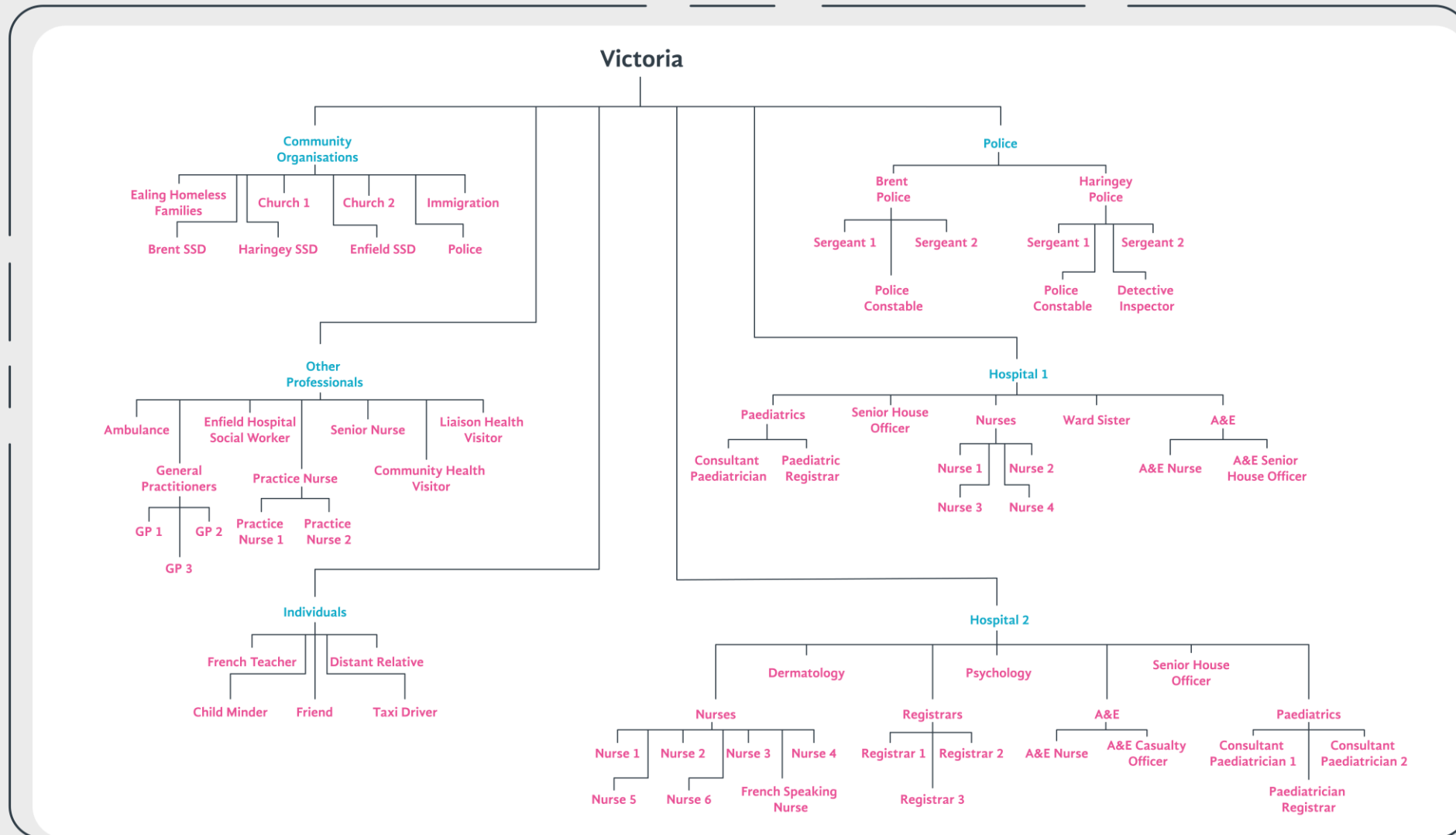


Victoria Adjo Climbié

2nd November 1991 – 25th February 2000

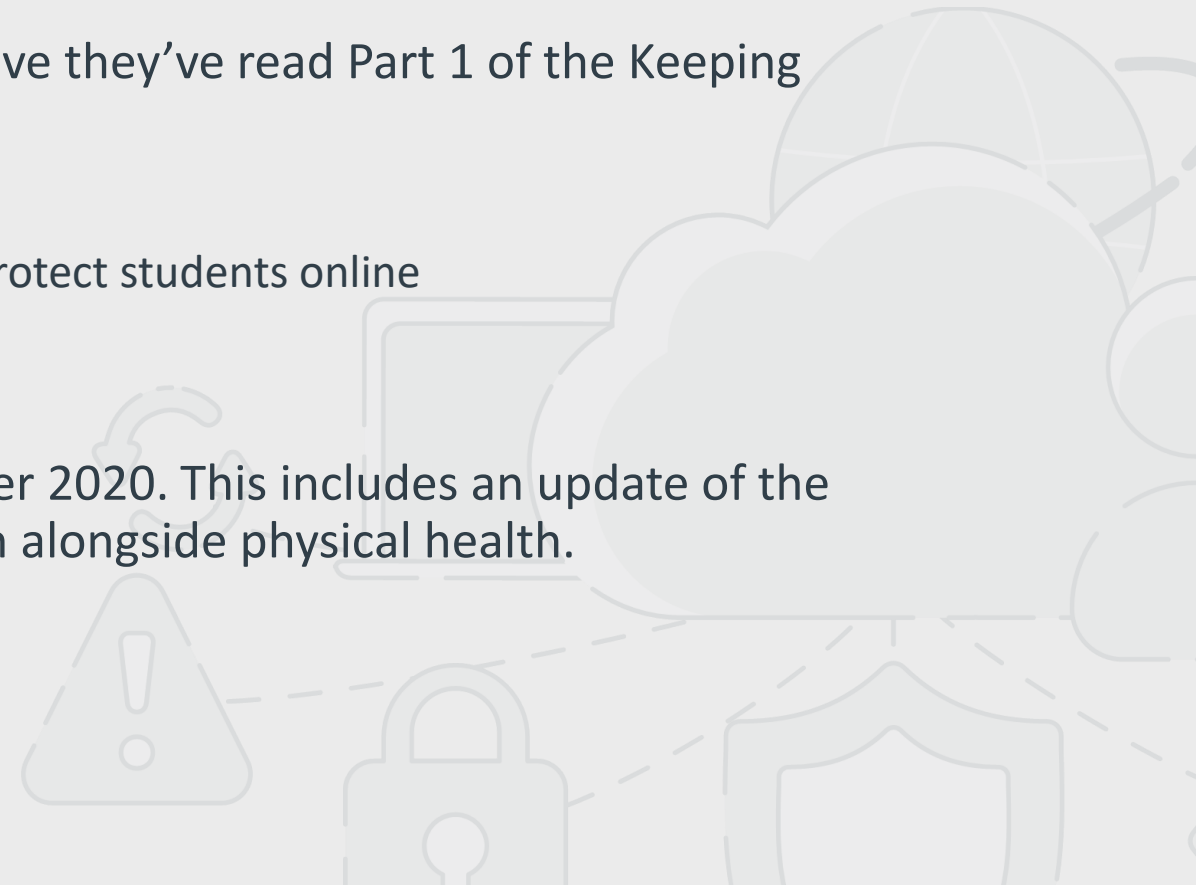


UK guidance to support safeguarding

Keeping Children Safe in Education



- Launched in 2015, revised in 2016, 2019 and 2020.
- Designed to support schools in being able to effectively safeguard children in line with Working Together to Safeguard Children (a guidance for mandating inter-agencies to communicate with each other)
- All school staff are required to understand and prove they've read Part 1 of the Keeping Children Safe in Education guidance.
- Requirements:
 - Appropriate filtering and monitoring solutions to protect students online
 - Updated safeguarding policy
 - All records must be recorded in writing
- The 2020 revision will come into force in September 2020. This includes an update of the definition of safeguarding to include mental health alongside physical health.



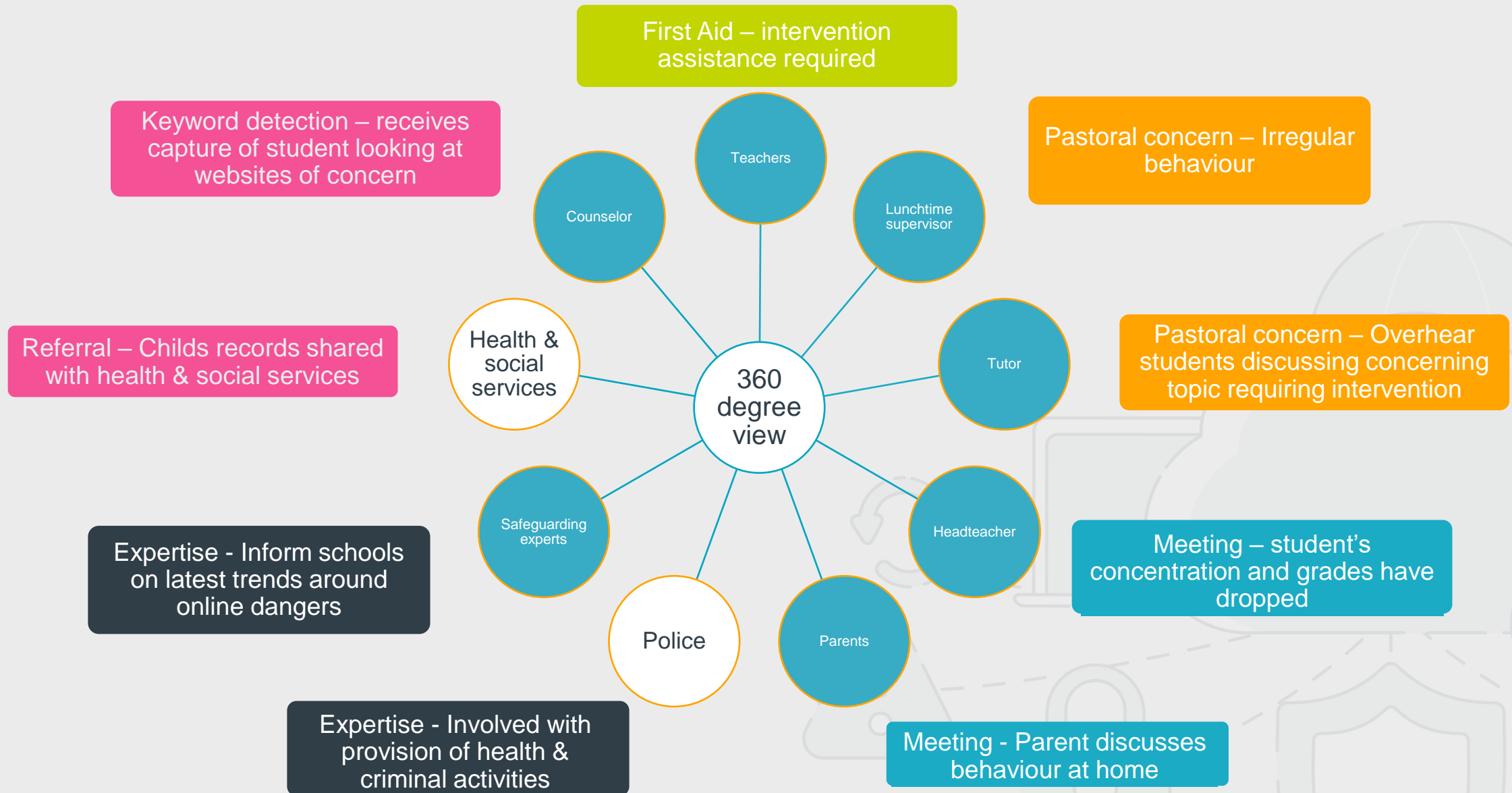
Online safety partners

Experts in their field



The role of information sharing

The complexities of 360 degree information sharing in a data protected environment







Secure students = better outcomes

Research funded by the Economic and Social Research Council, National Centre for Social Research in partnership with Smith, Marshall Albakri et. al (2019) produced the report **“How does poor mental health in the early years of secondary school impact on GCSE attainment?”**. [Read the full methodology here.](#)






Secure students = better outcomes

The latest mental health statistics

-  1 in 7 young people age 11-16 has a mental health disorder.
-  Emotional disorders were the most prevalent types of disorder experienced by 5 to 19 years olds in 2017.
-  Half of all mental health problems appear before the age of 14, with one in four enduring mental health conditions present by the age of 24.
-  87% of young people agreed that they felt lonely or isolated during the lockdown period.

How does mental health affect achievement?

In both studies, mental health was measured using the Strengths and Difficulties Questionnaire (SDQ) at Key Stage 3 (age 11 to 14) with higher scores indicating poorer mental health.

-  One-point increase in young people's SDQ score at KS3 was equivalent to dropping one grade at GCSE.
-  Young people with poor mental health scores were 2.7 times more likely not to achieve five A* - C grade passes in their, even accounting for other background factors.
-  Young people's happiness with and attitudes to school and homework were the factors that most strongly explained the association between earlier poor mental health and later attainment.

Understanding the warning signs

How do we determine which students are in need of help versus those who are simply having a bad day? There are a number of behaviours in students that could indicate stress, especially if these behaviours repeat or become long-term problems. According to MHA and the World Health Organization (WHO), nearly half of all mental health disorders begin by the age of 14, so it's important to pay attention if students are:


-  Feeling angry or easily frustrated
-  Experiencing tiredness, likely caused by poor sleep
-  Losing their temper with peers
-  Having frequent headaches or other unexplained ailments
-  Experiencing changes in appetite
-  Having trouble concentrating or thinking clearly
-  Feeling sad/moody/nervous/anxious
-  Feeling they can't handle life's challenges
-  Shunning friends and activities


Secure students = better outcomes


There can be differences in the ways that younger children and teens show loneliness. Younger children are more likely to create imaginary friends, become clingy, seek attention through bad behaviour they understand is wrong, be timid or unsure of themselves, or cry more often. For teens, the signs may include seeming sad, appearing not to have friends, no longer hanging out with former friends, or talking negatively about themselves.


Stress can affect students emotionally and physically. Excessive stress can make students feel nervous, anxious or overwhelmed. Stress can cause students to procrastinate or neglect responsibilities as they try to avoid stressful situations. Stress can change eating habits and sleep patterns, and can wreak havoc on students' concentration.

The effects of chronic loneliness can be severe, as bad for overall health as smoking 15 cigarettes a day or being obese, notes MHA. Chronic loneliness can increase children's cortisol levels, which also amps up the stress they feel. It can also lead to:


 Less restful sleep


 Poor self-care


 Higher possibility of alcohol or drug use

 Depression

 Anxiety

 Pessimism

 Poor self-esteem


 Higher risk of suicide


Early Intervention and support


When stress and loneliness become pervasive and affect students over a period of time, they need help. If these conditions impair students' everyday functions, they could be the first signs of a mental health condition such as depression or anxiety. Young people tend to be incredibly active on social media so these signs will often manifest themselves first online. Research from the University of Vermont noted computers can diagnose depression based on clues in someone's Instagram photos more reliably than a doctor can in a face-to-face appointment. For example, photos posted by those suffering from depression were on average bluer, darker and grayer than those posted by healthy individuals. Other clues came in the form of the type of filters the individuals selected and how many people's faces appeared in their posts, according to the study.


Other online indicators of mental health issues include changes in typing speed, voice tone and word choices. Today there are online monitoring tools available to help educators and administrators determine when students may be having an issue. Impero's student online safety features comprise a number of keyword detection libraries, this includes a mental health keyword library developed in partnership with MHA. When a student who is using the school network types a word found in the keyword library, whether it is in an application, on social media, or the internet, the system will send an alert to the designated school administrator.


Here are some examples of key words or phrases that could indicate a student is having thoughts of suicide:

 **"ehtilb"** – a term or hashtag people use mainly when discussing or searching depression, cutting, or eating disorders.

 **"Feel so alone"** – a phrase that may indicate a cause for concern as people suffering with mental health problems may state that they feel lonely.

 **"Pain-free way to die"** – a phrase that could indicate a cause for concern as people having suicidal thoughts may discuss and/ or search on pain free ways to attempt suicide.

 **"Want the pain to stop"** – a phrase that could indicate a cause for concern as people suffering with mental health problems may disclose that they want the pain to stop.

 **"kms"** – text speak for "kill myself." This may indicate a cause for concern as people having suicidal thoughts may talk about or search on how to kill themselves.

Secure students = better outcomes

An early warning system also provides schools with the data to make informed decisions around student mental health and wellness. **Impero Back:drop's** browser-based software can help schools and teachers do a better job of monitoring the mental health of students by showing a holistic view of every student's wellbeing. The software is a repository of student records of incidents and concerns allowing school officials to store and access student related documents, and their own documents and policies, related to each student. **Impero Back:drop** is an early warning system that can help inform effective interventions for students. This digital record keeping can both save staff time and simplify referrals, when needed, to relevant external services.

In a case study with the [Pottsboro Independent School District in Texas](#), the district described the benefits of Impero's safety features in this way: "**Impero Education Pro** has helped open our eyes to a lot of things students spend their time searching for. It's given visibility of online dangers we couldn't easily identify before, such as bullying, self-harm and suicide patterns. We do a lot of the monitoring in our technical department and we've set certain keywords as severe (which trigger a notification), and we look at these on a daily basis. If we come across something like self-harm or suicide, it's not what we want to see, but it makes all our work and time implementing the software well worth it. When an issue is detected, we pass this capture to the counselor to see if it's legitimate e.g. a student searching a suicide hotline. The counselor can get an understanding of why the student has searched that, where they can notify a parent and talk to the student before a situation escalates."

In another example, a school reported Impero's keyword detection features helped it detect two students at risk of suicide within a matter of weeks of each other. One student was a 'happy-go-lucky' grade-A student who was showing no outward signs of needing help. However, keyword detection through Impero's mental health keyword library indicated the young person was planning to commit suicide. Fortunately, school staff were alerted, and the appropriate support was given to that student.

The second student was showing noticeable signs of struggle, however when approached the student would shut down and not open up to anyone in the school. Through keyword detection, Impero's mental health keyword library identified that the young person was researching suicide methods. This evidence empowered school staff members to approach the young person and provide the help the student so desperately needed.

Resources

[Mental Health of Children and Young People in England, NHS Digital, 2017](#)

[Annual Report and Accounts, Young Minds, 2019](#)

[Coronavirus: Impact on Young People with Mental Health Needs, Young Minds, 2019](#)

[NR Smith, L Marshall, M Albakri, R Sehmi, The impact of mental health and wellbeing on GCSE performance in England: A longitudinal analysis of the national pupil database linked to understanding society, 2019](#)