson: Every kid needs a champion | TED Talk](#)

Penny Bent

School Health Hub Co-ordinator - penny.bent@nottscg.gov.uk



## Healthy Environment - Policy Updates and Critical Thinking Skills Training

---



Over the summer, the TETC Team have updated their Policy Guidance and Policy Templates for Anti-Bullying, Child-on-Child Abuse and Equality. These model policies reflect the changes in Keeping Children Safe in Education 2023, we hope they are helpful to colleagues updating policies in their schools / settings.

All updated policies have been added to the Nottinghamshire Schools Portal and can be accessed via the following link: [\\* Model Policies & Guidance \\* | NCC Schools Portal \(nottinghamshire.gov.uk\)](#)  
The policies are also available on the individual topic pages on the Schools Portal too.

If colleagues would like further support or information about the Policy Guidance and Templates, we ask that they contact the team via the following email addresses:

**Anti-Bullying:** Katherine Marshall - [katherine.marshall@nottscc.gov.uk](mailto:katherine.marshall@nottscc.gov.uk)

**Child-on-Child Abuse** - The TETC Team - [tetc@nottscc.gov.uk](mailto:tetc@nottscc.gov.uk)

**Equality** - Sarah Lee - [sarah.lee@nottscc.gov.uk](mailto:sarah.lee@nottscc.gov.uk)

Please note, we have not yet updated the RSHE Policy Guidance and Policy Template for 2023, as we are awaiting further information following the government/DfE RSHE review. We will keep you informed about any updates in future issues of the TETC Newsletter and via our RSHE networks.

Please also note that there have been updates to other NCC model policies, including the 'Medicines Policy' (which now includes a paragraph about the use of mobile phones and wearable technology). There will be further information in the September 'Education Bulletin' – but for your convenience, this is also available to view and download from the above link.

---

### **Training Sessions**

#### **Free news & media literacy webinars in the autumn term from The Guardian Foundation**

As children spend more time online and get information via social media, they need support to develop the critical literacy skills to spot mis- and disinformation.

[The Guardian Foundation](#) are hosting a series of **free CPDs for teachers** in the Autumn term, focusing on how you can support your pupils to develop these skills with their wide range of resources, lesson plans and workshops.

There are designated sessions for both primary and secondary school teachers which you can register for by using the buttons below!

[Primary school teachers can register for the sessions here](#)

[Secondary school teachers can register for the sessions](#)

## Healthy Bodies - Sexual Health

It's Sexual Health Month (not officially but with three related awareness events spanning the weeks, it may as well be!) The theme for this year's [WORLD SEXUAL HEALTH DAY – World Association for Sexual Health \(WAS\)](#) September 4<sup>th</sup> is CONSENT. Consent is a crucial element of any healthy sexual encounter, and we must educate ourselves and others on what it means, how to express it, and how to obtain it from as young an age as is possible. By laying the foundation stones around consent more generally, when children are of an age when they begin to explore sex, they are more likely to have a sound conceptual understanding of consent. You don't have to be teaching RSHE to be a role model when it comes to demonstrating consensual actions- "Can I sit next to you to explain...? Will you both stay for a moment to discuss...? Can I borrow your pencil for a minute?" In doing so you plant the seeds for permission-seeking and giving. Having a whole school approach to such matters helps to ensure that children get very clear messages about consent, so that by the time they embark on intimate and sexual relations, they are more likely to say what they are/aren't comfortable with and be familiar with the idea that good communication is central to a healthy sexual relationship which is founded on mutual respect. It is polite to ask of course.....although ideally the sorts of discussions needed to support a healthy sexual relationship, often need to be had in advance so that everyone knows their own and each other's boundaries.....



**Our sexual health is affected by the quality, safety, and respect shown in our relationships.** For adolescent pupils, providing a safe space where it's okay to share your views and seek what you need to know is vitally important. Within tutor time, RSE lessons or personal development sessions, it is essential to respect and value everyone's autonomy and choices regardless of gender, sexual orientation, faith or beliefs, or any other factor. You play a crucial role in facilitating and supporting young people to navigate relationship conflict and conducting healthy friendships/relationships. Challenging criticism, freeing from other's judgement, praising authenticity and any display of personal values will aid young people to find their own voice more easily amongst the peer group. Let's face it, so many youngsters these days are being "educated" about sex online, in the main through pornographic sites and platforms, that distort how sex really is. **Without good RSHE, they are vulnerable to all kinds of misconceptions. They need access to factual information tailored to their individual needs.** Providing relationships and sex education (RSE) that gives young people the tools to navigate the world safely both online and offline and delivering safe, accessible sexual health services wherever young people need them, can make a huge difference. **Being safe means feeling empowered to access contraception, testing and treatment. It means understanding consent, healthy relationships, and pleasure.** That's why for [Sexual Health Week 2023](#) 11<sup>th</sup>- 17<sup>th</sup> September- Brook are "playing it safe." **amplifying the voices of those who face health inequalities including neurodivergent people** and celebrating experts across the sector working tirelessly to keep people safe from harm. **Demonstrating the links between mental health and sexual health** is also a passion shared by Your Life. They run an annual global campaign to improve awareness about contraception. The use of contraceptives is important for the health and happiness of many human beings as it allows us to have sex when and how we want to with reduced risk of pregnancy and/or STIs. Choices should always be tailored to meet an individual's needs and if problems arise with a particular method, it would be advisable to consider alternatives. [World Contraception Day 2023](#) 26<sup>th</sup> September 2023- Contraception: "It's your life, it's your responsibility". So as your pupils settle into the term, especially those on the cusp of or in the throes of puberty, consider whether or not now might be a good time to focus on how we help them understand their own bodies, their feelings, make sense of sexual attraction, and how to interact safely with others in their most intimate relationships. Remind yourself what a confusing time it was when you were perhaps a tearaway teen or anxious adolescent. Maybe they have just experienced their first crush or had a summer of love even. Perhaps they may be fraught with commitment issues- proud of staying aloof and not wanting to get in too deep. Yet, have a head full of questions about taking the next step; feeling pressured, have performance anxiety, or are ashamed about a rushed first experience that they wish had gone differently. They maybe can't afford condoms, wouldn't ask at home- but don't have the confidence or knowledge to deal with conversations about a more long-term solution to contraception. Or perhaps they are being sexually exploited. You may not be an RSE specialist or provide pastoral support as part of your main role- but noticing the teenage angst and giving a little allowance for those raging hormones, can go a long way to building respectful relationships between you and your students. Setting respectful boundaries about how we communicate with each other, showing empathy and a desire to ensure the other person is comfortable and feels safe, are all things we can do individually, which in turn will contribute to the development of some of the most important life skills they need to acquire. Model consent, respect and reciprocity in your day-to-day interactions whatever key stage or subject(s) you teach and maybe the next generation of pupils will build on these foundations when they reach sexual maturity. See for further resources and our local support offer. [\\* Sexual Health & STIs \\* | NCC Schools Portal](#)

Lauren Burns- Schools Health Hub Co-ordinator



## Healthy Minds - Youth Mental Health Day 19th September 2023

Youth Mental Health Day encourages understanding, exploration and discussion of mental health in young people which will enable them to cultivate good emotional health and wellbeing. Youth Mental Health Day will be celebrated on the 19<sup>th</sup> of September this year and this year's theme is #BeBrave, with young people being encouraged to build social confidence through learning to work together on team tasks, or learning to have the courage to fail by doing something new no matter what the outcome. There are some great resources here [Youth Mental Health Day - stem4](#), including a booklet about being brave when starting a new chapter, which is very useful as this time of transition.



#BeBrave

The concept of 'being brave' may mean different things to different people, for me it means not being scared to be assertive and stand up for what's right. It also resonates with me as I sometimes need to be brave to try new things and not get stuck in a rut. This is the perfect time, at the start of the new school term, to think about what you can do to be brave. Is it starting a new hobby? Perhaps implementing new ways of working to embrace positive mental health? Finding the courage to talk to someone about how you are feeling? Maybe ticking something off your bucket list? Whatever it is, this article is your sign to take the plunge and #Be Brave this September and moving forward.



This month is also World Suicide Prevention Day on the 10<sup>th</sup> of September, with the triennial theme being 'Creating Hope Through Action'. There is no single reason for why people die by suicide. Social, psychological, and cultural factors can contribute to a person being at greater risk of suicide or suicidal thoughts. Suicide is the single biggest killer of men under the age of 45 in the country, but suicides among teenage girls and young women have almost doubled in recent years.

Last year my partner's cousin, James/Jimmy, died by suicide. He was only 33 years old. He was the most beautiful, sweet soul and he is missed terribly by his family and friends. We remembered him at his funeral by wearing no shoes, something he did daily much to my shock the first time I met him! He was funny, smart, gentle, and cared so much about the world and the people in it. His funeral was filled with stories of his travels and memories from people all around the globe. He had the ability to debate you on any topic but with such kindness that even differences of opinion didn't matter in the end. He introduced me to the beauty of a cold Pimm's and I'll forever be grateful for that! A year has passed but I still don't feel like it is real, expecting to see him at a summer BBQ, relaxed and laughing with shoes firmly off. His family and friends are all left with beautiful memories of him but we would all much prefer him with us, living his life, growing up and growing old. The feelings of guilt and 'what if's' stay with everyone and lives have been forever changed. I wanted to write about James to both honour him and share his lovely face with you all but also highlight the importance of talking to someone if you are feeling suicidal or suspect someone in your life may be feeling this way.



Suicide can be an uncomfortable topic to discuss, you may feel like shying away from thinking or talking about it. Learning about the possible risk factors linked to suicidal thoughts, along with how it can be prevented, may help you save a life. There is a useful resource here [Suicide - Mental Health UK \(mentalhealth-uk.org\)](#) to explore risk factors, lived experience and some advice on what to say to someone who you think might be feeling suicidal.

Papyrus UK support people under the age of 35 who are thinking about suicide but also concerned family/friends/professionals to give advice through their HOPELINE247: [HOPELINE247 | Papyrus UK | Suicide Prevention Charity \(papyrus-uk.org\)](#). The NHS also provide a useful list of helplines for young people and adults to seek support: [Help for suicidal thoughts - NHS \(www.nhs.uk\)](#). There is also useful information for young people, parents/carers and professionals here: [Suicidal Thoughts | NottAlone](#).

Suicide doesn't just affect the person who dies by suicide, it has a ripple effect for everyone around them too, in many cases for years or forever. It has a huge impact on relationships and many struggle to deal with the grief and unanswered questions and/or feelings of guilt.

If you are reading this and struggling with suicidal thoughts or have a feeling that a young person or colleague is, I urge you to reach out and ask for help or offer support to someone. There are people and organisations available to talk, help and support you in moving forward to live a happy and joyful life.

Miss you James.

Natalie Deacon, Whole School Approach Mental Health Lead [natalie.deacon2@nottscg.gov.uk](mailto:natalie.deacon2@nottscg.gov.uk)

## Training Updates - Forced Marriage / FGM / Counter Terrorism Local Profile

### NSCP Safeguarding against Forced Marriage in Nottinghamshire Level 2/3

Wednesday 8 November 2023

9.30 – 11.30

MS Virtual Teams event

With the law on forced and child marriage changing earlier this year, Nottinghamshire Children's Safeguarding Partnership are offering a training session on 8th November. This two-hour, online training session will give an overview of forced marriage, where it's happening in the country, and current guidance on safeguarding against forced marriage. No prior knowledge of forced marriage is required for the course, as it will guide you through the complexities of this abuse and set out a framework for responding to any disclosures about forced marriage. To sign up, please visit <https://nottsccl.learningpool.com/login/index.php>

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

Many of you will have started the new term with a refresh of your safeguarding training. Following enquiries from a number of colleagues in the summer term, TETC staff are hosting several central trainings this term and in the spring. To book your place and for more details, please follow the links [Training & Events | The East Midlands Education Support Service \(em-edsupport.org.uk\)](#) or log into the site using the course links below:-

Share: <a href="https://em-edsupport.org.uk/T211821">https://em-edsupport.org.uk/T211821</a>	Share: <a href="https://em-edsupport.org.uk/T211824">https://em-edsupport.org.uk/T211824</a>
Share: <a href="https://em-edsupport.org.uk/T211799">https://em-edsupport.org.uk/T211799</a>	Share: <a href="https://em-edsupport.org.uk/T211803">https://em-edsupport.org.uk/T211803</a>
Share: <a href="https://em-edsupport.org.uk/T211815">https://em-edsupport.org.uk/T211815</a>	Share: <a href="https://em-edsupport.org.uk/T211818">https://em-edsupport.org.uk/T211818</a>
Share: <a href="https://em-edsupport.org.uk/T211827">https://em-edsupport.org.uk/T211827</a>	Share: <a href="https://em-edsupport.org.uk/T212647">https://em-edsupport.org.uk/T212647</a>

### Counter Terrorism Local Profile (CTLP)

The CTLP is released each year in order to give police and partners information on the key Counter Terrorism threats within the local area. The information you provide in the survey is crucial to understanding emerging areas of risk as well as gaps in knowledge. The results will feed into the new document that will drive police and partner Prevent activity for 2023.

You can find this year's survey here – <https://NottsCTLPSurvey>

Prevent require returns from a broad range of professionals across a wide variety of roles and organisations. More returns mean a richer, better informed CTLP.

It should only take approximately 10 to 15 minutes to complete. The closing date for submissions is

## Training Updates - Designated Safeguard Lead Training

---

### Safeguarding in schools training

There is a statutory requirement for all school- based staff to be trained in basic safeguarding on a regular basis. In addition, a senior member of the school's leadership team should be trained for the role of Designated Safeguarding Lead responsible for dealing with child protection and safeguarding issues; providing advice and support to other staff; liaising with the local authority and working with other agencies.

There must be another second member of the school staff in a position to make decisions and follow procedures on behalf of the school, or in the absence of the senior Designated Safeguarding Lead.

**Nottinghamshire County Council** continue to provide the **Whole School** and **Designated Safeguarding Lead** training which can be booked through our webpage at [Safeguarding in schools training | Nottinghamshire County Council](#) or contact Safeguarding Training [Safeguarding.Training@nottscc.gov.uk](mailto:Safeguarding.Training@nottscc.gov.uk)

---

### Whole school Training – renewed within three years

We deliver safeguarding and child protection training for all members of staff, volunteers and governors in schools, academies and colleges across the whole of Nottinghamshire in order to meet all statutory requirements.

This can be done during staff meetings or as part of an inset day. There is a charge for this training based on the number of staff attending.

By the end of the training session participants should have a raised awareness and understanding of:

- the concept of safeguarding and promoting welfare
- personal and organisational responsibility
- identifying the child at risk and the child in need
- defining/recognising the categories/indicators of abuse
- taking action to report concerns.

---

### Designated Safeguarding Lead (for those new to the role) renewed within two years

This course is for those new to the role of the Designated Safeguarding Lead who will become a nominated person responsible for child protection and safeguarding children and young people in a school or educational establishment.

The cost for new Designated Safeguarding Lead is £90 per person. By the end of the training session participants should have a raised awareness and understanding of:

- the concept of safeguarding and promoting welfare
- the legal and statutory duties and required arrangements schools and educational establishments must have in place
- personal and organisational responsibilities
- identifying the child at risk and the child in need
- recording and taking action to report concerns

## Training Updates - Designated Safeguard Lead Training

---

### Designated Safeguarding Lead (for those new to the role) renewed within two years

This course is for those new to the role of the Designated Safeguarding Lead who will become a nominated person responsible for child protection and safeguarding children and young people in a school or educational establishment.

The cost for new Designated Safeguarding Lead is £90 per person. By the end of the training session participants should have a raised awareness and understanding of:

- the concept of safeguarding and promoting welfare
  - the legal and statutory duties and required arrangements schools and educational establishments must have in place
  - personal and organisational responsibilities
  - identifying the child at risk and the child in need
  - recording and taking action to report concerns
  - working together with other agencies.
- 

### Designated Safeguarding Lead (refresher) - renewed within two years

This course is for those refreshing the training of the role of the Designated Safeguarding Lead who is a nominated person responsible for child protection and safeguarding children and young people in a school or educational establishment. This training needs to be completed every two years.

The cost for Designated Safeguarding Lead refresher training is £90 per person. By the end of the training session participants should have a raised awareness and understanding of:

- the role of the Designated Safeguarding Lead and key areas of responsibility
- the recent changes in legislation and guidance affecting your work with children and young people
- managing Allegations Process
- current issues in safeguarding
- effective contribution to inter-agency working
- appraisal of your own safeguarding policies and procedures.

**IMPORTANT** - Due to reduced numbers of online courses please only book one place per school, to allow other schools to attend, or places will be removed. Ensure that anyone booked on a course has the use of an individual laptop to aid the online learning session. Please use individual email addresses not generic school emails and make every effort to attend or charges may be made for spaces taken up which could have been given to other candidates.



## RSHE Networks



### RSHE Network meetings – October 2023

**Are you the lead for RSHE in your school?**

**If so, we would love for you to join us at our informal RSHE networking events, where you will be able to:**

- ⇒ **Network with other RSHE leads across Nottinghamshire,**
- ⇒ **Share ideas and resources,**
- ⇒ **Talk through worries, concerns or queries regarding the delivery and implementation of RSHE,**
- ⇒ **Receive updates on policy and guidance.**

These network meetings are hosted by colleagues in the TETC Team and take place online, via Microsoft Teams. They are free of charge and any colleagues from Nottinghamshire schools and settings are welcome.

Following feedback from the network meetings during the last academic year, we have chosen to provide two date options for each network meeting in the hope that colleagues will be able to attend around their prior commitments of school staff meetings etc. *The same content and topics will be discussed at each meeting, therefore there is no requirement to attend both meetings.*

The theme of the first RSHE network meeting will be: “Understanding the landscape”. During the summer term, the Team received requests for support from several schools regarding challenges they had received from parents/carers about RSHE content, delivery, and resources. We will take some time during this network meeting to facilitate discussions about the current landscape of RSHE, how to review RSHE curriculum content and how to gather pupil/staff/parent/carer voice via consultations. We will also signpost to a variety of resources which can support you with these tasks.

<u>Primary and Special Schools</u>	<u>Secondary and Special Schools</u>
Thursday 12 <sup>th</sup> October 2023 (3:30-4:30pm) <b>or</b> Wednesday 18 <sup>th</sup> October 2023 (3:30-4:30pm)	Wednesday 11 <sup>th</sup> October 2023 (3:30-4:30pm) <b>or</b> Thursday 19 <sup>th</sup> October 2023 (3:30-4:30pm)
<a href="#">Click here to join the meeting</a>  Meeting ID: 357 243 177 720 Passcode: XtnVxp	<a href="#">Click here to join the meeting</a>  Meeting ID: 367 757 912 574 Passcode: VCjENT

If you would like to attend the meetings, you can do so by clicking on the above meeting links at the dates and times specified – you could also contact the Team directly via the TETC email address and they will send an official MS Teams invite to you which will then appear as an event in your calendars.  
Please contact: [tetc@nottscc.gov.uk](mailto:tetc@nottscc.gov.uk)

Future dates, times, and themes of RSHE Network meetings will be confirmed soon – we will publicise these via our newsletter and the EM-Ed website.

## GrantFinder—Tree Council Grant

---

# GrantFinder

### Branching Out Fund Accepting Applications for the 2023 Winter Planting Season

The Tree Council is offering grants of between £250 and £2,500 for schools, constituted community groups and charities, community interest companies, Tree Warden networks, and other organisations across the UK to deliver tree-planting activities between the end of November 2023 and early February 2024.

Through the Branching Out Fund, groups can purchase:

- Bare root, UK-sourced and grown, native trees of an appropriate size (priority will be given to younger trees that will establish better).
- UK-sourced and grown, bare-root whips (saplings) and cell-grown (root trainer) stock for hedging projects (between 40-120cm height).
- Hedgerow trees.
- Orchards, such as fruit trees on semi-vigorous, vigorous, and very vigorous rootstocks.
- Cardboard/bioplastic tree/hedge guards.
- Non-plastic ties.
- Stakes (coppiced material such as chestnut or hazel is preferred, although machined softwood will also be considered).
- Mulch.
- Non-peat-based soil improvers if needed.

The following may also be considered:

- Non-native tree varieties if appropriate to the setting.
- Non-native varieties and species that are chosen with climate change adaptation and resilience in mind.
- Fruit trees on dwarfing rootstock if the setting is appropriate.
- Trees in containers/raised beds if the reason is adequately explained and supported by a robust and comprehensive irrigation and aftercare plan.
- More robust and costly guards if the setting justifies it.
- Other project resources to support tree establishment such as irrigation equipment like watering cans/irrigation aids, and PPE.

Priority will be given to projects that utilise a wide variety of tree types. Funding is limited and groups are encouraged to apply as early as possible.

**The deadline for applications is 3 December 2023.**