

IN THIS ISSUE

- Welcome
- The Education People
- Education Safeguarding Service
- Training
- Resources
- Early Years
- Online Safety

Welcome

Happy New Year and welcome to the third safeguarding newsletter of this 2019/2020 academic year.

As stated in previous newsletters we will ensure that you receive the relevant guidance and updates that you need to continue providing high quality safeguarding practice in your organisations. We will continue to update policy templates to reflect any national updates and changes as they arise.

The Education People

The Education People provide services to support early years through to young adults with over 800 products and services available. For more information, visit www.theeducationpeople.org.

Reminder: Register on the Education People Blog for Safeguarding Updates

DSLs can register on the Education People website to receive an email when a new Safeguarding [blog post](#) is added. If you are already registered, you can opt to add email notification under your 'my account' settings.

Education Safeguarding Service

A reminder that all our services and products that we can now offer to educational settings can be found on the TEP website via the following link. Although, safeguarding is a competitive market with many providers out there we feel that we are able to provide training, assessments and guidance unique to working within Kent County Council that cannot be provided by other providers.

<https://www.theeducationpeople.org/search?isResource=true&parentTopic=1337>

If you are unable to find what you would like on this link please contact us and we can look at designing something bespoke for your setting.

Training

Education Safeguarding Conferences 2019-20: book your place now!

The 2019-20 Education Safeguarding Service conferences for DSLs are now available to book. The conferences aim to help DSLs access appropriate safeguarding updates and provide a local focus on safeguarding practice.

Sessions at the conference will cover domestic abuse, managing allegations, working with the Front Door and a short update on national and local policy changes. The February and June dates will also feature a session on trauma informed practice in schools.

Spaces are available now and DSLs can book [via CPD online](#)

26/02/20 - Mercure Brands Hatch
03/06/20 - Ashford International

Resources



Working with families affected by domestic abuse (Family Rights Group)

Family Rights Group aim is to enable children to be raised safely and thrive within their family and community. Works is done with parents whose children are in need, at risk or are in the care system and with members of the wider family who are raising children unable to remain at home.

The group has a guide to Working with families affected by domestic abuse. Sections in the guidance include:

- Engaging and communicating with mothers
- Safety planning
- Working with resistance
- Communication
- Engaging and communicating with fathers and father-figures directly

Top tips for working with families affected by domestic abuse:

https://www.frg.org.uk/images/stories/190704_Keeping_Safe_leaflet_for_children_and_family_social_workers.pdf

You can find out more about the charity here: www.frg.org.uk

The Young Minds programme



The Young Minds programme being delivered by Maidstone and Mid-Kent Mind, funded by Children in Need, is designed to support young people with their mental health and general wellbeing, helping them become more resilient in the future.

This service is mainly in the Maidstone and The Weald area and has two courses that young people may find useful.

- **Managing Me** – a 6-week course specifically designed for young people aged 11-18 to learn how to cope with life. The course focus on dealing with stress, anxiety, depression and self-image.
- **Managing Me – ASD** – A 6-week course specifically designed for young people aged 11 – 16 on the Autistic Spectrum. Designed to help young people learn how to cope with life, with a focus on dealing with stress, anxiety, depression and self-image.



Early Help

The link below is to the web page designed by Early Help services in Kent which then provides a wealth of information for schools, nurseries and parents in relations to children of all ages. There are links to a range of services to meet the educational, social and emotional needs of children, young people and families in Kent through [their partner organisations](#). This covers

Young Carers, Headstart, Youth Hubs and Children's Centres.

LADO

The local authority designated officer has provided us with a quick dos and don'ts when it comes to allegations against those who work in educational settings:

DO:

Immediately safeguard the child or children – this may include making a request for support via the Front Door.

Take steps with member of staff to minimise risk in consultation with your HR adviser and in considering welfare support for the member of staff.

Notify the LADO within 24 hours by completing the County LADO Service referral form.

Check if the member of staff holds any other position, paid or voluntary, within the children's workforce.

Take the matter seriously and focus on fact and context.

Ensure you know the child's lived experience and record the child's voice.

Contact the LADO Enquiries Officer if you need advice or are unsure.

DON'T:

You must not speak to the member of staff or take any action about the allegation until you have spoken with the LADO.

Do not 'end' investigations if the member of staff leaves or resigns before an outcome has been established.

Do not make assumptions or share your opinion.

Also attached is a helpful guide to carrying out investigations within your setting.



Guidance for
investigation report

Early Years

Safeguarding and the Education Inspection Framework

While the fundamentals of safeguarding have not changed; recognise, respond, refer, record; September 2019 brought us some updates and new resources in England that we need to be aware of. Many of these resources are accessible on www.pacey.org.uk

The Education Inspection Framework (EIF) states 'Inspectors will always have regard to how well children are helped and protected so that they are kept safe. Although inspectors will not provide a separate grade for this crucial aspect of a provider's work, they will always make a written judgment in the report about whether the arrangements for safeguarding children are effective' (Early Years Inspection Handbook for Ofsted registered provision point 41).

The three key areas as DSL's in your setting will be evidencing that you have effective arrangements to Identify children who need early help or at risk, Help children to reduce their risk of harm through additional support or a referral of some kind and finally, managing safe recruitment and allegations about any adult who may be a risk to children.

Regarding **online safety** there is now a grade descriptor around this. As staff you need to help children gain an effective understanding of when they might be at risk when using the internet in any form including social media. Once again if there are any concerns or issues in this area as a setting you need to know where to go for support.

It is essential you stay up to date as a practitioner/setting. This can be achieved in several ways:

- Attend any face to face training or safeguarding courses via CPD online or the new safeguarding partners website www.kscmp.org.uk
- From the same website and many others do regular reading and research.
- Think about having copies of all relevant documents in your setting either as a hard copy or digitally. This means you can dip into them when you need and can also encourage other team members to discuss them together so that everyone is up to date and confident about their role in safeguarding.
- Ensure you have the relevant phone numbers of your local safeguarding partners and if you have children from different areas or boroughs the contact numbers you may need for them.

Online Safety



Safer Internet Day 2020: Education Resources Published

To support educators for [Safer Internet Day 2020](#), the [UK Safer Internet Centre](#) - official coordinators of the day in the UK have launched the 2020 Safer Internet education resources. The new resources are for use with children and young people aged between 3 and 18 and have been published alongside [guidance for](#)

[educators](#) and [resources for parents and carers](#).

There are four education packs designed for use with children and young people aged 3-7, 7-11, 11-14 and 14-18, a pack for parents and carers, and a pack to support educators delivering these sessions. [The UK Safer Internet Centre have also created films](#) for children aged 5-11, young people aged 11-18, a series of short videos aimed at parents and carers and a [campaign film](#).

The Safer Internet Day resources and films are at www.saferinternetday.org.uk. We encourage DSLs and staff working with children and young people aged 3-18 in educational settings to download the resources ready for use to celebrate SID 2020 on the 11th February!

ProjectEVOLVE: New Online Safety Resources Launched for Education Settings

In February 2018, the [UK Council for Internet Safety](#) (UKCIS) Education working group published the '[Education for a Connected World](#)' framework, which describes the digital knowledge and skills that children and young people, aged 3 to 18, should have the opportunity to develop at different ages and stages of their lives. The framework is referenced within the DfE '[Keeping Children Safe in Education](#)' (2019) and '[Teaching online safety in schools](#)' (2019) guidance and addresses 330 statements over eight strands of online life including self-image and identity, managing online relationships, online reputation, online bullying, managing online information, health, wellbeing and lifestyle, privacy and security and copyright and ownership.

The [UK Safer Internet Centre](#) have recently launched a new tool for educators called '[ProjectEVOLVE](#)'. [ProjectEVOLVE](#) is managed by the [SWGfL](#) and resources the UKCIS framework with perspectives, research, activities, outcomes, supporting resources and professional development materials. [ProjectEVOLVE](#) has initially been launched with a library of resources which address 4 of the key strands (Health, Wellbeing and Lifestyle; Managing Online Relationships; Privacy and Security; and Self Image and Identity). The other four strands will follow later in 2020, along with additional site functionality. The [SWGfL Digital Literacy site](#) will continue to run until September 2020, when it will be decommissioned and archived.

We encourage all DSLs to share this exciting new resource with curriculum leads to help support the planning and implementation of a robust, embedded and progressive online safety curriculum within their setting.

Updates

Alternative Provision Lead Officer Appointment

Between December 2018 and February 2019, CYPE ran a consultation with schools on proposed changes to the funding model for Alternative Provision across the County.

As part of the consultation, Kent County Council and the PRU Headteachers and Management Committee Chairs agreed for there to be an Alternative Provision Lead Officer to provide advice and support to the Management Committees on process, consistent management, implementation and application of incentives for schools to engage.

The purpose of this role will be to support the In Year Fair Access (IYFA) process and monitor the AP funding model, ensuring funding is appropriately used to provide the correct balance of support and intervention for the young people identified to access this resource.

As a result Paul Manning has been appointed to this role in joining the Adolescents and Open Access team in January 2020.

Child Brain Injury Trust: In addition to providing advice on how to access support for families with a child who has experienced a brain injury, the [Child Brain Injury Trust website](#) includes series Factsheets and [free webinars](#) that practitioners, teachers and parents can access. These include valuable information about strategies to support children with an acquired brain injury, the Education Health and Care Plan process, and transitioning to adulthood.

Child Criminal and Sexual Exploitation



Following interviews with young people who have experienced Child Sexual Exploitation (CSE), Kate Brown from the University of York has published a freely available article that focuses on [vulnerability and the lived experience of CSE](#). Brown challenges professionals' understanding of "vulnerability", highlighting how this can impact on relationships between vulnerable young people and those who are trying to safeguard them, while

also exploring some of the individual, contextual and structural factors that contribute towards CSE.

['She doesn't have to get into the car...'](#) is another freely available article, from the Contextual Safeguarding Network. It challenges all agencies regarding their safeguarding responses and also in the language that some professionals used to describe those being sexually exploited. This includes phrases such as "putting themselves at risk" and "engaging in risky behaviours", which blame the victim for their exploitation.

The Ministry of Justice has recently produced guidance for Frontline Practitioners which is focused on [County Lines exploitation](#). This guidance highlights the importance of seeing children as *exploited victims* and not perpetrators; outlines possible indicators of County Lines exploitation, explains referral process to the National Referral Mechanism for a child who is believed to be a victim of County Lines of Modern Slavery and contains a helpful glossary of key terms.

A longer read- Recording



Working Together to Safeguard Children (2018) reminds us that safeguarding children is everyone's responsibility. Good record keeping is an important part of professional accountability to children and their families; it will assist Designated Safeguarding Leads in meeting their key responsibility to respond appropriately to welfare concerns about children. Well-kept records provide a consistent account of our involvement with children, young people and their families. They help in the early identification of cause for concerns; often it is only when

several seemingly minor issues are taken that a safeguarding or child protection concern becomes evident. Clear accurate records mean that families and professionals only need to tell their story once.

As a service we are often commissioned to carry out safeguarding reviews for schools which will focus on how a setting manages its child protection system. As part of this we will look at how a school records its safeguarding concerns. As part of our review we will talk to staff and children about feeling safe. The difficulty comes when all the good things we hear are not always reflected in the records that are being kept.

As a team of DSLs you will often hold a lot of knowledge and information about a child and all that is being provided to support them around safeguarding issues but the records need to articulate this. Imagine you are an Ofsted inspector who knows nothing about the needs of your pupils or the issues for that child. Could that inspector pick up that record and be able to see that child's story?

All schools will have a system to record behavioural issues with their children and it is important to ensure that you have a system that enables the safeguarding recording processes to link in. Behaviour is often how children communicate hidden difficulties or distress. It is therefore essential to understand what a child is attempting to tell you through their behaviour. Where behavioural problems are longstanding, school staff should always talk to their special educational needs/pastoral/safeguarding leads about what else maybe going on for that child.

A regular meeting should be held with those in the senior leadership team to discuss children that present with a variety of difficulties and these meetings should also be minuted and this will be further evidence of your recording process. It is vital that as a team you have clear outcomes and actions for children rather than being unfocused and simply sharing concerns about children. We often use the term 'rationale' this simply means you can evidence why a decision has been made in a certain way. There needs to be clear justification for a certain action being taken, be that a referral or continued monitoring.

In terms of monitoring be careful not to let issues drift, have a timescale and a clear idea of when the monitoring period has finished. For example, if a parent has been spoken to about continual lateness, issues around poor organisation or neglect give them a target as you would with educational attainment. Along with an agreed timescale there can be no confusion when the outcome is not achieved. This will all be recorded on the concern form under actions taken and will be your evidence if you feel matters need to be escalated.

Finally, The DSL should undertake regular audits of safeguarding files to ensure that the school's procedures are being followed and adequate records are being kept. This should include a review any risk assessments and the decision making by all staff members involved. Any strengths and weaknesses should be discussed with the staff involved and any learning points should feed into induction and training.

Good Luck and if you have any questions remember please consult with your education safeguarding advisor.

Finally, if you have any questions on the articles, or the need for safeguarding advice, please contact the team using the details provided, and we wish you all a safe and good rest of term!



Education Safeguarding Service

Head Office: Room 2.30 Sessions House County Hall Maidstone ME14 1XQ	
Claire Ray Head of Service	03000 415788
Peter Lewer Training & Development Manager - On secondment	03000 418707
Online Safety	03000 415797
<p>For advice on safeguarding issues please call your area office on the numbers listed below.</p> <p>If a child may be at risk of imminent harm you should call the Integrated Front Door on 03000 411111 or the Police on 999</p>	
Ashford	03000 415648
Canterbury	03000 418503
Dartford	03000 412445
Dover	03000 415648
Folkestone & Hythe	03000 415648
Gravesham	03000 412445
Maidstone	03000 412284
Sevenoaks	03000 412445
Swale	03000 418503
Thanet	03000 418503
Tonbridge & Malling	03000 412284

Integrated Front Door: 03000 411111 (outside office hours **03000 419191**)
Early Help Contacts (district teams) can be found on www.kelsi.org.uk

Local Authority Designated Officer Contacts

If a call is urgent i.e. **a child is in immediate danger**, and the call **cannot** go through to the officer on **Duty**, the call should go through to the **Integrated Front Door on: 03000 41 11 11**

Calls for **child protection training, querying procedures and policies or general child protection concerns** should be transferred to the appropriate Area Safeguarding Advisor (see over page)

LADO Team contact number: 03000 410888

Now it's just one number for the whole LADO Team covering Kent Local Authority

Email: kentchildrenslado@kent.gov.uk

Kroner House, Eurogate Business Park, Ashford, Kent, TN24 8XU

Area Education Officers

South Kent – David Adams 03000 414989

East Kent – Marisa White 03000 418794

West Kent – Nicholas Abrahams 03000 412209

North Kent – Ian Watts 03000 414302

This safeguarding newsletter is published by the Education Safeguarding Service and issued to schools, early years providers and local authority staff. For this newsletter to be effective, please ensure that it is shared with staff, including all Designated Safeguarding Leads.