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Welcome

As stated in previous newsletters we will ensure that you receive the relevant guidance and updates 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.

In all the articles below we include links to external websites. These will be in [blue text](#) for you to click on so you can then read the full information regarding that topic. Please tell us if you have any issues with any of the links provided.

The Education People

[The Education People](#) provide services to support early years through to young adults with over 800 products and services available.

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 an email notification under your 'my account' settings.

Education Safeguarding Service (ESS)

A reminder that all our services and products we offer to educational settings can be found on the [TEP website](#). Although safeguarding is a competitive market, we feel that

we can provide training, assessments and guidance unique to working within Kent that cannot be offered by other providers. 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.

We have had a slight change of staff roles in so much as Gemma Willson is now on maternity leave after having twins in early July, congratulations to her. Therefore, the area of West Kent will now be covered by our very experienced advisor Peter Lewer whose contact details are below. In addition to this we also welcome another advisor to the ASA role who will provide additional support for the team. Kuldip Sohal, who has a wide range of experience of working in a variety of social work settings, including frontline child protection, youth offending and early intervention, joined us on 7th^t September.

Covid-19

As the advice and situation remains ever changing we urge you to visit [Kelsi](#) on a regular basis, to keep up to date with news and changes.

A reminder, that there is lots of information around the mental health needs and social care needs of our young people as they return to school, can also be found on Kelsi particularly under the return to school guidance pages.

There is a concern that due to the number of pupils coming back to settings there will be an increase in safeguarding issues and consequently increased requests for support to the front door. We encourage you to seek additional advice where possible from our service and make sure you keep up to date with any initiatives in your local area. There is likely to be more children needing to be assessed but we need to ensure they are supported in the right way and that any concerns haven't already been dealt with by our partner agencies earlier on in Lockdown.

The Anna Freud centre has produced a [guide, Managing the Transition Back to School](#), packed with tips. Dr Rina Bajaj, of the Anna Freud National Centre for Children and Families, says experiences of the pandemic can be put to positive use. "Teachers in schools can talk to pupils about how they adapted to the lockdown, what helped them to get through. If they're encouraged to reflect and build on their strengths and what they found out about themselves, they'll learn things about resilience."

She goes on to say that teachers and parents alike need to practice good stress management: "we need to exercise, to take breaks, to eat well, to relax. And if we're anxious we need to name that – because anxiety in some circumstances is normal."

Little is known at this stage about whether full re-opening of schools will impact on Kent and the whole of the UK's ability to manage appropriate levels of Covid-19 infections. It will be the Autumn term and as we move into Winter local lockdowns may become a feature and schools will need to respond accordingly. As ever, support is available to you via our service and the AEOs.

In addition to this is the numerous false claims and fake news that is also circulating and that parents in some schools have cited as reasons for the non-return of their children to school. An interesting article was featured on the BBC website [here](#).

Remote Safeguarding Reviews

The Education Safeguarding Service have revised the Desktop Safeguarding Review process in line with the current changes brought about by Covid-19 and social distancing. We can complete face to face reviews where it is safe to do so but we continue to offer two remote alternatives.



A full day virtual review would entail the school completing a self-review tool devised by the Education Safeguarding Service. A meeting via Skype or Microsoft Teams will then be completed within a month of your self-review. The meeting itself takes about half a day (3-4 hours) and focuses on going through the findings with the ASA, the Head and/or DSL and the ASA making recommendations where appropriate. There will be no separate report but recommendations, including useful links and tools would be noted on the review tool for the school's records.

The alternative to this would be a half day review whereby the ASA would make recommendations, links to resources etc. based solely on the completed self-review tool but without conducting a half day meeting.

"Our experience of conducting desktop reviews is that it is a two-way process that allows the school an opportunity to reflect on their practise and processes and draw on the Advisor's knowledge and experience in thinking through any changes that need to be made."

If Headteachers would like more information about a Remote Safeguarding Review, contact your ASA.

Transferring of Files

A reminder for settings that it is good practice to get a receipt for your safeguarding files that you are delivering or sending off to another school, be that pre-school or Nursery to Primary School or Primary to Secondary School. This is your proof that those vital records arrived safely and there can be no confusion as to whether the new setting has received them.

In addition to this, when printing off records from a computerised recording system such as C-POMS or My Concern to be sent to another school, please ensure it is the full

records. If the notes and chronology include reference to meetings, minutes, e-mails and letters it important that these too are sent. We are aware that this may be time consuming but new settings will need all the information they can get in order to make the right decisions for children going forward.

Updates and Need to Know

Elective Home Education



Parents have a legal right to educate their child at home and are not required to have any qualifications or training to provide their children with a suitable education. Parents are not required to inform KCC that they intend to elect or have elected to home-educate. However, they are encouraged to do so. They are not required to seek approval from the Local Authority, unless the child has an Education Health Care Plan. They are not required to follow any formal curriculum.

Kent has six support and advice officers to cover the whole of Kent. Their role is to offer parents guidance and to signpost them to resources and services that will help them to meet their legal responsibilities with regards to educating their child(ren).

Where there are concerns regarding the safeguarding the EHE Team will follow KSCMP safeguarding procedures and work with relevant agencies and individuals to proactively safeguard and promote the welfare of children and, in the event of any concerns about the welfare of a home educated child, initiate and follow established procedures.

In these times of Covid-19, with parents and children struggling to get children back to school it is likely there will be an increase in such requests. If this is the case, please follow [KCC policy and advice](#).

School and Early Years Child Protection Policy Template

By now you will be aware that this template has been updated and is on Kelsi for you to use and adapt for your school or setting. There have been some changes made to reflect the many changes that we feel would be useful for your policy to include. We have added some appendices and clear guidance as to how to use the policy to aid you.

The link to all policies available is [here](#).

Kent's Integrated Children's Portal - update

We are very pleased to advise that the Front Door have reinstated plans to introduce their online children's portal through which partner agencies will be able to submit

Requests for Support directly and securely. The revised go live date is planned to be 12th October 2020.

We will keep you updated over the next few weeks and will include links to all guidance and information, including an instruction video, please look out for further information through DSL Catch ups and TEP Blogs.

Support for families with children and young people with Special Educational Needs and / or Disabilities (SEND) Kent's Local Offer

The [SEND Local Offer](#) tells families what support is available for children and young people with SEND. Kent's Local Offer is being reviewed and updated as a part of the SEND Improvement Programme. One of the improvements is an online tool called, [Explore your options](#). This handy online tool helps families explore what are the right options for them if they think their child may have SEND and depending on the answers given offers a range of options for support. This includes sign posting to [Information, Advice and Support Kent \(IASK\)](#). See the [IASK SEND Local Offer leaflet](#).

Updated guidance for out-of-school providers published

The Department for Education has published new guidance for out-of-school providers operating in the autumn term.

Updates made to the '[Protective measures for holiday or after-school clubs and other out-of-school settings](#)' guidance state that when schools reopen in September, out-of-school providers should "keep children in small groups of no more than 15 children with the same children each time wherever possible ... and at least one staff member, depending on the type of provision or size of the group".

The guidance also states that: "Where it is possible to do so, providers should also try to work with parents, the schools or early years settings which children attend to ensure, as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day."

Early Years and Childcare

Early Years Foundation Stage: Coronavirus Disapplication

To support early years providers during the coronavirus (COVID-19) pandemic, the government temporarily disapplied and modified certain elements of the EYFS statutory framework. This was to allow providers greater flexibility to respond to changes in workforce availability and potential fluctuations in demand, while still providing care that is high quality and safe.

The disapplications came into force on 24 April 2020 and will end on 25 September 2020. If there are further restrictions or requirements related to coronavirus (COVID-

19) due to a local or national lockdown, these may affect a provider's ability to comply with the EYFS. The link to this new document is [here](#).

The government has published a new concise summary of the steps early years providers should take to identify and manage possible Covid-19 outbreaks.

[Download the PDF](#)

Training



We are continuing to explore ways we can carry out face to face training but dependent on government advice we are providing alternatives, such as eLearning and virtual training provision.

Core Training

Due to current Covid-19 restrictions all Designated Safeguarding Lead and Designated Safeguarding Lead Refresher (DSL/R) training for schools and early years settings in terms 1 and 2 delivered by ESS has been moved to virtual training.

We are offering interim DSL Refresher [eLearning courses](#) for schools (EL 20/025) and early years settings (EL 20/030). These comprehensive courses will act as an interim measure and will enable existing lead DSLs and Deputy DSLs in Schools and settings to refresh their knowledge and skills in line with 'Keeping Children Safe in Education' 2020 and the EYFS. The eLearning refresher courses should take approximately 4-5 hours to complete, but progress can be bookmarked so you can complete it at your own pace.

We are offering remote DSL training via Zoom to new DSLs in schools and early years settings. Attendance is required over two half day sessions and certification will be valid for 2 years as we can provide more interaction and discussion.

We will also be offering Early Years Basic Awareness training virtually in October and will be exploring and offering other online training content for DSLs and leaders in schools and settings in 2020.

We are hoping to be able to offer face to face training in 2021 and dates are currently available to book on CPD online. We will however keep this decision under review based on government guidance and feedback from schools and settings. Further information will be shared with DSLs in future newsletters.

Bespoke Training

Our admin team have been contacting all schools and settings who have booked us to deliver bespoke whole school child protection, bespoke early years basic awareness or online safety training in term 1 to discuss options for delivery. If your school has a

session booked and plans for term 1 have not yet been agreed, please contact your local area admin to discuss further.

DSL Whole School Training Pack for DSLs

Following feedback gathered from DSLs at the start of the summer, we are delighted to announce that our Whole School Safeguarding Training Pack is available for purchase on the [Education People website](#). The pack is entirely optional but will assist trained DSLs to deliver up-to-date and Kent specific staff training within their own school. By purchasing the resource pack, you will be granted access to a PowerPoint presentation and a supporting guidance document to use for the Academic year 2020-21.

Key content includes:

- Key legislation and updates
- Categories and indicators of abuse and neglect
- Safe culture, including allegations and whistleblowing
- What to do if staff are concerned about a child
- Kent support and processes, including the Kent Support Levels Guidance
- Safeguarding priorities, as identified in Annex A of KCSIE 2020
- Online safety
- Suggested activities to support and explore learning

The Education Safeguarding Service will update the pack as required throughout the academic year following any changes to relevant guidance.

Online Safety

Policy Updates

We have updated our Acceptable Use of Technology Policy (AUP) and Mobile Technology and Social Media Policy templates which are available to download via [Kelsi](#). They now include references and a specific AUP relating to remote learning activities which may take place in response to Coronavirus (Covid-19) restrictions.

As before, these template policies are suitable for all education settings to adapt as appropriate to their specific needs and requirements; they can be used as standalone policies or integrated within your existing safeguarding policies, such as: child protection, behaviour/ code of conduct.



Project Evolve

The Project Evolve toolkit has recently been [updated](#) for 2020 with new content and functionality, which we highly recommend DSLs share with their curriculum leads.

In 2018, the [UK Council for Internet Safety](#) (UKCIS) published the '[Education for a Connected World](#)' framework, which defines 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.

In 2019, the [UK Safer Internet Centre](#) produced a toolkit of resources to compliment this framework, called '[Project EVOLVE](#)', to equip educators in the planning and implementation of a robust, embedded and progressive online safety curriculum, in line with DfE guidance.

BBC Own It

[BBC Own It](#) has been updated with new content for September 2020, including a new section on "[Returning to Learning](#)" to support young people through the transition back into the classroom learning environment.



The BBC Own it site is a free resource for young people that aims to support their digital wellbeing as they explore the online world for themselves. There is also an [app and keyboard](#) which can be downloaded directly onto children's devices, offering them simple online safety advice and support whenever they need it.

Childnet- Embedding Online Safety

DfE '[Teaching Online Safety in School](#)' guidance recommends that schools embed teaching about online safety and harms within a whole school approach across the curriculum, not just within ICT or computing.

To support this, [Childnet](#) have produced some simple tips to help curriculum leads seamlessly embed online safety messages into other subjects across the school curriculum for both [primary](#) and [secondary](#) schools.



SWGfL- Safer Blended Learning



[Safer Blended Learning](#) is a new SWGfL resource, empowering schools to prepare for a 'new normal' approach to teaching and learning in 2020.

It encourages school leaders to prepare for the potential for further local lockdowns by exploring how electronic platforms and remote learning activities can be utilised effectively alongside classroom-based teaching, in order to maximise educational impact for children whilst limiting disruption to pupils if the school is required to close.

Also see the DfE guidance on [Safeguarding and Remote Education During Coronavirus \(COVID-19\)](#).

Resources

Free remote training

In order to deliver postponed events and to respond to current needs for school in supporting C&YP in light of COVID19 KEPS is presenting a collection of online training. They invite you to attend these short FREE engaging and informative sessions, delivering current evidence based psychological models and related practical strategies to support school staff in developing a response to issues exacerbated by the response to Covid19

Grief and Loss Training	22 nd Sept	SCH 20/654 Grief & Loss In Schools within the Context of the Covid-19 Pandemic - 1.5 hours (remote training) 22/09/20 09:30	
Anxiety Based School Avoidance Training	29 th Sept, 3 rd Nov	SCH 20/642 Anxiety Based School Avoidance Training 29/09/2020 10:00-11:30	SCH 20/643 Anxiety Based School Avoidance Training 03/11/2020 10:00-11:30
Anxiety in the Classroom	Additional dates will be available in Term 2 through CPD online	SCH 20/648 Anxiety in the Classroom during the Covid-19 pandemic 08/09/2020 10:00-11:30	
Trauma & the School Community	Additional dates will be available in Term 2 through CPD online	SCH 20/657 Trauma, resilience and the school community 17/09/20 10:00-11:30	

KEPS look forward to seeing you, sign up via the link or email with any queries. Once booked onto the course you will be sent an invite to the remote training (a 'Microsoft Teams' invite), this will include instructions regarding how to join the training, as well as any pre-course activity details if necessary. Due to high demand we ask that you log into the course up to 45 minutes prior to the start time to ensure you are registered correctly and that any technical issues can be resolved.

Thanks to Pauline Roy, Support Officer for Kent Educational Psychology Service for this information.

Kent and Medway Prevent July 2020 Newsletter

Please see the [Kent and Medway Prevent Newsletter for July 2020](#). This is worth looking at as it has some updates that are due to come into place for this September.

Kent and Medway STP Suicide Prevention Programme Newsletter

Thanks to our multiagency colleagues for this information now on Kelsi. It is acknowledged that this is a difficult time for many people with lots of job worries, exam results and back to school concerns on top of everyday life, there is a new flyer advertising the support and services available. It is a timely reminder that the text service (just text the word Kent, or the word Medway to 85258) is free, available 24 hours a day and open to anyone, any age. Please look after yourselves and those around you and remember that there are support services out there that can help.

Key updates in the [Kent and Medway STP Suicide Prevention Programme Newsletter for August 2020](#) include Safe Havens in Canterbury, Maidstone and Medway are now open for out of hours, face to face mental health support to any resident aged 16 or over. Thanet Safe Haven remains telephone support only.

Modern Slavery and Human Trafficking Newsletter

This [newsletter](#) has been produced to raise awareness of Modern Slavery & Human Trafficking for first responders and provide an informative assessment of the local threats and trends of this horrendous crime. Although produced by Essex police the content is very relevant for us in Kent.

East Kent Partnership Bulletin

The East Kent Partnership Bulletin follows a new format which aims to update partners with relevant and fast changing information, including partnership updates, new services and service updates, training and development, best practice, access to opportunities, funding and resources. [Edition 1](#) and [Edition 2](#) are now available.

Keeping Children Safe in Education Part 1 Translations

As many schools employ speakers of English as an Additional Language, it can be challenging to ensure that everyone understands the full meaning and principles of the guidance. To support this, London Grid for Learning (LGfL) have published commissioned translations of KCSIE Part 1 into eleven key community languages.

The documents are free to download and print but should not be uploaded or shared online except by referring people to this page: kcsietranslate.lgfl.net.

A Longer Read - Relationships and Sex Education (RSE)

As you know from September 2020, changes to the curriculum in England will see relationships education made compulsory in all primary schools, and RSE made compulsory in all secondary schools. Schools will also be required to teach health education. Whilst the government has recognised that Covid-19 has impacted on school's ability to implement this it is still something that is expected to be embedded into the curriculum.

As schools develop lesson plans and sessions with their pupils there may well be issues that are discussed or allegations made that may raise a safeguarding issue. Especially as guidance from organisations such as the NSPCC, Stonewall and Barnardos highlight the following discussion points that could raise worries for children and young people:

- online safety and online friendships
- consent
- sexualised behaviour
- unhealthy relationships
- sharing sexual images.
- LGBT inclusive relationships

In terms of primary students in particular whilst some of the above issues may not be covered in the same depth as their older counterparts there still will be relationships education where pupils will learn about things like the “characteristics of healthy family life” and that other people’s families “sometimes look different” from theirs. This may present some challenges possibly related to culture and religious beliefs but also where a child may be witness to some form of domestic abuse between those tasked with caring for them. In addition to this will be some of the attitudes to male and female’s that have been role modelled by their own families.

When pupils move on to secondary school, relationships and sex education will get more detailed. Pupils will learn about “different types” of relationships, the legal status of marriage, the roles and responsibilities of parents and how to determine whether other children, adults or sources of information are trustworthy.

There will be content on how stereotypes can be damaging, on criminal behaviour in relationships such as violence or coercion and what constitutes sexual harassment and sexual violence and “why they are always unacceptable”. Pupils will also be taught about their rights and responsibilities online, and how sexually explicit material like pornography presents a “distorted picture of sexual behaviours”.

- [Disrespect Nobody](#)
- [Lucy Faithfull Foundation](#)

The above discussions with pupils may well hold up a mirror to what their own experiences have been and continue to be. This may include a questioning of their own family’s widely held beliefs and behaviours. It is acknowledged that over two-thirds of

survivors responding to Women's Aid survey in April 2020 told the national charity that domestic abuse is escalating under lockdown and 72 per cent said that their abuser has more control over their life since Covid-19. Children will have spent more time than ever before in the company of their parent(s) and the curriculum is clear that such controlling behaviour is unacceptable. Settings will have to prepare themselves for possibly concerning conversations they may have with children.

Sadly, some of our parents may have become more concerned about the sex education part of RSE and from the perspective of certain cultures and religions the open discussions around LGBT+ issues may be their sole concern. The more nuanced curriculum around healthy relationships may have passed them by. As children come home and discuss what they have been doing in class this may mean them challenging what is happening in their own lives. The PSHE Association offers the following [guides for parents](#).

Good practice would be to involve the Designated Safeguarding Lead (or a deputy) in anything that is safeguarding-related in the context of these subjects. They will potentially have knowledge of trusted, high quality local resources that could be used, links to the police and other agencies and the knowledge of any local issues which it may be appropriate to address in lessons.

As part of RSE is the focus on being safe online. We know that in lockdown when schools were closed, and travelling was limited there has been an increased use by children of social media and a variety of online resources. Parents have acknowledged that controlling this can be difficult but as before it not necessarily the amount of time a child goes online but what they do when they are there. As a DSL you may now be having more conversations related to the pupil's experiences in lockdown and how they have used technology to engage with school but most significantly, in relation to RSE, with their own peer group. Friendship groups may well be different when school comes back this September due in part to what may have happened online in the last 6 months.

Below are some useful resources for you to access:

- [NSPCC](#)
- DfE: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

Finally, if you have any questions on the articles, or the need for safeguarding advice, please contact the team using the details provided.

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.

Head Office: Room 2.30 Sessions House County Hall Maidstone ME14 1XQ	
Claire Ray Head of Service	03000 415788
Rebecca Avery Training & Development Manager	03000 418707
Online Safety	03000 415797
<p>For advice on safeguarding issues please call your area office on the numbers listed below. 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
Tunbridge Wells	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.

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 – Celia Buxton 03000 414989

East Kent – Marisa White 03000 418794

West Kent – Nicholas Abrahams 03000 412209

North Kent – Ian Watts 03000 414302