

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

OCTOBER 2020 EDITION

WE HOPE YOU ARE ALL WELL IN THESE CHALLENGING TIMES AND THAT YOU ARE TAKING CARE OF YOUR HEALTH AND WELLBEING.

THIS MONTH'S NEWSLETTER WILL BE A FOCUSED EDITION ON ANTI RACISM AND WILL INCLUDE NCC COLLEAGUES REFLECTIONS OF THEIR OWN EXPERIENCE OF RACISM AND NCC STAFF MEMBER'S JOURNEY INTO INFORMING AND EDUCATING THEMSELVES.

THE REFLECTIONS SHARED ARE HONEST, EMOTIVE AND COULD POTENTIALLY BE TRIGGERING SO PLEASE BE AWARE AND TAKE CARE OF YOUR OWN MENTAL HEALTH. WE HOPE IN SHARING THESE THOUGHTS, IT WILL BE USEFUL TO OTHERS AND ENCOURAGE ALL PROFESSIONALS READING THE TETC NEWSLETTER TO COMMIT TO BEING ANTI RACIST AND TO CONTINUE TO EDUCATE THEMSELVES ON THIS TOPIC.

THE TETC TEAM CONTINUE TO BE AVAILABLE TO ALL SCHOOLS VIA EMAIL AND TELEPHONE TO OFFER GUIDANCE, ADVICE AND CONSULTATIONS ABOUT SPECIFIC CONCERNS RELATING TO CHILDREN WHO ARE CURRENTLY ATTENDING SCHOOL AND THOSE WHO ARE BEING HOME EDUCATED.

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*



Why I am committed to anti-racism.

This week marks the start of Black History Month. Some county schools will be celebrating and others won't consider it relevant to their settings. Some will have this way down on their list of priorities as they focus on the recovery curriculum and "catching up". Some will be feeling overwhelmed by the whole agenda. And some will be using the DfE's latest guidance on implementing the RSHE curriculum as a cue to avoid talking about anything to do with race in case it's seen as "too political". Ever the optimist, I am hoping that others will have concluded that black history needs to be taught for 12 months of the year if we are ever going to live in an anti-racist society and will be celebrating the contributions of black people to both British society and the globe as a whole, by beginning to decolonise the curriculum.

This special edition of the newsletter however, isn't to remind people that it's Black History Month in October. It seeks to remind people that black history is white history (without significant unpalatable truths left out) and that it can't be condensed into a single month. It seeks to encourage those colleagues who feel anger, sadness and frustration that black people continue to be subjected to racism on both an individual and systemic basis, to stay committed. It seeks to keep people awake to the injustices which exist in our society and keep the conversation going.....however difficult it might be. In this issue you will signposted to opportunities to get involved in the LA's anti-racism work and to find sources of support and information to aid your own understanding and to support our children's understanding. This edition is about allyship and the part each and every one of us can play in bringing about societal change.

Why I'm committed to anti-racism (continued)

Months on from George Floyd's murder maybe some of you out there will be questioning how some people seem less concerned about racism than they previously stated they were. That racism and George Floyd's murder is yesterday's news. You might well be asking, "where has all the energy and commitment gone? Why is nobody talking about this anymore, not least doing something to change things?" Having worked in this area for more than 35 years there have been many times when I have voiced such frustrations. Stephen Lawrence was murdered in my first year of teaching. The Equality Act 2010 brought the promise of a better system. 10 years on sometimes the challenges to being both conscious and keeping the conversation going, seeing so little progress, sometimes makes me feel weary. Whenever those days come I remember my white privilege is that I can choose to give up challenging racism; walk away from its ugliness; put it in the "too difficult box and put the lid on it, because I don't live my life feeling its impact, and no matter how much I try to understand or empathise it just doesn't hurt me like it hurts black people. Black people don't have the luxury of saying this is "just too hard" and walking away. And you can't fix a problem that's not of your making when the people responsible for the problem deny it needs fixing in the first place. The graffiti artist Banksy described systemic racism with this useful analogy.....

"People of colour are being failed by the system. The white system. Like a broken pipe flooding the apartment of the people living downstairs. The faulty system is making their life a misery, but it's not their job to fix it. They can't, no one will let them in the apartment upstairs."

Every time I catch myself complaining about how hard this journey is, or with my head in my hands despairing, I remind myself that that's precisely why I need to make and maintain my commitment to being anti-racist. I can't know what it feels like to be the person in the apartment which keeps flooding but I can learn to understand the plumbing and to replace the pipe with something that won't be broken if we ensure we maintain it regularly and invest the right time and resources into addressing the fault. The best plumbers realise that there is always something new to learn and are open to learning. They listen to the people who are affected by bad plumbing and work with them to find the right solution. They use the right tools and replace what needs to be replaced with something that won't keep causing problems. They receive training and don't attempt to work on jobs which are beyond their knowledge and expertise without collaborating with those that do. Such an approach to tackling racism in our society would make such a difference. Involving black children and their families in this work is vital if we're going to make the changes that are needed. Collaborating with other professionals, especially black professionals, is again a vital ingredient to success. Being aware of our own limitations and how our own lived experiences and unconscious bias impacts on how we see the problem of racism is essential, for the road to hell is paved with good intentions. Becoming anti-racist isn't an overnight thing. It's not even a destination. It's walking a path alongside black people knowing that you're wearing different shoes and understanding that although they know the terrain better than you, you have as much, if not more responsibility, for clearing the obstacles in the way of progress along that path.

I am disappointed that we haven't made more progress so far. But I'm not done yet with challenging racism because I believe there are many people out there who feel like I do.....that we all have a part to play in dismantling it. I have had many conversations in these last few months with colleagues, teachers, parents and young people who genuinely feel that a change is coming and we have an opportunity to make things different this time. So, I am reaffirming my commitment to anti-racism and I am asking you to join us. If you want to be a part of the solution and want to work with supportive colleagues please get in touch about joining one of our working groups detailed below. If you want to build your own knowledge and understanding visit our portal pages or request some CPD through our training offer. Set up working groups in your own schools- speak to parents/carers and pupils. Look at your curriculum offer, the resources you use, your policies and procedures through a black and not a white lens and consider what you see. Make October the month you commit to doing something on your anti-racism journey so we really start to have something to celebrate.

Sarah Lee, TETC Team Manager

The impact of racism on mental health



The best way to develop an understanding of the impact of racism on mental health is through research and conversation with those that suffer from it daily with a non-judgmental, non-defensive approach.

We should never deny the first-hand experience of others as it adds to the mental oppression and potentially devalues the victim. We must understand, although though some white people may have experienced prejudice, the colour of the skin has more than likely never prohibited or restricted their progression or chance to be accepted as a human being.

It is suggested by some that the colonization and lack of inclusivity in the curriculum creates an unhealthy environment for none-white people. It can create identity issues and the lack of inclusive culturally relevant opportunity feed into negative stereotypes creating a vicious cycle that is usually diagnosed with a victim-blaming approach.

These cultural indifferences and lack of inclusivity within the mental health sectors of the western world are believed by some to have contributed to the problem. This can be evidenced in the over-representation of none-white people within the sector and the fact many are misdiagnosed.

If you would like to read more on the impact of racism and mental health, please go to the TETC schools portal for some useful resources and reading.

Will Sayer, TETC Schools Health Hub Coordinator

William.sayer@nottsccl.gov.uk

Reflections from NCC staff

The following statements are from NCC colleagues who have are involved in the anti racism working groups. The reflections of NCC staff will hopefully enable you to review your own practice and beliefs and aid you in becoming more informed.

“ As a mixed race child growing up in the 70s, I remember vividly being treated differently if I was out with my mum (who is white) than when out with my dad. This has stuck with me. Even at the age of 6, I could tell how someone perceived and judged me, the first minute they set their eyes on me. When with my mum it was always positive, when with my dad not always so. I was never called any hurtful names or spat on, when I was with my mum.

When work colleagues and friends discuss Black Lives Matter, I'm always on edge. Please, please don't say "All Lives Matter" I'm thinking. Luckily no one has, but I know social media is full of it. My brother posted something to me which I'll share. Have you ever seen anyone counter a breast cancer post with "what about colon cancer?"

For me, personally, BLM is just drawing attention to a problem that has been with us for too long.”

(NCC staff member)

“ I think it is a positive step forward that people are thinking and talking about the ‘black lives matter’ movement. Whilst it is important that we continue to have these conversations and challenge our thinking, it is equally essential that we take action and ensure that changes occur. Whether that pertains to small steps of change or larger steps all are essential to changing the lives and experiences of many. It is important that individuals continue to take a stand when they see injustices in our communities and further afield.”

(NCC staff member)

“Try Walking in my Shoes.

Walking down the street: Elderly couple cross over to the other side. Big black man coming. Oh dear , what do we do. (But I won't hurt a fly)

Out Shopping: Security guard gives you a look (that look!), I look back, more like a sheepish bow, (am harmless really, and am not here to rob you!). Shop attendant stacking shelves keeps following you with her eyes. Oh dear! The stare! Even when I got to pay – lady at the till gives a fake smile. I try to make some banter, but am really drained from all the scrutiny.

Taking a taxi – White driver trying to make banter, keeps talking about ‘coloureds’ and Brexit and all the foreigners. Damn! Another time, I have to pretend not to lose my temper!

Banter – people comment on your ‘tan’ – heck am black! Deal with it.

You think you have a hard life – try walking in my shoes!”

(NCC staff member)



“I thought I was doing my bit to counter prejudice and racism, but the events of this year have made me question how little I knew and how little I understood what racism was and what it looked like.

Being white I carry many privileges which I haven't really had to think about, they have been almost invisible and certainly unnoticed by me. But this year things are different, I have read widely and talked more openly with friends and family and colleagues about racism and what I can do to be actively anti-racist. This feels like the start of a very important journey, I will ask questions and be curious, I will take risks, I will speak out, I will stand alongside people and I will keep doing it. I want to live in a society that is anti-racist, that is proud to declare itself as such and I am proud to be working for a service and an LA that want to make a big difference and it starts with the first step...”

(Pippa Pal, EPS)

Reflections—continued

"I read with dismay about the plan to deport Osime Brown a 21 year old youngster with autism who was convicted under the 'joint enterprise' laws and is now facing deportation to Jamaica. He observed a theft of a phone and, despite independent witnesses saying that he had told the person to stop, he was jointly convicted and imprisoned. As he was not born in the UK he is now eligible to be deported now his sentence has been completed.

Osime left Jamaica aged 4 and has no family in the country and no concept of what he is facing. He asked his Mum which bus he would catch from Jamaica to get home to Dudley.

Osime appears to be a victim of inadequacies of the care system and of unfair laws applied with greater regularity to black youngsters and this young man's life is now at risk. I have signed the petition to raise the case with the relevant authorities, but I still feel powerless in not being able to do more for this individual and others like him both personally and professionally."

(NCC staff member)

"Feeling safe, seen and respected should be a human right, not a privilege. Living free from abuse, prejudice and hate should never be something a person has to fight for. As an educator, and as a human, I feel a responsibility in calling out racism whenever I can, and to listen, learn, question and challenge both myself and others to try to effect positive change. Working in schools is a privileged opportunity to amplify the voices of pupils who are BAME/POC, and ensure all children and young people are taught about anti-racism in a way that is accessible and meaningful. That way we build allies for the future until the day racism is nobody's lived experience."

(Joe Butler, Specialist Advisory Teacher, Communication and Interaction Team)



"Black Lives Matter, of course they do, but surely ALL Lives Matter? That's where I started some months ago following the brutal murder by a Police Officer of George Floyd. Over the past few months I have cried, talked, listened and read about why making that statement was not wholly accurate. I now have a greater understanding that as a society we need to ensure that 'ALL' lives do indeed matter, but that Black lives haven't mattered as much in the past and that MUST change. Having listened to the daily life experiences of black colleagues, I am ashamed that until now I had no real understanding of what life for them was like living in the UK. Initially the term 'White Privilege' provoked a strong reaction in me and am still working through these thoughts and feelings. BUT I now understand the meaning behind it, I understand the difference between not being racist and being anti-racist. My promise is that I will continue to listen, to read, to grow and hopefully help others within my sphere of influence to have a greater understanding of why black lives matter and to be actively anti-racist."

(NCC staff member)

"I think it is a positive step forward that people are thinking and talking about the 'black lives matter' movement. Whilst it is important that we continue to have these conversations and challenge our thinking, it is equally essential that we take action and ensure that changes occur. Whether that pertains to small steps of change or larger steps all are essential to changing the lives and experiences of many. It is important that individuals continue to take a stand when they see injustices in our communities and further afield."

(NCC staff member)

Reflections— continued

“ The murder of George Floyd and the subsequent BLM protests made me open my eyes to racial injustice and the different experiences that black people have suffered through. I’ve always thought of racism as people who use hate speech and are blatant in their racism but through the last few months, I understand that racism is systemic, it is microaggressions that black people face each day, it is prevalent in modern day society and if I want to be truly actively anti-racist then I need to speak up when things aren’t right. My learning journey over the last few months has made me confident to challenge inappropriate language, to speak up when racism masked as ‘jokes’ are made and to support others in becoming anti-racist.

I think over the first few months of reading and educating myself on racism, I felt an overwhelming feeling of guilt, feeling like I’d be living with blinkers on and almost being naïve to the injustice black people face. I think the hardest part was to acknowledge that I knew very little and it felt like a mountain that I wouldn’t be able to climb as I had so much to learn. The thing that helped was being able to have open, honest and sometimes challenging conversations with colleagues to talk through our thoughts and feelings. The discussions around race can be really emotive and there is always the worry of saying the wrong thing or offending someone unintentionally but I would really encourage all professionals to have these conversations as they really helped me answer some complex questions that I had swirling around in my brain.

I realise that I won’t ever fully understand the experience of black people and I don’t ever expect to but I do hope the world will change for the better and I believe it can.”

(Natalie Deacon, TETC team)

“The rallying cries of ‘Black Lives Matter’ have echoed through our country this year. As I digest the news on the streets and through online avenues, I am increasingly aware that saying ‘All Lives Matter’ diverts the focus away from those that need it. It diminishes the discrimination faced by Black individuals. I believe my life does matter but I am not in peril. Recognising this is an uncomfortable experience but it is essential to educate myself (and others) to consider: to what extent does my role contribute to our oppressive society and what can I do to address this?

(NCC staff member)

National Hate Crime Week 10-17th October

PLANNING YOUR

17-24-30 NationalHCAW

National Hate Crime Awareness Week

10th to 17th October 2020



When was the last time you considered your response to prejudice based incidents? Do you know what is happening in your community? Do you routinely check back with the pupils, staff and parents who are subject to racist, homophobic, biphobic, transphobic, sexist or disablist incidents, whether they were satisfied with your response? What work do you do on prevention and how do you educate the offenders? Is your policy up to date and shared openly with all your stakeholders? Visit our portal pages to access resources for use in the classroom and to support your policy and procedures. To access resources to support any activities you undertake during National Hate Crime Awareness Week visit <https://nationalhcaw.uk/plan-your-nationalhcaw>

Anti– racism working group

Your LA Needs You!

The Local Authority has an established anti-racism working group which has been busy developing an action plan over the summer to improve our own practice and support schools across the county in challenging racism

in all its forms. We are now at the stage where we are seeking staff from schools and other interested professionals to join us in developing our ideas further. We are currently in the process of setting up three working groups- primary, secondary and special which will involve co-production of resources, lesson plans, policy templates, quality assurance and a whole range of other ideas.

The working groups will be facilitated by staff from a range of LA teams including TETC, A&E, EIS, EPS and SFFS. We are also planning on collaborating with local universities as well as parents and carers and young people and our own staff network. We have already identified a number of teachers and senior leaders who have committed to working with us but would welcome more volunteers.

We recognise just how busy you all are right now but suspect some of you out there feel really strongly about the issues and are already working on this. Rather than work in isolation we want to come together and build our capacity to develop and share best practice. For more information and details of how to get involved please contact:

Primary (including early years): anne.kershaw2@nottsc.gov.uk

Secondary: lorna.naylor@nottsc.gov.uk

Special: jane.starbuck@nottsc.gov.uk

We are also developing a toolkit for schools and accompanying resources. If you would be interested in reviewing our first draft, please make contact with pauline.clarke@nottsc.gov.uk

WE NEED YOU!



Training Opportunities

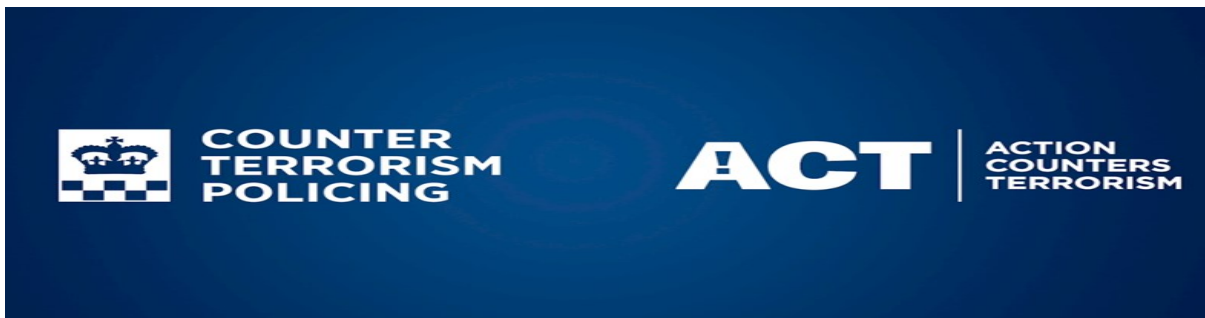
Thursday 15th October 9.00-12.00-We need to talk about...Radicalisation & Extremism (Prevent) webinar based session aimed at DSLs and RSHE lead teachers

Available on request:

**Responding to Racism/Prejudice
The Inclusive Curriculum**

Contact either ann.kershaw2@nottscc.gov.uk or sarah.lee@nottscc.gov.uk

Counter Terrorism Survey—Nottinghamshire



The Counter Terrorism Local Profile for Nottinghamshire is the key strategic document that describes how the threat from terrorism impacts on our local communities. We are currently in the intelligence gathering phase ahead of the publication of the next iteration and seeking the view of partners through the below online survey:

[Nottinghamshire Survey](#)

We are seeking returns from a broad spectrum of professionals and the greater the number we receive, will result in a richer, better informed CTLP. In line with the rest of Counter Terrorism Policing, my intention is to promote this to all frontline services and public sector workers.

I am writing to you to ask if you could please complete the survey and also disseminate to your teams. As teachers and educators you are often best placed to really know what's going on in your area. You know the people, you know the places, and, as such, you know the difference between what's usual behaviour and activity and what is out of the ordinary.

Your support in promoting this survey is very much appreciated. The survey takes approximately 10 to 15 minutes to complete and the closing date for submissions is 7th October.

PS 3087 Michelle Giddy

Prevent Team - Counter Terrorism Policing | East Midlands

Nottinghamshire Police

TE-mail: michelle.giddy@nottinghamshire.pnn.police.uk

Secondary Debate resources for Black History Month—Votes for School



Be informed.



Be curious.



Be heard.

Each week, VotesforSchools creates resources for teachers and youth leaders to hold a debate on a topical issue. From Veganism to Terrorism, Gender Neutral Toilets to Youth Criminal Records, the Environment to Covid 19, we want our young people to be informed about, and engaged in, the most pressing issues of the day.

At the end of the debate, they have a chance to vote and leave a comment. We share this data with those in authority who need to know what our young people are thinking, and they respond: massively raising the profile and impact of pupil voice.

To mark **Black History Month** we are asking:

Does the curriculum represent you?

Do feel free to use the resources and pass them on to contacts and colleagues. We have over 40,000 young people voting each week, with hundreds of thousand debating, but we would love to know more. Please do register your students' votes on the special voting platform we have created.

Let us know if you would like any more information about VotesforSchools, or would like some more debates to try. All our resources are mapped to show and evidence SMSC, Prevent and fundamental British Values; and we support UNICEF's RRSA and P4C schools.

[Click to download your resources here](#)

[Secondary Assembly](#)

[Secondary 15 minute lesson](#)

[Secondary 15 minute lesson plan](#)

[Secondary 45 minute lesson](#)

[Secondary 45 minute lesson plan](#)

[16+ lesson](#)

[16+ lesson plan](#)

[Secondary Cross Curricular Ideas](#)

[Secondary SMSC, British Values & Prevent Evidence](#)

[Home Information Sheet](#)

Primary resources for Black History Month—Votes for schools



Be informed.



Be curious.



Be heard.

To mark **Black History Month** we looking at diversity in the UK today, why it's important and asking:

Does the curriculum represent you? KS2

Do you know your history? KS1

Do feel free to use the resources and pass them on to contacts and colleagues. We have over 40,000 young people age 5-18 voting each week, with hundreds of thousand debating, but we would love to know more. Please do register your children's votes on the special voting platform we have created.

Let us know if you would like any more information about VotesforSchools, or would like some more debates to try. All our resources are mapped to show and evidence SMSC, Prevent and fundamental British Values; and support UNICEF RRSA and P4C schools.

Click to download your resources here:

[Primary Assembly](#)

[KS1 Lesson](#)

[KS2 Lesson](#)

[KS1 Lesson Plan](#)

[KS2 Lesson Plan](#)

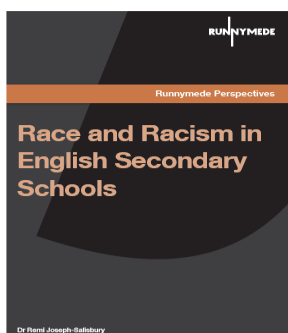
[Primary Cross Curricular Ideas](#)

[Primary SMSC, British Values & Prevent Evidence](#)

[Parent Information Sheet](#)

Recommended Read— Runnymede Secondary Schools Report

This report is concerned with race and racism in England's secondary schools. Drawing upon the perspectives of secondary school teachers across Greater Manchester, the report focuses on the school teacher workforce, curricula, police and school policies. Showing that racism is deeply embedded in schooling, the report argues that schooling must be radically reimagined to place a commitment to anti racism at it's core.



Cyberbullying research—Nottingham Trent University



Adolescent cyberbullying involvement has globally been attributed to psychological harm and is a concern for all practitioners who work with young people. Research is vital to gaining further insight into how this anti-social behaviour can be reduced.

Currently, there is an opportunity for young people to participate in cyberbullying research conducted by researchers from the Psychology department at Nottingham Trent University. The study explores adolescent cyberbullying behaviours within the context of humour and involves students aged 11 to 18 accessing an online survey during or after school time, which takes 25 minutes. The study has been approved by the college of Business, Law and Social Sciences Research Ethics Committee at Nottingham Trent University.

Please consider promoting this research to parents and students. Participating in research empowers young people to be actively involved with issues that can affect themselves or their peers.

Secondary schools should contact Oonagh Steer at oonagh.steer@ntu.ac.uk if they would like any further information on the research.

World Mental Health Day—9th October 2020

Sign up for #HelloYellow

This year, by getting involved in [#HelloYellow](#), you will help raise vital funds for YoungMinds, so they can help even more young people and their families at a time when it's most needed.

Whether you choose a subtle splash of colour or dress like sunshine from head-to-toe, dig out your best yellow clothes and wear them with pride on 9 October for World Mental Health Day. You could even dress up in yellow fancy dress perhaps Bananaman and Smiffy to name a few!

Sign up for [#HelloYellow](#) 2020 today and receive a free fundraising kit full of wellbeing tips, lesson plans on mental well-being and resources to inspire you to plan your day and get everyone dressed in yellow. Let's make this the most memorable [#HelloYellow](#) yet!

For additional resources on mental well-being head to [Schools.Beano.com](https://schools.beano.com). Our Bouncebackability lessons, created with YoungMinds, are full of fun and address topics such as resilience, understanding change and managing difficult emotions in an honest, light-hearted Beano way.

Poster competition— Youth Service

As part of our ongoing drive to improve awareness about health and promote healthy lifestyles of young people, the Youth Service usually offers a smoking prevention programme to schools called ASSIST.

Due to current restrictions and a refocus in schools – this is not going ahead at present.

However, we are running a poster competition to help promote smoking prevention and would like to invite all Year 7, 8 & 9 pupils to take part via PSHE lessons.

Here is some guidance:

1. Poster to promote smoking prevention message - aimed at young people
2. Needs to be A4 size
3. Deadline Friday 20th Nov 2020
4. Prizes are Love2Shop vouchers: 1st =£50, 2nd = £30, 3rd = £20
5. Entries will need to be handed to teachers to scan and email to me
6. All entries will be judged and the winners announced by Fri 27th Nov 2020
7. Can be set as homework
8. Can also be a joint entry but in this case winners will need to split the prize
9. Please remember to include name and age of who the poster has been created by.

Please send any entries or any queries to me at sarah.marlow@nottscc.gov.uk

Thank you

Sarah Marlow
ASSIST Co-ordinator
Youth Service
Youth, Families & Social Work Division
Children and Families
Nottinghamshire County Council

(The flyer for this competition is included in the attachments for TETC newsletter)

TETC Team Contacts

If you are a school and have a particular issue you need support with or some good practice to share we would be delighted to hear from you.

Service providers /voluntary sector organisations who wish to alert schools to their provision or training programmes should contact TETC staff to discuss

Contact details:

sarah.lee@nottsccl.gov.uk BGR, Radicalisation& Extremism, FGM, Prejudice, Gender Identity, Forced Marriage & Honour Based Abuse

william.sayer@nottsccl.gov.uk BGR, Physical activity, Diet and nutrition (including obesity)

natalie.deacon2@nottsccl.gov.uk A&M, Emotional health & well-being and Resilience

lorna.naylor@nottsccl.gov.uk A&M, Anti-bullying, Online safety, Prejudice

(Available Mondays, Tuesdays and Wednesdays)

katherine.marshall@nottsccl.gov.uk A&M, Anti-bullying, Online safety
(Available Wednesdays and Thursdays)

ben.osifo@nottsccl.gov.uk B &N&S, Risk Taking Behaviours (including gangs, drugs, alcohol, smoking)

kirstin.lamb@nottsccl.gov.uk B & N&S, Child Sexual Exploitation

cheryl.stollery@nottsccl.gov.uk County-wide, Safeguarding Children in Education