Monday 1st December 2025

Dealing with Hoarding in Parents - Oldham Safeguarding Adults Board

Hoarding is far more common than many people realise, and it can have a significant impact not only on the individual but also on the people around them. For professionals working in education, health, housing or safeguarding, understanding hoarding is an essential part of recognising self-neglect and supporting those who may be struggling behind closed doors.

Oldham Safeguarding Adults Board has created a really useful resource to help practitioners build confidence, recognise risks, and respond in a way that is respectful, trauma-informed and effective.

Five Key Points at a Glance

- Hoarding is a form of self-neglect, often linked to emotional, cognitive or health-related factors rather than simply untidiness or choice.
- There is no single cause of hoarding, and each person's situation requires patience, empathy and an understanding of their individual history and triggers.
- A hoard is disorganised and inaccessible, unlike a structured and purposeful collection. This distinction is important when assessing risk.
- Clearing a hoard without engagement can be harmful, increasing mistrust and rarely leading to long-term change.
- A person-centred, multi-agency approach is essential, ensuring safety while respecting autonomy and supporting meaningful, sustainable progress.

You can learn more by following the link below:

https://www.osab.org.uk/post/?permalink=hoarding--self-neglect--day-4-of-safeguarding-adults-week

Roblox Security Changes - South West Grid for Learning

The introduction of the Online Safety Bill earlier this year has brought welcome controls over what we and our children can access online. As internet speeds have increased and the digital world has expanded, the ability for anyone of any age to reach almost any content has grown at a pace far beyond our capacity to safeguard against it. The risks have become unmistakable. Adults now face increasingly sophisticated attacks from hackers and scammers, while children remain acutely vulnerable to online predators.

Although some internet services initially resisted tighter regulation, the government's commitment to reducing online harms has ultimately prevailed. For children, one of the most persistent avenues for predatory behaviour has been online video games. These are spaces where young users gather, communicate, and interact, often with limited verification or oversight.

Roblox, a platform widely associated with younger players, is now beginning to address this by introducing facial analysis age checks and optional ID verification for users over 13. These real-world verification measures are designed to confirm a user's age more accurately and to restrict interactions that could place children at risk. In practice, they signal an important shift in how major platforms are starting to manage online safety and respond to the expectations set out in the Bill.

You can read more about these checks on the SWGfL website: https://swgfl.org.uk/magazine/roblox-announces-facial-age-checks-for-chat-features/

Question of the Week

"In the run-up to Christmas, a child says, 'I hate Christmas,' and the adult replies, 'Come on, Scrooge — it'll be fun.' It might sound jokey, but how might this response shut down our professional curiosity? What are some of the possible reasons the child could feel unhappy about Christmas?"

Possible reasons

- Family conflict or tension: arguments, stress, unpredictable routines.
- Domestic abuse: Christmas can be a high-risk period at home.
- Financial pressure or poverty: worries about gifts, food, heating, or comparison with peers.
- Bereavement or separation: Christmas highlighting who is missing.

- Sensory overwhelm: noise, lights, crowds, rehearsals, and disrupted routines.
- Stressful contact arrangements: anxiety about handovers or seeing/not seeing a parent.
- Seasonal alcohol misuse at home: fear or unease about family gatherings.
- Unmet basic needs: tiredness, hunger, or instability.
- Social pressure: not wanting to answer "What did you get?"
- Mental health needs: anxiety, masking, or fear of the holiday period.
- Caring responsibilities: knowing Christmas may mean additional, anxiety or stress.

(And of course, we might be affected by these things too.)

When a child says they 'hate Christmas', it's rarely about the holiday itself, it's a cue to pause, stay curious, and gently explore what might be underneath.

Teacher Wellbeing Index Report - Education Support

The Teacher Wellbeing Index 2025 highlights ongoing pressures on the education workforce, with staff wellbeing now at its lowest level since 2019. High stress, rising anxiety, and increasing pastoral demands continue to shape the daily experience of teachers and support staff. Many are managing responsibilities that go far beyond the classroom, including emotional regulation, family support, and filling gaps left by stretched services. These pressures have become entrenched and affect staff across all roles, but are particularly acute for those with safeguarding responsibilities.

For DSLs and school leaders, the findings underline how closely staff wellbeing and safeguarding practice are linked. When nearly half of staff feel their workplace negatively affects their mental health, there is a clear risk to professional curiosity, decision-making, and capacity to follow up concerns. Chronic stress reduces vigilance, increases cognitive fatigue, and can weaken the consistency of safeguarding responses. Ensuring staff feel supported, valued, and able to manage their workload is therefore not only about retention, it is an essential component of a safe, effective safeguarding culture.

- 76% of all education staff report work-related stress, rising to 86% among senior leaders.

- 36% of staff recorded scores indicating probable clinical depression.
- 70% of staff help pupils regulate emotions weekly, a 31% rise from pre-pandemic levels.
- 63% of staff experience time poverty for three-quarters or more of the working week.
- 29% of staff have actively sought to leave their job due to pressures on wellbeing.

You can find the full report here:
https://www.educationsupport.org.uk/resources/for-organisations/research/teacher-wellbeing-index

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Forthcoming Courses

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

Next live online Advanced Safeguarding Course:
Tuesday 9th December 2025
Book Online

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

Take a look at our other courses here:
https://www.safeguardinginschools.co.uk/availablecourses

Safeguarding.Pro
Many of our online courses are available in Safeguarding.Pro with full-year access included.