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Welcome

Welcome to the second 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

Front Door Request and Consultations

This is just a reminder for all settings when needing to make a request for support (RFS) to the Front Door if you are concerned about a child. The following is in the current guidance. A RFS will have two themes to them either an urgent matter or a more planned out need for intensive support:

Child Protection/Immediate Safeguarding concerns

If there are concerns that a child may be suffering significant harm, the Single Request for Support form should be completed and immediately submitted to the Front Door Service. The relevant section on the uploading tool indicating that there is an immediate safeguarding concern should be completed. DO NOT select 'yes' unless a child or young person is at immediate risk as doing so prevents attention being given to cases where immediate safeguarding action is required.

Requests for intensive support/consultations

Where the referrer feels that a high level of support is needed for a child or young person, these requests should be sent to the Front Door without prior telephone discussion, unless a professional consultation is considered necessary. If you feel that a consultation is necessary, an initial consultation should take place with your Designated Safeguarding Lead prior to any consultation with a Social Worker from the Front door Service.

In regard to the above we would also encourage you to consult with an education safeguarding advisor if you are in need of advice about whether to complete a RFS or any safeguarding issues you may have.

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

Supporting a bereaved pupil

Many children, for a variety of reasons, will experience a death within their network at some point in their early life. As a society it can be something that many of us find difficult to discuss with one another let alone with children. Services and resources in this area can be hard to find so with that in mind we have found a website that may help. The Supporting a bereaved pupil website <http://sabp.lgfl.org.uk/> has free-to-access training tool that has been developed for staff in schools, to help develop their understanding, skills and confidence to support pupils and their families when they experience a bereavement.



Mental Health

Education Wales have published guidance for teachers, professionals, volunteers and youth services entitled [Responding to issues of self-harm and thoughts of suicide in young people](#). Although aimed at practitioners in Wales, the guidance includes useful flow-charts and guidance on how to respond to these issues, together with some sources of support for young people and families and a helpful safety plan.

In August this year, Research in Practice published two guides for staff working with children and adolescents who self-harm entitled [Understanding self-harm among children and adolescents: Frontline Briefing \(2019\)](#) and [Responding to self-harm among children and adolescents: Suggestions for practice \(2019\)](#), which includes sections on 'Signs and risk factors', 'Motivations for self-harming', 'Responding to disclosure' and 'Multi-agency work'.

PAPYRUS is another national charity – focusing on preventing suicide amongst young people. <https://papyrus-uk.org/> It has a helpline for young people who are suicidal, or for people worried about a young person.

World Mental Health Day



On a positive note recent research completed by the government in its first ever State of the Nation report on children's mental wellbeing stated that 4 out of 5 young people are happy in their lives. The young people (7,000) surveyed were aged between 10 and 24 years of age, say they are happy with their lives, in research published to mark World Mental Health Day (Thursday 10 October), rating themselves happiest with their family and friends, their health, their school and their appearance. Significant for schools to consider was that Bullying, including cyberbullying, remains a key reason for unhappiness or poor wellbeing, especially among teenage girls.

Further details about the research can be found on the link below.

<https://www.gov.uk/government/news/first-state-of-the-nation-report-marks-world-mental-health-day>

Sudden Child Death Support

Sadly, there have been tragic incidents involving our young people in Kent who have died unexpectedly, and this has a massive impact on their peers and local community. Schools and local services often become involved ensuring that the emotional needs of those affected are met. However, it is also worth highlighting some other services that you may not be aware of that are available. The young people concerned may not be wanting to engage immediately, but some of the following are available 24 hours a day and they may feel different when they are on their own with their phone.

In respect of older teenage children, the Shout crisis text service is one that we would recommend a national service, available 24/7, very good clinical oversight and links to emergency services if needed. It is only accessible via text making it suitable for many ages and it can be done in private or public whenever help is needed, without anyone else needing to know. *Text Shout to 85258*

<https://www.giveusashout.org/>

Kent Community Foundation grants

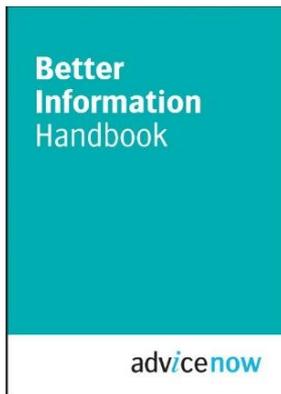
Please find a link for the Kent Community Foundation grants which are available to disadvantaged individuals and families in Kent that meet the criteria, along with details of how they can be nominated. The individual or family being nominated must be a resident of Kent or Medway and there must be a demonstrable financial disadvantage underlying the request (e.g. the family are reliant on benefits or out of work for whatever reason).

<https://kentcf.org.uk/>



Advice now

Advicenow is an independent, not-for-profit website, run by the charity [Law for Life: the Foundation for Public Legal Education](#). It provides accurate, practical information on rights and the law in England and Wales. They believe that everybody should have access to clear and effective guidance to help them deal with law-related issues. They have advice booklets in numerous subjects including:



- Benefits
- Education and training
- Employment
- Consumer affairs
- Family and personal issues
- Health and social care
- Police and crime

Peer on Peer Abuse

There is an interesting blog on the Contextual Safeguarding website re Harmful Sexual Behaviour which, as a service we think will resonate with a lot of settings. It reminds all settings to be careful to differentiate between Harmful Sexual Behaviour from Peer on Peer abuse. There is a danger that some are confusing the two to mean the same thing when they are not. It is worth a read - you will need to sign up for an account but is free to do so!

<https://www.contextualsafeguarding.org.uk/en/blog/2019/turing-a-blind-eye-to-child-on-child-harmful-sexual-behaviours-hsb-at-school>

Parental Conflict



Whilst our training for DSLs and schools covers domestic abuse and its harmful effects on children it is a complex area. There can sometimes be no clear perpetrator and victim in a family where abuse is evident. Also, we may not think what is happening is abusive but more likely to be termed 'parental conflict' There is strong evidence that conflict between parents – whether together or separated – can have a significant negative impact on children's mental health and long-term life-chances. Not all conflict is damaging, but where this is frequent, intense

and poorly resolved it can harm children's outcomes.

The link below for the Early Intervention Foundation is a hub is for practitioners who are looking to reduce the impact of parental conflict on children. It provides a central repository of key 'what

works' evidence and tools, including why parental conflict matters for children's outcomes, and guidance on how to take action.

<https://reducingparentalconflict.eif.org.uk/>

Early Years

Early years foundation stage reforms

The government is seeking views on proposed changes to the statutory framework for the early years foundation stage. The aim of this consultation is to seek views from interested parties on proposed changes to the statutory framework for the early year's foundation stage. The changes cover a variety of areas such as early learning goals, assessment and moderation process. But significantly for DSLs there is a proposed change to the safeguarding and welfare requirements to promote good oral health.

<https://www.gov.uk/government/consultations/early-years-foundation-stage-reforms>

Guidance on Notification of Serious Accidents

The Education Safeguarding Service (ESS) have produced this guidance for early years settings and childminders to assist staff who to notify when a serious accident occurs on site.

As the EYFS (2017) states:

Registered providers must notify Ofsted or the childminder agency with which they are registered of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence. Providers must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.

[Statutory Framework for the Early Years Foundation Stage](#)

There are two aspects to this section. Firstly, the provider must notify Ofsted who will then decide if regulatory activity, visit or assessment is appropriate. Ofsted will ask what actions the provider has taken in relation to the incident. Secondly, the provider has a duty to notify local child protection agencies, for example, LADO, if the incident relates to the direct action of the member of staff or whether a referral has been submitted to social care. It will be Ofsted who will take the lead on any future actions, which must be adhered to by the provider.

The early years compliance handbook under section 61:

[Early years compliance handbook](#)

61. When a registered provider notifies us of an event we may ask them to provide us with more information about what they have done in relation to the event. We may carry out an inspection and/or a regulatory visit if we are not satisfied with the explanation from the provider as to why the event occurred and/or if the action taken in response to the event indicates risks or potential risks to children.

Settings can call the ESS for clarification or for further advice if it is needed. These enquiries are logged on the recording systems.

The provider is under no obligation to notify the ESS when a serious accident has occurred. It is very clear in both documents that the provider has the responsibility to inform Ofsted and other agencies, and Ofsted would be asking the question who else the provider has notified.

Online Safety

BBC launches digital wellbeing 'Own It' app for children



The BBC has created a "wellbeing" smartphone app called ['Own It'](#), available through app stores, aimed at supporting children and young people to interact safely and responsibly with friends and family online and through messaging apps.

The app enables users to install a special software keyboard which monitors the tone of the words being typed and language used. The app evaluates children's moods so it can offer advice, encourage them to talk to trusted adults, or prompt them to think again if they are about to share sensitive data or send an upsetting message. The app is not a monitoring or reporting system and does not report to parents about children's activity, however it is designed to enable children to develop resilience online and offers targeted help and support when necessary. The 'Own It' app also has its own content to help children manage the amount of time they spend looking at their screen and shares advice about responsible online behaviours.

DSLs might find it helpful to share this app with pupils and parents/carers; BBC Newsround has produced a [video](#), [poster](#) and [guide](#) for children.

Safer Internet Day 2020: Save the Date and Register your Support



Safer Internet Day 2020 | Tuesday 11 February
Together for a better internet
www.saferinternetday.org.uk

Logos for European Commission, Safer Internet Centre, and UK Safer Internet Centre.

[Safer Internet Day](#) will be celebrated globally on the 11th February 2020 with the theme: 'Together for a better internet'. The day is a great opportunity to spark a conversation about the safe and responsible use of technology, and to inspire young people to create a better internet for the future.

Schools and organisations are now able to [register as Safer Internet Day Supporters](#) to share what they are doing for the day. You can join

organisations from across the UK by signing up to the Safer Internet Day Supporters List and sharing what you are doing for Safer Internet Day. [Once registered](#) you will receive a certificate to show your support for the day and, following review, your logo, organisation name and supportive statement will appear on the UK Safer Internet Centre Website.

Useful Online Safety Resources and Links

- NSPCC: [Online abuse: learning from case reviews](#)
- SWGfL: [Online safety for NQTs – the ultimate starter pack](#)
- UK Safer Internet Centre: [11 things you should know about loot boxes](#)
- Childnet: [Online Safety Calendar 2019-20](#)

- Parent Zone: [The Rip-Off Games](#) Report
- [Exploring Cybercrime](#): KS3 Lesson plans from the National Crime Agency (NCA)

Updates

New Prevent Education Officer

Prevent Education Officers provide a role for schools within the local authority, responsible for co-ordinating and delivering Prevent education priorities in the county. The PEO role is crucial to ensuring that there is a process for understanding the risks of radicalisation in the local area, addressing this through proactive and reactive support and advice to education settings.

Sally Green is the newly appointed Prevent Education Officer for Kent & Medway. Sally is a former Kent Police Officer with a career spanning 22 years. She has worked in many areas of community policing. This included 8 years as a Safer Schools Officer working with educational establishments in North Kent. Sally has worked in further education as a Student Welfare and Safeguarding Officer covering Medway & Maidstone. Sally has also worked as a trainer for the Centre for Child Protection at the University of Kent. Whilst at the Centre for Child Protection Sally was instrumental in the development and implementation of simulations highlighting factors of grooming for radicalisation.

Operation Encompass

Those of you who are already signed up to Operation Encompass need to be aware of some changes to the process. Hopefully, you will have received a letter directly by now detailing the changes but if not, here it is. From now on the information will be shared via email to a dedicated Operation Encompass email account. Schools will need to register for this account. Instructions for setting up this email account will be included in the correspondence but a more detailed help guide can be accessed here: <https://goo.gl/NCw9U4>

The Key Adults (DSL) will continue to record and retain the information they receive from the police in a secure location. In most cases this will be within the safeguarding files.

Any further queries please contact DS Justine Frost or PVP Allyson Vincer at the CRU on 01233 896200 central.referral.unit@kent.pnn.police.uk

Neglect - a long read

According to statistics provided by the Department of Education in 2018 of the 53,790 children on child protection plans 25,820 were under the category of neglect. Neglect is defined as the ongoing failure to meet a child's basic needs and the most common form of child abuse². A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. Around half of all children looked after by Local Authorities are known to have experienced harm as a result of neglect.

Although, there are many different definitions of neglect, one common aspect is the emphasis on neglect as an act of omission. Neglect is typically defined by the absence of provision for a child's basic needs (Gough, 2005). Sadly, neglect will often be overshadowed by physical or sexual abuse into a generalised category of child maltreatment (Moran 2007). However, as a DSL it is highly likely to be the prominent area of child welfare that will consume a lot of your time when safeguarding children.

For all professional working with children it's essential to be able to identify possible cases of neglect at home, but it's especially true for teachers. Teachers are often one of the most consistently present figures in a child's life after their parents, and likewise teachers often see more of the children than their parents do.

This means teachers are often in the best position to spot when something isn't quite right, whether that's in a child's behaviour, a physical injury or problem, or even directly hearing of difficulties at home shared by the pupil.

Children can be exposed to a myriad of problems and abuse in their home lives, and it's essential to be able to recognise possible issues by being familiar with the signs. According to Action for Children (2019) neglect is the most common form of child abuse in the UK^[1] affecting up to 1 in 10 children and featuring in 60% of serious case reviews into a child's death or serious injury.

In schools Neglect could manifest itself in patchy attendance, disruptive behaviour, difficult relationships with peers and poor attainment. But this is not an exhaustive list. Kent County Council have provided the neglect guide for practitioners which provides a more detail:

https://www.proceduresonline.com/kent/childcare/user_controlled_lcms_area/uploaded_files/Neglect%20Guide.pdf

In addition to this resource Kent Safeguarding Children Multi Agency Partnership (KSCMP) offers a variety of free multi-agency training courses for all professionals working with children and young people in Kent. Such as *Childhood Neglect: An In-Depth Understanding to Help Overcome Practice and Organisational Barriers* which is free to partner agencies and is a level 3 course.

Ofsted's report – 'Growing up neglected' (2018) found that "Schools that were supported by local partners and were well engaged in the multi-agency system played an effective part in helping to identify neglect early. They also provided effective, tailored support to pupils". It was found that in these schools, teachers took time to know and understand children's circumstances, carefully planning support within school, as well as engaging with partners in wider multi-agency planning.

What Ofsted found through the research is that schools should not be afraid to challenge their partner agencies about the decisions that can be made by other professionals especially when they feel a child is being neglected. They recommended that ideally schools should develop a clear process for escalating their concerns if children's situations did not improve.

We are aware, anecdotally, how some settings find it hard to get hold of social care professionals at times, but it is important to be able to evidence your attempts through clear recording on your safeguarding system. If it is unclear to you who may be the best senior manager or team leader to contact in your area you can seek advice from ESS.

The feedback we have received from the Front Door in Kent is that schools are completing the Request for Support forms to a good standard, being clear what their concerns are about a child, evidencing the impact on that child if the situation continues and detailing the efforts that the school have made to work with a family. This is not solely in relation to the issue of Neglect but across the board. As a consequence, this is making it easier for those in social care to make their decisions about who best can support the family going forward.

Neglect can be difficult to evidence at times with a lot of the children you work with being exposed to less than good parenting but not at a level that might be considered as chronic or long term. Our advice is to look at the neglect guide referred to above, consider the support level guidance, meet with your safeguarding team and if in doubt about a course of action 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	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
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 (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.