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### Welcome and Team Update

Welcome to the third safeguarding newsletter of the 2018/2019 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. These are currently available on [Kelsi](#).

As part of training we ask that all attendees provide evaluations of the day and many of you are enjoying the changes we have made. We take on board your feedback and continue to adapt our training appropriately.

In the next month we welcome a fifth Education Safeguarding Advisor, Anup Kandola to the service. Anup is returning to Kent after working in and around the London area in children's services for several years and is a very experienced social worker. Further details of her role will be confirmed over the coming weeks.

### 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](http://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 Conference: Book now!

The final education safeguarding conference for 2018-19 is taking place on the 5<sup>th</sup> June at the Hythe Imperial Hotel & Spa; DSLs can book their space via [CPD online](#) now!

Subjects covered include Detective Chief Inspector Ivan Beasley from Kent Police delivering an overview of the police investigation into the death of Child D and resulting Serious Case Review, Gillie Heath discussing safeguarding gender variant children and trans young people in schools, Addaction exploring mental health and self-harm in schools and PC Nick Pell from Kent Police presenting an informative piece on Gangs.

We are currently planning three conference events for DSLs in 2019-20 and would welcome suggestions on future topics DSLs would like to have covered. If you have any suggestions, please contact [EducationSafeguardingTD@theeducationpeople.org](mailto:EducationSafeguardingTD@theeducationpeople.org)

## Training

As always and in preparation for the Autumn term in September 2019 our safeguarding training will be refreshed. All packages will be updated to reflect new legislation and the increased safeguarding responsibilities with which settings are tasked. Also, to try to be kinder to the environment we aim to reduce the amount of paper we are using. Therefore, delegates who attend will no longer have handouts given to them on the day. We have the e-mail of everyone who attends so once you have completed the course you will be sent a copy of the presentation.

## FGM and 'Breast Ironing'

As the UK has recently had its first guilty conviction for [female genital mutilation](#) (FGM), it is an opportune time to remind all of us working in safeguarding of the concerns around this ongoing issue. It is estimated that 137,000 girls and women in England and Wales have been affected by FGM, according to the NSPCC. There were 30,480 attendances by women and girls at medical centres in relation to FGM between April 2015 and June 2018, according to data from NHS Digital.

Data on mandatory reporting has proved hard to obtain owing to differences in the way police forces record it, but figures provided by the Metropolitan police show there were just 60 cases of mandatory reporting in London over a three-year period from October 2015.

There are currently eight clinics in London and five across the rest of the country where women can seek help with the physical complications of FGM. However, there is just one specialist paediatric clinic in the whole of the UK and very few counselling services.

While FGM will be included in the new relationships and sex education (RSE) curriculum to be brought in next year, it is unclear in what capacity it will feature.

Education secretary Damian Hinds said: *"We know the catastrophic effect on the lives of those affected, causing lifelong physical and psychological damage. Our reforms to relationships and sex education will ensure young people are taught in an age-appropriate way about different forms of abuse and their rights under the law, to equip them with the knowledge they need to keep themselves and others safe."*



According to anecdotal evidence from a recent Guardian investigation, it is also believed that the practice of 'Breast Ironing' (an African practice of "ironing" a girl's chest with a hot stone to delay breast formation) is spreading in the UK. British-Somali anti-

FGM campaigner and psychotherapist Leyla Hussein said she has spoken to five women in her north London clinic who had been victims of breast-ironing. Police say they have fielded no allegations about breast-ironing in the UK, however they suspect it is happening; it therefore appears to be an emerging problem that all professionals across all agencies need to remain vigilant to. A further article on [the BBC website](#) also alluded to up to 1,000 young women in the UK being victims and a need for increased awareness in schools.

Resources include:

- FGM Direct Work Toolkit <http://nationalfgmcentre.org.uk/fgm/fgm-direct-work-toolkit/>
- Exploring concerns around child abuse linked to faith or belief <http://nationalfgmcentre.org.uk/calfb/resources-for-exploring-concerns/>
- Breast Flattening Information overview <http://nationalfgmcentre.org.uk/wp-content/uploads/2018/04/About-Breast-Flattening-Leaflet-.pdf>

## Online Safety

### UK Government Publishes Online Harms White Paper

[The Department for Digital, Culture, Media and Sport \(DCMS\)](#) and the [Home Office](#) have published an Online Harms White Paper which outlines government proposals to make the internet a safer place.

The paper includes a statutory duty of care for internet companies, a media literacy strategy and plans for a new regulatory framework for online safety, enforced by an independent regulator. Following on from the publication of the Online Harms White Paper, there is a 12-week consultation on the proposals.



### Online Safety in Early Years - New Guidance

The UK Council for Internet Safety (UKCIS) Education Working Group has developed [two new documents](#) to support those who work in early years settings consider their practice and to take appropriate steps to safeguard children and adults online.



[One document](#) aims to help managers ensure that their online safeguarding practice is in line with statutory requirements and suggested best practice.

The [second document](#) is provided as a resource for staff working in early years settings to help them understand their role in promoting the online safety and wellbeing of children in their care, as well as enabling them to consider their own professional practice.

Centralised training is available via [CPD Online](#) for Early Years Designated Safeguarding Leads and Managers which focuses on strategic responsibilities, including managing incidents, making referrals and implementing policies for the safe use of mobile phones and technology in settings.

Bespoke whole staff training is also available from [The Education People](#), which provides staff with an up to date understanding of the unique risks associated with online safety for early years children and implications for staff's use of technology.

### **'Think Before You Scare' - Responding to Viral Stories on Social Media**

The Education Safeguarding Service received a number of consultations regarding a [viral story](#) which circulated on social media and the national press in February. We would like to remind DSLs of the guidance available to enable leaders and managers to '[Think before they scare](#)'. SWGfL have recently published '[Digital Ghost Stories: Impact, Risks and Reasons](#)' which explores the impact, risks and potential reasons behind this phenomena. [Childnet](#) have also published information for schools regarding responding to online 'challenges'.

It is important that as professionals with a duty to safeguard the young people in our care, we only share factual and useful information with our community; DSLs and leaders should carefully consider whether it is safe, appropriate or helpful to publish such 'warnings' and should check the validity of information or material shared with your community.

Our advice is to deal with reported concerns on a case by case basis; if children report a specific concern, staff should have appropriate conversations with them, for example regarding peer pressure and urban myths. If there are specific safeguarding concerns involving children being exposed to harmful or upsetting content online, DSLs should take appropriate action in line with their child protection policy.

We recommend schools and settings use this opportunity to reiterate online safety advice for parents and carers; NCA-CEOP have published helpful [information for parents](#) regarding viral scare stories on the Think U Know site.

For further information or advice regarding virial stories, please contact the [Education Safeguarding Advisor \(Online Protection\)](#).

### **'Jessie and Friends' New KS1 Resource**

NCA-CEOP have produced three age-appropriate animations to help equip 4-7-year olds with the knowledge, skills and confidence to stay safe from abuse and other risks they may encounter online.

The animations are accompanied by a catchy song, storybooks and posters, a detailed guidance pack with engaging learning activities for educators and advice for parents and carers on using *Jessie & Friends* to start a conversation with their child.



All *Jessie & Friends* education resources are available to download free at [www.thinkuknow.co.uk/professionals/resources/jessie-and-friends](http://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends).

## 'Step Up, Speak Up' Resources



Childnet have published new resources to help to help secondary schools and colleges tackle sexual harassment online with 13 to 17-year olds. The '[Step Up, Speak Up!](#)' resources aim to support education settings to tackle online sexual harassment and address responses to those targeted, including tackling victim-blaming culture.

The teaching toolkit includes lesson plans for young people aged 13-17, films, posters and a peer-led workshop plan for young people to deliver themselves. There is also additional material for schools and colleges, including a handbook for leadership staff on how to prevent and respond to this issue, guidance on supporting children who display harmful sexual behaviour online and web-based learning modules to help staff understand the issues.

## 'Breck's Last Game' Resource

A new video has been produced by Northamptonshire Police, Leicestershire Police, Surrey Police and Essex Police in association with the Breck Foundation to raise awareness of online grooming. The video highlights the story of Breck Bednar, a 14-year-old boy was murdered by an online friend he met on a gaming site. The video contains a 'trigger warning' for grooming, coercive behaviour and violence, as well as a disclaimer that the film would be rated 15 if shown in cinemas.

The PSHE Association have released a [statement](#) advising schools against using the resource with pupils due to concerns around its educational effectiveness and impact on young people. Whilst 'hard-hitting' or shocking videos may often appear to have an emotional impact, research suggests they do not result in meaningful long-term changes in behaviour. Exploring the concept of 'online friends' with young people should incorporate practical information on how to recognise and respond to grooming behaviour and focus on developing and rehearsing understanding, skills and safer behaviours.

As with all new classroom resources, we recommend leaders preview the material and make an informed decision on its suitability based on a risk assessment. We advise schools to carefully consider whether this resource is appropriate or helpful to use with pupils and whether it fulfils the intended learning outcomes. For further information or advice regarding this, please contact the ESS [online safety team](#).

## Online Safety Ambassador Training

With the return of our Online Safety Development Officer Ashley Assiter from maternity leave, comes the return of our Online Safety Ambassador Training!

The aim of the programme is to train a small number of children from a group of primary schools, to be 'responsible' for championing online safety with their peers

Comments from Ofsted inspections at schools who have taken part in our ambassador programme:

*"The importance of e-safety is regularly reinforced by trained pupil e-safety ambassadors who go into classes to talk to other pupils."*

*"The 'E-safety ambassadors' are proud of their role in helping all pupils understand how to keep safe online."*

*"All pupils have been taught how to stay safe on the internet and older pupils take responsibility as digital leaders, helping to lead assemblies on cyber safety."*

in their individual schools. Peer education is an effective means of promoting online safety messages; enabling and empowering young people to share their knowledge and experience with each other, as well as with staff and parents. If you would like more information about Online Safety Ambassador Training, please contact [Ashley Assiter](#).

## Operation Encompass

Operation Encompass is a police and education early information sharing partnership enabling schools to offer immediate support for children and young people experiencing domestic abuse. It is a nationwide scheme but has now been rolled out in Kent for all schools who wish to participate.

Information is shared by the police with the school's trained Key Adult (DSL) prior to the start of the next school day after officers have attended a domestic abuse incident thus enabling appropriate support to be given, dependent upon the needs and wishes of the child.



The email address to contact for any potential schools who would like to sign up is [heather.thompson@kent.pnn.police.uk](mailto:heather.thompson@kent.pnn.police.uk) for DI Heather Thompson. Please email her with your school name and details and she will email all the details required to the school.

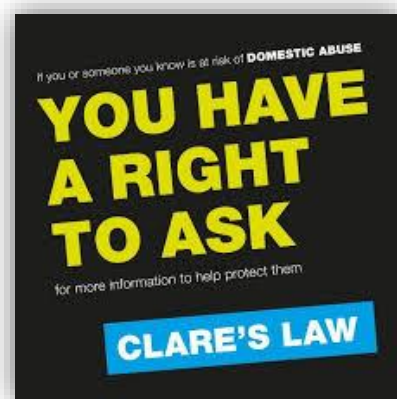
## Domestic Abuse Disclosure Scheme (Clare's Law)

It is useful to remind all DSLs and settings of the scheme in place to protect potential victims of abuse. Members of the public can use Clare's Law (also known as Domestic Violence Disclosure Scheme) if they are concerned their partner may have been abusive in a past relationship.

If checks show their partner has a police record involving abusive behaviour, or there is other information that shows an adult or children may be at risk, depending on the circumstances, the police will share that information.

A third party, (for example a grandparent, neighbour or friend) can also make an application if they're concerned. Information will not be given over the phone but usually in person with an officer from the police.

A PDF version of the guidance is available [here](#).



## End of term preparation

As the days get warmer and longer many of us will be looking forward to our summer holidays. Sadly, for some children, young people and their families this can be a time of stress caused by poor finances, difficult relationships, isolation, the heat and many other factors; there will be some children in your settings who may not be looking forward to the summer holidays as much.

As you approach the end of the academic year for 2018-19 you should ensure that you are confident you are supporting children with additional safeguarding/welfare concerns over the summer holidays and beyond. Additionally, for children who are transferring from your setting to another, you need to ensure that you have done all you can to make that transition as smooth as possible.

Now is a good time for Safeguarding Leads and their teams to review the children and young people they have had concerns about over recent months:

- have you liaised with their parents/carers or other professionals where appropriate?
- have you considered all the information you hold holistically; considering all concerns, risks and all protective factors?
- what is your analysis of need; are there supports that need to be put in place for the duration of the break, have you spoken with the child/young person and heard their views wishes and any worries they may have?
- are there services you can refer the family to such as foodbanks, Citizens advice and similar local charities if they have financial worries.
- does the parent need to know about services to protect and support where alcohol or domestic abuse is involved?
- Are they aware of services such as the Samaritans or other listening services for those who are experiencing poor mental health or emotional wellbeing?

As a DSL if you have concerns about a family being unsupported by schools over the summer, it would be prudent to be having those conversations with families now. If you have vulnerable families, you could explore any services and resources available with your Early Help leads in your area to help make caring for more vulnerable children easier over the six-week holidays.

If your analysis indicates that there is a need for social care assessments, make sure your request for support is made in a timely fashion. Remember social care will need time to triage your referral and by making your referral at an earlier stage, it allows time for further communication and information gathering if needed

In terms of records needing to be transferred, there is guidance on [Kelsi](#) as to the process around transferring and retention of files. Although, many settings may not physically transfer the files over to the new setting until September it is always advisable to have important conversations with your counterpart to prepare them for a child's arrival.

Also, discussions with your Governing body are useful in terms of changes that need to be made to any policies and procedures in time for the Autumn term. It is their role, along with the senior management team, to ensure that all policies and training are effective and comply with the statutory guidance. To help with this, the Education Safeguarding Service has produced a Self-Review Tool which can also be found on Kelsi.

If you need any further advice, please contact your Area Safeguarding Advisor.

## Policy and Guidance Updates

### Protecting children from harmful sexual behaviour (NSPCC)

The NSPCC have updated their guidance and support information around harmful sexual behaviour. It is a subject that we cover in detail on DSL training and below is a reminder of the links to some resources that can assist you.

The Traffic Light Tool can be found here: <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

A printable pdf of the scenarios can be downloaded here:  
[https://www.brook.org.uk/brook\\_tools/traffic/SBTLT\\_all\\_scenarios.pdf](https://www.brook.org.uk/brook_tools/traffic/SBTLT_all_scenarios.pdf)

### Relationships and Sex Education (DfE)

The government has now published the consultation outcome for the teaching of Relationships and Sex Education. As mentioned in various media outlets, several areas have been included. The policy has been written with the aim to enable schools to effectively address issues such as internet safety and unhealthy relationships and ensure pupils are taught in an age-appropriate way about respectful and healthy relationships, including friendships and family relationships. As a result, the expectation is that pupils at primary and secondary schools will have the necessary knowledge to help build healthy relationships, stay safe and become successful adults.



### Education inspection framework

The Education Inspection Framework 2019 (EIF) will replace the current common inspection framework (CIF) which has been in place since 2015. The EIF and the associated remit-specific inspection handbooks will, together, set out the criteria against which all education providers will be inspected.

The new framework, which was under consultation until April 5<sup>th</sup>, proposes a rebalance with Ofsted looking at whether a nursery, school or college's results have been achieved via broad and rich learning rather than taking exam results and test data at face value,

Ofsted has published separate handbooks for early years, schools, further education and colleges. The final framework and handbooks are due for publication in summer, once all of the consultation data has been analysed, and will be ready for implementation in September 2019





Under point 28 (Leadership and Management) of the draft framework there is an expectation that *“the provider has a culture of safeguarding that facilitates effective arrangements to: identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults”*.

### **New register for home educated children being proposed.**

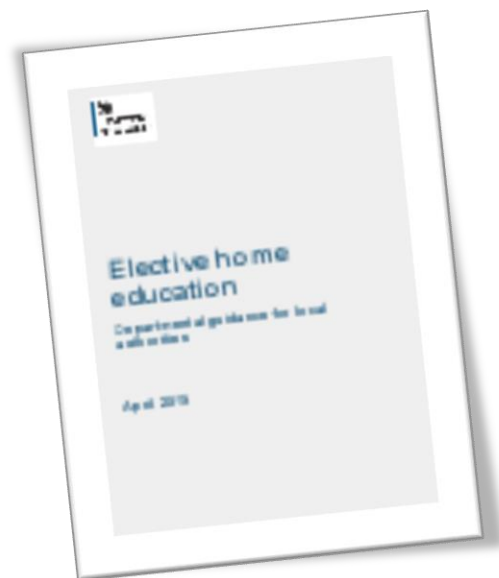
An estimated 60,000 children are thought to be educated at home – a figure that is rising by about a quarter each year. The register will for the first time enable authorities to see where children are if they are not in school and intervene more effectively if required.

The proposals outlined by the education secretary, Damian Hinds, are intended to address concerns about soaring numbers of children out of school, particularly those who have been “off-rolled” or are attending illegal schools.

The Department of Education believes that although the primary responsibility for ensuring that children are properly educated belongs to parents, a local authority has a moral and social obligation to ensure that a child is safe and being suitably educated. If it is not clear that that is the case, the authority should act to remedy the position. Under s.437(1) of the Education Act 1996, local authorities must act if it appears that parents are not providing a suitable education.

Crucial for DSLs and settings is section 7 of the guidance that reminds us that any child whose education is not suitable is “capable of satisfying the threshold requirement contained in s.31 of the Children Act 1989 that the child is suffering or is likely to suffer significant harm”.

On the link above you can find the guidance for local authorities and for parents regarding home schooling.



**...and 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 term!**

## Education Safeguarding Service - Contacts 2019

**Head Office Sessions House Room 2.30, Sessions House, County Hall, Maidstone ME14 1XQ**

<b>Claire Ray</b> Principal Officer	<b>03000 415788</b>	07920 108828	<a href="mailto:claire.ray@theeducationpeople.org">claire.ray@theeducationpeople.org</a>
<b>Peter Lewer</b> Training & Development Manager	<b>03000 418707</b>	07740 183807	<a href="mailto:peter.lewer@theeducationpeople.org">peter.lewer@theeducationpeople.org</a>
<b>Linda Funnell</b> Education Safeguarding Support Officer	<b>03000 411995</b>		<a href="mailto:linda.funnell@theeducationpeople.org">linda.funnell@theeducationpeople.org</a>
<b>Rebecca Avery</b> Education Safeguarding Advisor – Online Protection	<b>03000 415797</b>	07789 968705	<a href="mailto:rebecca.avery@theeducationpeople.org">rebecca.avery@theeducationpeople.org</a>
<b>Ashley Assiter</b> Online Safety Development Officer		07545 743310	<a href="mailto:ashley.assiter@theeducationpeople.org">ashley.assiter@theeducationpeople.org</a>
<b>Kay Ashman</b> Admin Support		or for general enquiries: <a href="mailto:esafetyofficer@theeducationpeople.org">esafetyofficer@theeducationpeople.org</a>	
<b>NORTH KENT (Dartford, Gravesham, Sevenoaks) Worrall House, 30 Kings Hill Avenue, West Malling, ME19 4AE</b>			
<b>Robin Brivio</b> Area Safeguarding Advisor	<b>03000 412445</b>	07740 183798	<a href="mailto:robin.brivio@theeducationpeople.org">robin.brivio@theeducationpeople.org</a>
<b>Joanne Barnett</b> Area Safeguarding Assistant		07976581937	<a href="mailto:joanne.barnett@theeducationpeople.org">joanne.barnett@theeducationpeople.org</a>
<b>Rachel Unsworth</b> Admin Support			
<b>WEST KENT (Tonbridge &amp; Malling, Tunbridge Wells, Maidstone) Worrall House, 30 Kings Hill Avenue, West Malling, ME19 4AE</b>			
<b>Gemma Willson</b> Area Safeguarding Advisor (Education)	<b>03000 412284</b>	07540 677200	<a href="mailto:gemma.willson@theeducationpeople.org">gemma.willson@theeducationpeople.org</a>
<b>Joanne Barnett</b> Area Safeguarding Assistant		07976581937	<a href="mailto:joanne.barnett@theeducationpeople.org">joanne.barnett@theeducationpeople.org</a>
<b>Rachel Unsworth</b> Admin Support (part-time)			
<b>EAST KENT (Swale, Canterbury, Thanet) Brook House, Reeves Way, Whitstable CT5 3SS</b>			
<b>Julie Maguire</b> Area Safeguarding Advisor (Education)	<b>03000 418503</b>	07968 620707	<a href="mailto:julie.maguire@theeducationpeople.org">julie.maguire@theeducationpeople.org</a>
<b>Tracy McDowell-Austin</b> Area Safeguarding Assistant		07966322751	<a href="mailto:tracy.mcdowell-austin@theeducationpeople.org">tracy.mcdowell-austin@theeducationpeople.org</a>
<b>Heather Bowden</b> Admin Support (part-time)			
<b>SOUTH KENT (Ashford, Shepway, Dover) Kroner House, Eurogate Business Park, Ashford TN24 8XU</b>			
<b>Claire Ledger</b> Area Safeguarding Advisor (Education)	<b>03000 415648</b>	07917 602413	<a href="mailto:claire.ledger@theeducationpeople.org">claire.ledger@theeducationpeople.org</a>
<b>Tracy McDowell-Austin</b> Area Safeguarding Assistant		07966322751	<a href="mailto:tracy.mcdowell-Austin@theeducationpeople.org">tracy.mcdowell-Austin@theeducationpeople.org</a>
<b>Lin Storton</b> Admin Support (part-time)			

**Integrated Front Door: 03000 411111** (outside office hours **03000 419191**)

Early Help Contacts (district teams) can be found on [www.kelsi.org.uk/special-education-needs/integrated-childrens-services/early-help-contacts](http://www.kelsi.org.uk/special-education-needs/integrated-childrens-services/early-help-contacts)

## Local Authority Designated Officer (LADO) Contacts - 2019

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

### **LADO Team: 03000 410 888**

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

Email: [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk)

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

## Area Education Officers

<b>South Kent</b>	David Adams	03000 414989
<b>East Kent</b>	Marisa White	03000 418794
<b>West Kent</b>	Nicholas Abrahams	03000 410058
<b>North Kent</b>	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 three times a year. For this newsletter to be effective, please ensure that it is shared with staff, including all Designated Safeguarding Leads.