

# Child Protection Newsletter

ISSUE NO. 73 July 2020

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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 often 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 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.

## 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.

At the time of writing schools continue to offer as many children face to face education where it is safe and practicable to do so in line with Government guidance. Attention is now turning to preparing to get settings ready for the return of all pupils in September 2020. The return to school guidance is now available on [Kelsi](#) for you to use.

As the academic year officially draws to a close it has been impressive the way that schools have worked tirelessly to ensure that those children who are disadvantaged for a variety of reasons are still in the minds of everyone working in their respective schools. Even though these children may not officially be classed as vulnerable/open to services, schools have continued to touch base with them at regular intervals to ensure that they are managing. It has confirmed what many of us who work in this sector already knew that education is never a schools' sole focus. The coronavirus pandemic has proved this.

The summer break will be unlike any school holidays before it and it is highly likely that the workload pressure will continue. As a service ESS will be here to discuss issues with you and provide ongoing support in whatever way we can. As part of this, please ensure that our team has up to date email addresses for your DSLs via your local Area Safeguarding Advisors (ASA) admin support.

KCSIE 2020 advises all schools to have a contact available over the summer for partner agencies to be able to communicate with you if concerns come up for any of your pupils during the break. All Area Education Officers (AEOs) have these details but make sure they are the most up to date ones.

## 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 may soon be able to complete face to face reviews but until then we are therefore offering two remote alternatives.

A full day review would entail the school completing a self-review tool devised by the Education Safeguarding Service. A meeting via Skype or Microsoft Teams would then be completed within a month of the review being completed. 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.

## Training and support

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

### **Core Training**

Whilst under review, the current DfE [Covid-19 safeguarding in schools](#) guidance states that DSLs (and deputies) whose training has expired recently are still classed as DSLs and can continue in that role.

Due to current Covid-19 restrictions all Designated Safeguarding Lead (DSL) and Designated Safeguarding Lead Refresher (DSLRF) training for schools and early years has been cancelled. We had hoped to resume face to face training from term 1 however we have been unable to confirm venues so have made the decision to move to virtual training for terms 1 and 2.

We will be offering an interim DSL Refresher eLearning training course; the schools' course is [available now](#) and an early years version will be made available on the CPD website for September. This course will act as an interim measure and will be valid for 1 year. It is a comprehensive course and will enable existing lead DSLs and Deputy DSLs to refresh their knowledge and skills in line with 'Keeping Children Safe in Education' 2020 and the EYFS. The eLearning course should take approximately 4-5 hours to complete but progress can be bookmarked so DSLs can complete it at their own pace.

We are also piloting remote DSL training via Zoom and following feedback, we plan to offer this course to new DSLs in schools and early years settings in terms 1 and 2. Attendance will be required over two half day sessions and certification will be valid for 2 years. We are also planning to offer Early Years Basic Awareness training virtually. Dates for our remote training in terms 1 and 2 will be made available on the CPD website as soon as possible.

### **Bespoke Training**

Our admin team have been contacting all schools and settings who have booked us to deliver bespoke training (either 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.

In early July, the Education Safeguarding Service contacted DSLs to explore the possibility of developing a DSL staff training pack. Thank you to those who have contacted us with feedback; we are now looking at possible options and hope to have further information and potentially a product available over the Summer holiday ready for use in September.

### **Support**

It was due to our difficulties in delivery training and getting out into schools that we decided to hold virtual DSL catch up meetings in each area to give schools the opportunity to share with us how they are managing at this time. In the meetings we have been joined, where possible, by colleagues from the Front Door, Early Help, District social work teams and the police. These are held remotely via a telephone/video call which presents its own challenges, but we hope you have found them useful.

We hope to have a further catch up meeting in August to give DSLs from all areas an opportunity to discuss any issues that may have arisen in preparation of resuming a full school timetable in September. After this we are planning to have virtual catch ups with schools once a term for the 20-21 academic year.

## Early Years and Childcare

Ofsted will continue with its registration and regulatory work for early years and childcare providers. In the autumn term, inspectors will commence some regulatory activity to providers who have been judged 'inadequate' or 'requires improvement' and have associated actions to fulfil. Inspectors will look at what progress leaders and managers have made to meet actions set at the last inspection and how they are improving their practice. These visits will not result in a judgement. However, Ofsted will publish a short summary to confirm what it found during the visit. In readiness for September it may be prudent for you to review all your safeguarding policies and procedures.

In this current climate many providers have increased their use of technology to keep in touch with families, for example, through Facebook and WhatsApp. Reviewing your current online safeguarding practice will enable you to identify areas that are working well and areas for development, that once managed, will ultimately lead to children and staff being better protected.

The UKCIS '[Safeguarding children and protecting professionals in early years settings: online safety considerations](#)' will help you identify what is working well in your setting and areas that may need development, such as policies for online safety, mobile phones and personal devices.

Our service have produced templates for [acceptable use of technology and mobile technology and social media templates](#). These will enable you to outline expectations for staff, parents, children and visitors regarding the use of technology in your setting. This in turn will enable you to appropriately monitor the use of setting devices and foster procedures for responding to any concerns that are identified.

## Updates

### Keeping Children Safe in Education 2020

On Wednesday 17 June 2020, the Department for Education (DfE) published updated '[Keeping children safe in education](#)' (KCSIE) guidance ready for implementation from Tuesday 1 September 2020. The following are areas that contain the most significant changes in guidance:

#### **Part one - all staff**

- The definition of safeguarding and promoting the welfare of children has been expanded to include the relevance of **both mental and physical health**
- **Contextual safeguarding** has now been included as a possible indicator of abuse and neglect and the DSL or deputy should consider whether children are at risk of abuse or exploitation in situations outside of their family.
- Staff are provided with information about **child criminal exploitation and child sexual exploitation** which occurs when there is an imbalance of power to coerce, manipulate or deceive a child into criminal or sexual activity – the guidance recognises the role technology can play in this type of activity.
- **New paragraphs on mental health** are added to help staff make the link between mental health concerns and safeguarding issues and provided signpost guidance.

- **Safeguarding concerns** about staff - Where there are safeguarding concerns or allegations against any member of staff, **including supply staff**, due process should be followed.

## **Part two - the management of safeguarding**

- **Information Sharing** - The Data protection toolkit for schools provides guidance to support schools with data protection activity.
- **Mandatory Relationships and Sex Education and Health Education teaching.** To be mandatory in the curriculum – although delayed until Summer Term 2021.
- **Inspection** – updated to reflect Ofsted guidance in: Education Inspection Framework, Inspecting safeguarding in early years, education and skills settings and Independent schools.
- **Management of concerns about staff** – Part four provides greater clarity regarding processes which should be in place to manage all concerns about staff, including **supply teachers**.
- **Children potentially at greater risk of harm** – This has been updated to reflect the need to consider how best to support children with a social worker and children requiring mental health support.

**Annex A: Abuse and Safeguarding** provides updated information about CCE, CSE, County Lines, Upskirting. It also includes:

- **Domestic Abuse:** All children can witness and be adversely affected by domestic abuse.
- **Honour-based abuse:** Wording has changed from 'violence' to abuse to recognise non-violent forms of abuse.
- **Preventing radicalisation:** additional information is provided on what terrorism looks like and more information on Channel.

## **Kent Support Level Guidance**

The [Kent Support Level Guidance](#) (SLG) was created and launched in 2018. It was rolled out across the county with the Multi-Agency Training being an important forum for sharing the SLG with all our partner agencies, including learning and discussing how those changes impacted upon how they made referrals. Which of course back then included the launch of the new Request for Support form.

Fast forward to 2020, we have been using the SLG and the new referral for 2 years but like all things time and progress does not stand still. Therefore, it stands to reason the SLG must be updated to reflect the progress. The 4 levels of support have not changed but the language used within it has. The key indicators in each of the levels are now from the child's perspective. There is a new section under each level which is titled 'Risks to me outside my home' to separate these from the within the home. On page 2 there is a useful flow chart making the process clear and easy to follow, so the referrer can understand what actions they can consider and take. Also, page 2 defines the contextual safeguarding approach that is applied within 'Risks to me outside my home'.

The launch date for the updated SLG is 1st July 2020. The information regarding the [Support Levels Guidance](#) currently on the KSCMP, KELSI and Kent.gov websites including the Webinar, will be updated during June to reflect the updated SLG.

There will be multi-agency SLG training taking place later this year for everyone to book on to. It is likely to be rolled out in Sept/October time. It is currently unclear whether the SLG training will be via an online platform such as MS Teams, or direct training. This will be dependent upon what happens regarding Covid 19 rules going forward.

All agencies will be notified when there is more information available.

The highlights are:

- The 4 levels of support have not changed.
- The language used in the Support Level Guidance sheet has changed with the key indicators being from the child's perspective.
- Each Level includes a new heading 'Risks to me outside my home' to separate these from the risks within the home.
- Page 2 defines the contextual safeguarding approach that is applied within 'Risks to me outside my home'.
- Page 2 has a useful flow chart making the process clear and easy to follow so the referrer can understand what actions they can consider and take.

## Online Safety

### Online Safety and KCSIE 2020: Summary Document

The Education Safeguarding Service have published a [document](#) which focuses on online safety within KCSIE 2020 for DSLs and leadership staff. It is essential that DSLs, governing bodies and proprietors' evidence that they recognise the importance of online safety within their statutory safeguarding responsibilities.

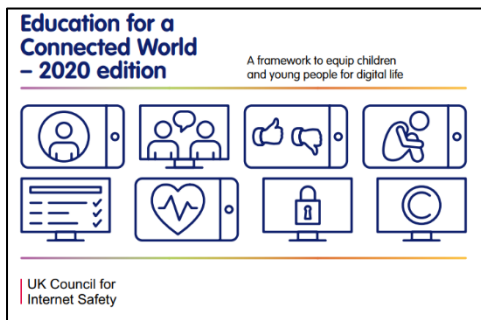
Key online safety requirements and changes within KCSIE 2020 include:

- DSLs continue to have overall responsibility for online safety (Annex B) and this **cannot** be delegated. They can be supported by appropriately trained deputies and should liaise with other staff on matters of online safety.
- DSLs should continue to be able to evidence they have accessed appropriate training and support to ensure they understand the unique risks associated with online safety and have the relevant knowledge and up to date capability required.
- All staff should continue to be provided with online safety training at induction and as part of regular child protection training and updates.
- Additions have been made to content relating to Child Sexual Exploitation and Child Criminal Exploitation to recognise the role technology can play.
- Links to additional and updated resources have been included to support schools and colleges in teaching online safety to all learners as part of a broad and balanced curriculum.
- Additional information within Annex C is available on how to support the safety of children online, while they are learning at home in response to the Covid-19 pandemic.
- Content relating to 'Upskirting' has been updated to reflect that anyone of any gender, can be a victim.

### UKCIS Updated Documents

The UK Council for Internet Safety (UKCIS) have published two updated documents. The Education Safeguarding Service have contributed to the development of these documents and we recommend DSLs access the updated versions and share them with staff and Governors as appropriate.





[Education for a Connected World](#) has been updated to support schools identify and respond to the latest technologies, opportunities and threats. It provides schools with a useful framework to explore the key benefits and risks for children as part of cross-curricular and whole school framework.

[Questions from the governing board](#) will help your governors know what to ask DSLs and SLT to ensure your schools practice is in line with national guidance and best practice recommendations.

UK Council for Internet Safety	
Online safety in schools and colleges: Questions from the Governing Board	
Children have the right to enjoy childhood online, to access safe online spaces, and to benefit from all the opportunities that a connected world can bring to them, appropriate to their age and stage.	
The Department for Education's Keeping Children Safe in Education (2019) statutory guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools and colleges should consider this as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education – Personal, Social, Health and Economic (PSHE) education.'	
1	Does the school/college have an up to date online safety policy and acceptable use policies in place? How does the school/college assess that they are clear, understood and respected by all children and staff?
Why this question?	The Department for Education's (DfE) 2019 Keeping Children Safe in Education (KSCE) statutory guidance states that 'Governing bodies and proprietors should ensure there are appropriate policies in place... to safeguard and promote children's welfare... this should include... acceptable use of technologies... and communications including the use of social media'. Annex C (KSCE) also states that 'Governing bodies and proprietors should consider a whole school/college approach to online safety. This will include a clear policy on the use of mobile technology in the school'. The 2019 DfE guidance document 'Teaching online safety in schools' states that schools should create a culture that incorporates the principles of online safety across all elements of school life. The principles should be reflected in the school's policies and practice where appropriate, and should be communicated with staff, pupils/students and parents. This will include, for example, in the child protection policy clear processes for reporting incidents or concerns.
What to look for?	<ul style="list-style-type: none"> <li>Systematic and regular review of safeguarding policies, including online safety, at least on an annual basis.</li> <li>Evidence that online safety policies are readily available (e.g. school/college website, staff handbooks, posters, etc).</li> <li>Pupils/students, staff and parents are aware of online safety rules and expectations.</li> </ul>
What is good practice?	<ul style="list-style-type: none"> <li>Collaborative production and review of policies, for example, evidence of the active use of pupils/students' and parents' views.</li> <li>Evidence of monitoring and evaluation processes to ensure understanding of, and adherence to, online safety policies.</li> <li>Pupils/students, staff and parents are aware of online safety behaviour and expectations, including the acceptable use of technologies and the use of mobile technology.</li> <li>The school/college child protection policy recognises peer on peer abuse concerns which can take place online.</li> <li>Linked to and a part of other policies, such as safeguarding and child protection.</li> </ul>

## **Responding to reports about viral scares online**

Over the last few days the Education Safeguarding Service have been made aware that there has been information circulating about online viral scares and challenges, in some cases involving online news articles. We wanted to remind you of [our advice](#) on responding to such situations.

Stories and 'warnings' often circulate about online scares or challenges which are alleged to have encouraged children to engage in harmful activities. Most have been found to be hoaxes, fake news or sensationalised stories, however, it is important that we all know how to seek help should it be required.

It is essential schools do not add to misinformation or share content which could frighten or scaremonger; we do not advise sharing warnings which publicising specific issues. Whilst sharing 'warnings' is often done with good intentions it can pose significant risks; content can be false or distressing, if a child has not heard about a scare it can make them curious and by publicising information, there is a risk individuals will create or share harmful content based around the scare.

If a child, or their families comes to you with a concern that someone may have seen, or been involved in, a viral scare or suicide challenge, follow your existing safeguarding procedures. If parents/carers raise general concerns, we advise sharing CEOP's [Think U Know](#) article.

If you required further advice, please contact the Education Safeguarding Service.

## **UK Safer Internet Centre and Facebook Release a New Guide for using Apps**

Facebook have worked with UK Safer Internet Centre partners Childnet and SWGfL to produce a helpful guide on how schools and settings can safely use Facebook apps. This 12-page resource supports DSLs and SLT to explore everything they need to consider when it comes to managing communications via a digital platform, including safeguarding considerations and security info.

The apps covered include:

- WhatsApp
- Facebook Pages
- Facebook Groups
- Facebook Live
- Facebook Messenger

The guide only explores internal communications between staff and external communications with the parental community. It does not cover educators communicating with children; your policy

should clearly define online communication expectations with learners. Further information and the resource can be accessed [here](#).

## **New Online Safety Resources**



## **Connecting Safely Online**

Empowering all young people to have a positive time online

Visit: [www.internetmatters.org/connecting-safely-online](http://www.internetmatters.org/connecting-safely-online)



With support from FACEBOOK



### **CEOP: Online Blackmail**

[Online blackmail](#) is a new education resource which aims to help young people aged 15-18 identify key characteristics of how blackmail manifests online, understand the impact it can have, and how they access help if they experience it.

The one-hour session can be delivered in schools, colleges, youth groups and other educational settings and has been awarded the PSHE Association Quality Mark. Content is also available for [parents and carers](#).

### **Internet Matters: Connecting Safely Online Hub**

Internet Matters new '[Connecting Safely Online](#)' hub aims to help equip young people with SEND and their parents/carers with the right tools to stop them 'falling through the net' on social media.

The new hub has a supportive and enabling approach and includes tailored advice for children and parents/carers on how to respond to a range of common concerns as well as how to use technology and connect safely online across a range of social platforms.



### **ParentZone: Parent Hub**

ParentZone have launched a [new parent hub](#) to give families the tools to make the most of tech throughout the holidays, including:

- fun, free activities
- a fortnightly parent bulletin
- Be Internet Legends livestreams
- a digital noticeboard

### **NSPCC: Keeping kids safe on conferencing apps**

As part of the Net Aware resource, NSPCC have published new and updated guides for parents regarding keeping children safe on some of the most popular conferencing apps, including [Zoom](#), [Microsoft Teams](#), [Skype](#), [Google Hangouts](#) and [Google Meet](#).

## **Resources**

### **Tackling Child Exploitation**

A new online resource from Research in Practice aims to support cross-sector leaders achieve system change in tackling child exploitation. The [open access website has been developed by the Tackling Child Exploitation \(TCE\) Support Programme](#) and aims to provide a cross-cutting understanding of exploitation that encourages strategic change from multiple vantage points.



## **Barnardo's- See, Hear, respond Programme**

In response to the COVID-19 pandemic, Barnardo's, in partnership with The Department for Education (DfE), will be delivering a new and innovative programme across England that co-ordinates a dynamic sector response ([DfE press release](#)).



The 'See, Hear, Respond' programme aims to intervene and find the most vulnerable children and young people who are hidden from view; who are not currently receiving support and those who are at risk and/or experiencing adverse impact to their health and wellbeing.

It's a fast-moving project starting in June and delivering till the end of October and is a crisis response to children and families. Barnardo's aims to deliver 30% of the interventions with the remaining 70% being delivered by partners. They would welcome contact from organisations that wish to find out more information about becoming delivery partners and/or organisations that may be able refer into this programme. The [referral portal](#) is currently active, and they are able to receive referrals:

### **Fearless**

[Fearless](#) is a youth targeted version of Crime stoppers which offers young people the chance to report crimes anonymously online. They actively discourage personal or identifiable information being shared and all information is reviewed to ensure its anonymous prior to forwarding to relevant Police force.



They have a A-Z on the website to identify crimes and key information about each crime and have resources for professionals with tools to use including with young people involved in crimes, CSE, drugs and county lines. They also have the fearless cards which are a conversation starter tool and relevant information videos, free posters about crimes and the importance of reporting them and a youth resource page for young people to access.

[Lauren.Geater@crimestoppers-uk.org](mailto:Lauren.Geater@crimestoppers-uk.org) is the Kent lead outreach worker that offers information sessions and workshops.

## **A longer read -**

### **Safeguarding those pupils who are now 18**

Many settings will be teaching those young people who are part of their 6<sup>th</sup> form setting or at a college who whilst still at school are now 18 and technically adults. This can often bring with it challenges when much of the procedures and policies are aimed at safeguarding children. Whilst all settings strive to safeguarded individuals to the same levels as adults' issues of consent and decision making come into play.

There is no single law that defines the age of a child across the UK. Specific age limits are set out in the legislation relating to different areas of policy and there are also differences between the UK nations. According to the UN convention on the Rights of the Child, which the UK Government has ratified: "A child means every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier."

In England, for Child protection/safeguarding "a child is anyone who has not yet reached their 18th birthday". Some people have their entitlement to services extended beyond the age of 18. For

instance, the Children (Leaving Care) Act 2000 states that local authorities in England and Wales must keep in touch with care leavers until they are at least 21, and they should provide assistance with education, employment and training. Young people with Learning Disabilities may also continue to be supported by Children's Services after they reach the age of 18. In some circumstances there will be adults – people aged over 18 years of age, still appropriately using a Children's service. An example of this could be children in residential schools.

Any incidents or concerns relating to a young person of 18 years and over, even if still at school, are not covered by Local Safeguarding Children Boards or their procedures. Generally adult safeguarding procedures must be implemented for 18-year-old plus and in these situations Children's Safeguarding must be equal partners throughout the process so any issues that impact on the services which are Children's services can be identified, addressed and monitored.

Young people at risk or with safeguarding issues in their lives should be appropriately supported into adult life; this does not always mean they will receive a service from an Adult based agency. The correct approach may be to support the young person towards independence and knowing where to access the right advice and support themselves as they become adults.

Vulnerable adults are also protected from sexual abuse and exploitation through the 'Safeguarding Vulnerable Groups Act' 2006. The same themes and concerns that affect children remain relevant for those aged 18 and above.

There may be a time where an 18-year-old does confide in the DSL about something that causes real concern about their welfare, but they ask for their confidentiality to be respected. Serious consideration will be needed from you to consider whether respecting an adult's decision places them at risk of serious harm. Sometimes there will be situations where you decide that that young person's parents should be informed, or some form of referral made. As with all issues regarding safeguarding, as advisors we would be available to consult irrespective of whether the young person is an adult or not.

In addition to us, you can contact [Adult Social Care](#) via:

**03000 41 61 61** (text relay 18001 03000 41 61 61) or email [social.services@kent.gov.uk](mailto:social.services@kent.gov.uk)

**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 summer break!**

**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.**

<b>Head Office: Room 2.30 Sessions House County Hall Maidstone ME14 1XQ</b>	
<b>Claire Ray</b> Head of Service	<b>03000 415788 (07920108828)</b>
<b>Rebecca Avery</b> Interim Training & Development Manager	<b>03000 418707</b>
<b>Online Safety - Rebecca Avery</b>	<b>03000 415797 (07789968705)</b>
<p><b>For advice on safeguarding issues please call your area office on the numbers listed below. If a child may be at risk of <b>imminent harm</b> you should call the <b>Integrated Front Door on 03000 411111</b> or the <b>Police on 999</b></b></p>	
<b>Ashford</b>	<b>03000 415648 (07917602413)</b>
<b>Canterbury</b>	<b>03000 418503 (07740183798)</b>
<b>Dartford</b>	<b>03000 412445 (0791531800)</b>
<b>Dover</b>	<b>03000 415648 (07917602413)</b>
<b>Folkestone &amp; Hythe</b>	<b>03000 415648 (07917602413)</b>
<b>Gravesham</b>	<b>03000 412445 (0791531800)</b>
<b>Maidstone</b>	<b>03000 412284 (07540677200)</b>
<b>Sevenoaks</b>	<b>03000 412445 (0791531800)</b>
<b>Swale</b>	<b>03000 418503 (07740183798)</b>
<b>Thanet</b>	<b>03000 418503 (07740183798)</b>
<b>Tonbridge &amp; Malling</b>	<b>03000 412284 (07540677200)</b>
<b>Tunbridge Wells</b>	<b>03000 412284 (07540677200)</b>

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