



Child Protection Newsletter

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IN THIS ISSUE

- [Welcome](#)
- [The Education People](#)
- [Education Safeguarding Service Updates](#)
- [Updates and Resources](#)
- [Early Years & Childcare Updates](#)
- [ESS Training](#)
- [Safeguarding Package for Schools](#)
- [Online Safety](#)
- [A longer read](#)
- [Contacts](#)

Welcome

As we approach Christmas and the winter ahead, we still await to see if the worse is over for Covid-19 in practical terms but acknowledge that its impact is still very much with us. For the first time since April 2020, we don't have a section dedicated to the pandemic. Let's hope we can keep it that way!

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](#) provides services to support early years through to young adults with over 800 products and services available. 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 Updates

As a service we now have two of our safeguarding advisors, Gemma Willson and Claire Ledger back after maternity leave currently covering the south of the county between themselves. We also welcome a new

safeguarding advisor Myles O’Keefe who will take on the East of the county from 15th November. Robin Brivio is very much still with us but moving into the role of Senior Safeguarding Advisor. Sadly, we have said goodbye to Hazell Ball one of our education safeguarding assistants who some of you may have met virtually and in person. She was a real asset to our service and taught us a lot especially in regard to PowerPoint! But on a positive note, we have a new ESA joining us soon, so welcome Carlie Tyler who is starting later this month.

As a reminder, we continue to update our [safeguarding pages](#) on The Education People website regularly to act as a one-stop shop for DSLs. Make sure you visit the site and bookmark it for future reference!

Although safeguarding is a competitive market, we feel that we can provide guidance, advice, training and support unique to working within Kent which cannot be offered by other providers. If you are unable to find a training product or service that meets your needs on this [link](#), please [contact us](#) and we can look at designing something bespoke for your setting.

Reminder: Education Safeguarding Service Survey for DSLs



We are still running our short DSL [survey](#) to help us gauge interest and gather opinions regarding possible training and resources. We appreciate budgets and time are limited, so it’s important we develop resources which are helpful to schools and settings.

Thank you to those DSLs who have provided a response already: the team are already developing some new training and products! You can find details regarding the services we already offer [here](#), but please contact Rebecca Avery, Training and Development Manager, if you wish to discuss any of the products or training within the survey.

Updates and Resources

Understanding Kent Support Level Guidance



To reflect the recent updates to the Kent Integrated Front Door arrangements to access support from Early Help and Children’s Social Work Services, the KSCMP ‘Understanding Kent Support Level Guidance’ training programme has been updated.

Dates for upcoming sessions have now been published and places are available. To view dates and to book a place please visit: www.kscmp.org.uk/training/multi-agency/understanding-kent-support-level-guidance

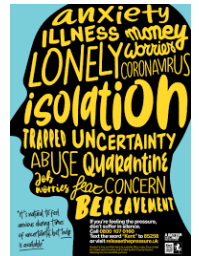
Reconnect Funding leaflet

The [Reconnect Funding leaflet](#) provides an overview of the Reconnect Locality Grant funding and priorities. It also includes information about the Early Help Grants and timelines for each grant round to share with your networks.



Kent and Medway STP Suicide Prevention Programme Newsletter

Please find the latest [Kent and Medway STP Suicide Prevention Programme Newsletter](#); a special *Suicide and Self-harm Prevention Network Online Conference* edition.



Kent, in partnership with Medway, is working towards a vision of becoming trauma informed by 2023. This new bi-[monthly Bulletin](#) aims to keep partners up to date with local and national developments, information, and research.



Kent Youth Health



www.kentyouthhealth.nhs.uk is a service for children and young people who are school-age, between ages of 4 and 19. They also offer support for schools to develop a whole-school approach to improve the health of their pupils. Schools can consult via telephone or email, refer children to the service, or they can refer themselves. Please take a look at their website for further information.

Government Children in Need Census

The [latest national statistics](#) derived from the Annual Child in Need Census are now available. Statistics are showing that concerns about domestic abuse towards a parent remain the most common factor identified at the end of assessment. Some of the statistics may surprise you in terms of the reductions in child protection cases as the local picture in Kent is that this is now increasing. Obviously, there was a significant reduction in referrals made by schools due to the pandemic and as we have said many times the impact of this will undoubtedly be seen throughout 2021 and beyond.

Operation Encompass

Could you help? The Police are looking for examples of positive Op Encompass practice/ success stories to use as training examples with officers. Could you send any anonymous examples to Claire.Ledger@theeducationpeople.org

World Children's Day

With [World Children's Day](#) on the 20th November, the United Nations are highlighting the impact of the pandemic on children and young people across the world, and how, if unaddressed the impacts may last a lifetime.



November 20th is an important date as it is the date in 1959 when the UN General Assembly adopted the [Declaration of the Rights of the Child](#). It is also the date in 1989 when the UN General Assembly adopted the [Convention on the Rights of the Child](#).

Violence Reduction Unit, Kent Police

The unit have seen a rise in violent crime since return to school in September, with the lifting of Covid restrictions. The unit will look at violence both at school and at home. They have recently commissioned [Fegans](#), which is a school counselling service, working with young people who have a potential to get involved in violence.

Also, in collaboration with Kent Violence Reduction Unit, The Mary Dolly Foundation is offering one to one remote counselling support delivered by qualified and experienced practitioners. Young people from the ages of 16-25 can access weekly remotely delivered (6) sessions and engage with a neutral individual to simply talk about their feelings, goals and aims. Their role will be able to plan on how to achieve these. Sessions will be carried out by video (Zoom) and telephone. Once they receive the referral form, it will be passed on to a practitioner who will contact them directly to arrange a day/time for the sessions.



If a young person would like to self-refer, they can contact The Mary Dolly Foundation on 020 8315 0595 or info@marydollyfoundation.org.uk. Alternatively, if your school is currently supporting young people who have committed violent offences, or are at risk of doing so, you can contact the Foundation via info@marydollyfoundation.org.uk, and they will send you a consent form (if the young person is aged under 16) and a referral form.

Kent Police: County Lines Videos

Kent Police have produced several videos regarding "What is County Lines?" to explain to schools, which are live now on YouTube.

- [County Lines Business Model](#)
- [County Lines Customer](#)
- [County Lines Legal Perspective](#)
- [County Lines Spotting the Signs](#)
- [County Lines Cuckooing](#)

- [County Lines Breaking the Cycle](#)
- [County Lines Lived Experience](#)
- [County Lines Short Stories - Chris's Story](#)

Early Years and Childcare

[ICON](#) is all about helping people who care for babies to cope with crying. ICON has been developed in partnership with all the areas who have taken on the programme. Hampshire CCG and Local Safeguarding Children Partnership were key in designing and piloting the initial materials including the GP questionnaire which is now included in the Royal College of GPs National Toolkit and they have now endorsed ICON.



ICON stands for:

- Infant crying is normal and it will stop!
- Comfort methods can sometimes soothe the baby and the crying will stop.
- It's Ok to walk away, check the baby is safe, and/or the crying is getting to you.
- Never, ever shake or hurt a baby.

Research suggests that some parents/carers lose control when a baby's crying becomes too much. Some go on to shake a baby with devastating consequences. ICON is an attempt to provide a simple message that supports parents/care givers to cope with infant crying.

ESS Safeguarding Training 2021-22

As a reminder, we are providing a blended core training offer for 2021-22, incorporating different options to accommodate different preferences and budgets.

All core training dates are published and available to book via the [CPD website](#). Please be aware that venues for face-to-face courses for term 3 onwards have yet to be confirmed.



DSL/EYDSL Refresher Training

There have been some concerns recently with delegates attending safeguarding training that does not meet their needs or requirements. We encourage DSLs and CPD leads to ensure they read our course descriptors before booking training to ensure the course they are booking is suitable for them and their organisation.

Our Designated Safeguarding Lead (DSL) training is the first level of training for delegates who are new to the DSL role. DSL training can also be accessed by delegates who were initially trained out of area, or whose initial DSL training has expired, for example, they were trained/refreshed more than two years ago. Our DSL

training provides new DSLs with *'the knowledge and skills required to carry out the role'* (KCSIE 2021) and focuses on understanding the current safeguarding requirements and local processes and provides opportunities for new DSLs to ask questions and discuss practice. Our DSL training is currently facilitated virtually via Zoom, or as a face-to-face course, subject to Covid restrictions.

Once trained, DSLs should then ensure their *'training is updated at least every two years'* (KCSIE 2021). Our DSL Refresher (DSLRF) training is available for existing DSLs who need to refresh their knowledge and skills within this timescale.

Our refresher training can be accessed in two ways:

- Face to face DSLRF training is available from November 2021 and is valid for two years. Demand for these courses has been high and additional dates will be added subject to capacity and in line with Covid restrictions.
- DSLRF E-Learning is also available online and can be accessed at any time. This course it is valid for one year rather than two, so should be taken annually.
 - [Designated Safeguarding Lead Refresher](#)
 - [Designated Safeguarding Lead Refresher for Medway](#)
 - [Early Years Designated Safeguarding Lead Refresher](#)

If DSLs require refresher training and are unable to book onto face to face DSLRF training, we recommend accessing our Refresher E-Learning course rather than attending DSL training as this content will better suit their needs. If new or existing DSLs are unsure which training course to attend, please contact us prior to booking to so we can discuss your needs and advise you further.

Safeguarding Package for Schools

We have already started to receive positive feedback from schools who have joined up to become members of our ['Safeguarding Support Package for Schools'](#).

As a reminder, annual membership to the package includes access to staff training resource for DSLs, access to a staff safeguarding awareness induction e-learning course, one free place at each of our termly DSL webinar briefings, and access to a downloadable resource library.

The service will be providing an annual update service, with regular updates to existing content (all existing documents have been updated for 2021-22), plus a minimum of 6 new resources added to the library per year. Our first new document will be added to the library as part of anti-bullying week; the new resource will explore the peer on peer abuse issue of cyberbullying and will provide guidance and advice to help leaders DSLs respond to concerns.

The cost for an annual subscription to the ['Safeguarding Support Package for Schools'](#) is £510 plus VAT ([credits](#) can also be used to purchase this package) which provides

schools with a significant saving compared to purchasing content on an individual basis.

Reminder: DSL Webinar Briefings

The Education Safeguarding Service have launched a programme of one hour twilight webinar briefings, specifically for DSLs throughout 2021-22. Members of our [‘Safeguarding Support Package for Schools’](#) receive one free place on each webinar, however, DSLs from schools who are not members of the Safeguarding Support Package are also able to attend the webinars on an ad-hoc basis.

To find out more or to book a place, access our [recent blog post](#) or visit the links below.

DSL Webinar Briefing Programme: 2021-22		
Safe Culture and Managing Allegations	SCH 21/810	08/12/2021
Online Safety	SCH 22/099	08/02/2022
Safeguarding Priorities	SCH 22/100	24/03/2022
Supervision in Schools	SCH 22/101	11/05/2022
Management of Safeguarding	SCH 22/102	05/07/2022

Online Safety

Online Safety Alert: Bullying of Staff/Schools on Social Media

Over the past few weeks, the online safety advisors have received a number of calls regarding social media accounts, predominantly TikTok and Instagram, being set up to share inappropriate and sometimes derogatory and bullying videos relating to schools and individual staff members. This appears to be part of a [national viral trend](#) which is being experienced by schools across the country and the videos often contain images of staff, taken from the school website or by pupils when on site, or in some cases, copied from staff personal social networking profiles. In most cases, these accounts are being created by pupils as a ‘prank’, however this content can have a considerable emotional impact on staff and schools being targeted, as well as there being potential consequences for pupils involved. We appreciate this can be a difficult and distressing issue for schools and their staff and would encourage DSLs and headteachers to contact the [Education Safeguarding Service](#) and seek additional support for themselves as required.



The service has circulated some general guidance via email to DSLs to help schools respond. If your school has not been involved in a specific concern, we would still encourage you to consider the following preventative approaches.

- Review your school policies to ensure online behaviour is specifically addressed and ensure there are clear and effective procedures for dealing with incidents.
- Clarify expectations on pupil behaviour and conduct with staff, parents and pupils, including the use of mobile technology on site and social media.
- Revisit your curriculum approaches and ensure online safety is viewed as part of your RSHE approaches. Consider if there is sufficient regular and embedded education taking place regarding appropriate online behaviour and use of social media, including healthy relationships, and respect.
- Revisit your staff training and staff behaviour policy. Make all staff aware of the process to follow if they are aware of a concern or become a victim of bullying and how they can access support. Remind all staff to ensure they have appropriate privacy settings on personal social media sites and are checking these settings regularly.

If the service is made aware of national guidance or updates, we will review our advice and cascade it again as appropriate. Please contact the online safety team or your area safeguarding advisor if you require advice or wish to discuss this issue further.

Theme for Safer Internet Day 2022 Announced

[Safer Internet Day 2022](#) will take place on the 8th of February and will be celebrated with the theme '*All fun and games? Exploring respect and relationships online*'. [Find out more about SID 2022 here.](#)



From gaming and chat, to streaming and video, young people are shaping the interactive entertainment spaces they are a part of. Safer Internet Day (SID) 2022 celebrates young people's role in creating a safer internet, whether that is whilst gaming and creating content, or interacting with their friends and peers.

You can register now to be a [Safer Internet Day Supporter](#) and [free educational resources](#), focussed on respect and relationships in online gaming and entertainment spaces are now available. The resources explore how young people interact with others in online gaming and entertainment spaces and are tailored for 3-7s, 7-11s, 11-14s, 14-18s and parents and carers, along with guidance for educators.

Think U Know: #AskTheAwkward (KS3/4)



Think U Know have recently released new resources for parents and carers of secondary-aged children. This series of materials is entitled [#AskTheAwkward](#).

#AskTheAwkward aims to help parents and carers have regular conversations with their children about online relationships and more. The resource includes three short films created in a social experiment style, with real parents and their children to capture their reactions to a range of questions and nine help sheets give essential information on key topics. [You can access these #AskTheAwkward resources here.](#)

Report Harmful Content Releases Reporting Button for Websites

[Report Harmful Content](#) (a service run by the [UK Safer Internet Centre](#)) is a national reporting service, available to anyone over the age of 13 to report any harmful material they may have seen or been victim to online. Report Harmful Content has recently introduced a new and accessible way for users to report legal but harmful material online.



The Report Harmful Content button is a quick and simple method for helping anyone to report offensive or harmful material online, no matter where they are. We recommend all schools and settings consider adding this useful tool to their websites so it can be used by their community. [You can find out more and download helpful guides and posters to use here.](#)

Parent Zone and Google: Be Internet Legends (KS2)



Google and Parent Zone are providing free CPD-accredited teacher workshops which explore the Be Internet Legends programme for 7-11-year-old pupils. As well as expert advice and insights, attendees will have the chance to hear from other teachers across the UK about how they bring the programme to life in their classrooms. [Staff can find out more and book a free place here.](#)

The first ever Be Internet Legends Day, with Google and ParentZone, is coming on 9th December! Schools can start the day with a special interactive assembly involving teachers, pupils and families across the country as well as using the Be Internet Legends resource pack to create a timetable for the day.

Whether your school is familiar with Be Internet Legends or is new to the programme, this event could be a great way to inspire children and their families. [Sign up now to receive a free resource pack so your school can start planning your own Be Internet Legends Day.](#)

A Longer Read: Working with Fathers

A large body of literature lends support to the hypothesis that increased levels of parental involvement in education are beneficial to a child's learning in infancy, school-aged children, and young adults. The whole school approach embedded in KCSIE 2021 and promoted by [Anna Freud](#) stresses the importance of working with parents in influencing children and young people's emotional health and wellbeing.

However, much as we speak of parent's experience shows us that fathers will often, consciously, or unconsciously cede responsibility to mothers or have been made to believe the parent-school contact equals mother-school contact. Therefore, all settings need to consider how they engage with those in the father role in their children's education and safeguarding. A starting point for all those working in education settings is the assumption that fathers will wish to contribute to their children's education.

Even though there is a huge rise in separating families, meaning that more fathers are living apart from their children there are key times that engaging with fathers can be achieved. For example, the early years are the time when parents are most likely to live together and to be in a reasonably satisfying relationship so can be an ideal time to engage with fathers more. Even when couples break up (or have never lived together) a non-resident father is likely to be more involved than a separated father was thirty years ago. Whilst there will always be a certain cohort of father's not involved in their children's lives by choice this is not the norm.

Research tells us that nurseries, playgroups and other pre-school facilities remain mother-facing. This is evident sometimes on their websites or publicity shots where there is an absence of men. It's also evident in reception areas that (inadvertently) give off the message that men are not expected to present. We need to acknowledge and own the fact that most staff in early years and in primary school settings will be female. Stereotypically those entrusted to care for our children in a variety of roles will traditionally be female. How your setting communicates with carers is crucial for you to ensure that fathers are being made to feel included in their child's welfare.

Expectations about fatherhood have changed. Active involvement throughout pregnancy and childbirth, and shared caregiving once a baby arrives, are now the norm. While most men embrace these changes, there will be many that are not well prepared for the impact of parenthood, especially if they did not have a strong father figure in their own lives. Additional to this are issues around culture, class, religion, and ethnicity that will impact on what being a father involves. For some father's the roles are very much gender based whilst other relationships are more progressive.

In terms of families where there are safeguarding issues there can be assumptions made about the role of fathers. According to research cited by the Fatherhood Institute as in other family services, managers and staff tend to operate from what is known as the 'deficit' perspective on men and fathers: they dismiss or ignore them, or

fail to reach out to them, because of underpinning beliefs that to do so would be damaging, or a waste of time.

As with many issues that we raise in our newsletters the involvement of difficult to engage fathers in their children's lives is a wider societal issue that cannot be solely remedied by schools and early years settings. However, there are resources out there that can be used to perhaps improve or build upon what you are already doing.

As a service we would be interested in hearing any programmes or interventions that settings have been able to use to better engage with fathers. This and any other success stories would be good to share in future editions of the newsletters.

Additional links, research and information can be found at:

- www.teachearlyyears.com/positive-relationships/view/engaging-with-fathers
- www.fatherhoodinstitute.org/wp-content/uploads/2013/03/FAT-91768-FI-SafeGUarding-A4-16pp-aw1.pdf
- <https://gov.wales/sites/default/files/publications/2019-07/working-with-fathers-guidance-for-providers.pdf>
- www.epicdad.co.uk

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

This 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.

Education Safeguarding Service Contacts

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
Robin Brivio Senior Safeguarding Advisor	03000 415788
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

Kent County Council Key Contacts

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

Early Help Contacts (district teams) can be found on www.kelsi.org.uk

LADO Team contact number: 03000 410888

If your call is urgent i.e. a child is in **immediate danger and you cannot be connected to the team you should call the Integrated Front Door on
03000 41 11 11**

Email: kentchildrenslado@kent.gov.uk

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

Area Education Officers

South Kent – Lee Round 03000 412309

East Kent – Marisa White 03000 418794

West Kent – Nick Abrahams 03000 410058

North Kent – Ian Watts 03000 414302

Prevent Education Officers

North/West/ Medway - Sally Green sally.green2@kent.gov.uk 03000 413439

South/East - Jill Allen jill.allen@kent.gov.uk 03000 413565