

1. Girlguiding research - Girls' mental wellbeing

November 2016

In the research, girls told us in their own words about their well-being, the pressures they face and the change they want to see.

Girls said that they're experiencing unprecedented levels of stress and pressure: to do well at school, to look and behave in certain ways, and to measure up to expectations from friends, family, school and the media. The combination of these can be unmanageable. For many girls, it is having a damaging affect on their well-being.

Experiences of everyday sexism including sexual harassment at school, unrealistic pressures around appearance, online harassment and abuse, and stereotypical representations of girls and women in the media are all taking their toll.

Lack of support

Despite the huge pressures they're under, girls feel that the adults in their lives are out of touch with their concerns. They're not getting the information and help they need to remain resilient in the face of these pressures and to challenge the everyday sexism they experience.

What are Girlguiding doing about it?

We're supporting girls through our Think Resilient programme

Our trained Peer Educators are delivering our Think Resilient programme, up and down the country. It's designed to build mental well-being and grow resilience in Brownies, Guides and members of The Senior Section.

We're calling on government to tackle the pressure girls are under

Our research listens to girls and it is clear that action is needed to provide more support to help reverse the decline in their well-being - and prevent low well-being in the future.

Link: <https://www.girlguiding.org.uk/social-action-advocacy-and-campaigns/research/mental-well-being/>

2. NSPCC- Concerns over numbers of children affected by domestic abuse

There's been a sharp rise in the number of adults worried about children suffering or witnessing physical violence and emotional abuse in their own home.

Our figures reveal:

a 75% increase in the last 5 years of adults concerned about domestic abuse, with 10 a day now getting in touch

83% of contacts to our helpline last year were so serious that counsellors referred them onto external agencies such as the police or social services

more than half of these children we referred were under the age of 6.

We're launching a national TV advertising campaign on Saturday to raise awareness of what a child can achieve when freed from domestic abuse and allowed to dream.

3. SEND: experiences with schools and colleges

November 2016

Report on the experiences of children with SEND, and their parents, of schools and colleges.

Link: <https://www.gov.uk/government/publications/send-experiences-with-schools-and-colleges>

4. Induction for NQTs

Statutory guidance on Newly Qualified Teacher inductions for headteachers, school staff and governing bodies.

All qualified teachers who are employed in a relevant school² in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions (see Annex B). Statutory induction is not a legal requirement to teach in FE or the independent sector, academies, free schools and BSOs, but may be served in these settings. ² An appropriate body has the main quality assurance role within the induction process

Link: <https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

5. Cloud software services: how schools should protect data

Anyone who processes personal information must comply with the eight principles of the DPA, which make sure that personal information is:

- fairly and lawfully processed
- processed for specific purposes
- adequate, relevant and not excessive
- accurate and up to date
- not kept for longer than is necessary
- processed in line with individuals' rights
- secure
- not transferred to other countries without adequate protection

Link: <https://www.gov.uk/government/publications/cloud-software-services-and-the-data-protection-act>

6. Psychosis and schizophrenia in children and young people: recognition and management

This quality standard covers the identification, assessment and treatment of attachment difficulties. It focusses on children and young people up to age 18:

on the edge of care (those considered to be at high risk of going into care)

looked after by local authorities in foster homes (including kinship foster care)

in special guardianship

adopted from care

in residential settings and other accommodation.

Link: <https://www.nice.org.uk/guidance/qs133>