



Child Protection Newsletter

July 2022

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Welcome

In the articles below, we include links to external websites that may assist you in this. These will be in [blue text](#) for you to click on so you can then read the full information regarding that topic. We try and provide useful resources but cannot be responsible for their content and advice. 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

Sadly, we are saying goodbye to one of our area safeguarding advisors at the end of this term, Kuldip Sohal, who is leaving the team to take on a new challenge in the LADO service. We wish her well and thank her for all her work over the last two years. In the meantime, we welcome a new member of the team in the shape of Kirstie Owens who is a new area advisor and will take on the West Kent Area vacated by Kuldip.

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 believe we 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.

Education Safeguarding Service Survey for DSLs 2022-23

Following a great response to our 2021-22 survey, we would like to invite DSLs to complete an updated [survey](#) to help us gauge interest and gather opinions regarding possible training and resources we may be able to develop for 2022-23. We appreciate that budgets and time are limited, so we want to develop resources which are helpful to schools and settings but are also cost-effective.



We welcome comments and feedback on our training, support, or resources which schools and settings feel are missing from our commissioned offer. You can find details regarding the services we already offer [here](#), and encourage DSLs to contact Rebecca Avery, Training and Development Manager, if you wish to discuss any of the products or training identified within the survey.

Keeping Children Safe in Education and Working Together to Safeguard Children Updates

Many of you will already be aware that the Department for Education (DfE) published the updated version of the statutory safeguarding and child protection guidance for schools in England, '[Keeping children safe in education](#)' (KCSIE) on the 20th May 2022. This version of the guidance will replace KCSIE 2021 when it comes into force on 1st September 2022 and sets out what schools and colleges in England must do to safeguard and promote the welfare of children and young people under the age of 18.

We recommend DSLs and leaders/managers in schools and early years settings read the updated version of KCSIE 2022 in full to ensure you are aware of the changes. Annex F lists some of the substantive changes and the NSPCC have produced [a briefing](#), however some of the key updates for DSLs to be aware of include:

- The DfE's guidance on Sexual violence and sexual harassment between children in schools and colleges has now been incorporated into part five, and the term 'peer on peer' abuse has been changed to child-on-child abuse throughout.
- A new paragraph has been added to part one stating that children may not feel ready or know how to tell someone they are being abused.
- Domestic abuse has been added to the list of safeguarding issues that all staff should be aware of in part one.
- Part two clearly sets out the safeguarding implications for schools in line with human rights and equality legislation.
- Additional guidance has been added to part two to emphasise the importance of providing LGBTQ+ children with a safe space for them to speak out or share their concerns with members of staff.

- New content has been added to part two which states that governors and trustees should receive appropriate safeguarding and child protection training at induction, and then at regular intervals. This training should provide them with the knowledge to ensure their school's safeguarding policies and procedures are effective.
- Part two and annex C clarifies timescales for transferring child protection files when a child leaves the school or college; DSLs should ensure child protection files are transferred to the new setting as soon as possible, within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new setting to put support in place.
- Additional information has been added to part four regarding managing low level concerns.
- Annex B has been updated and most of the content on peer-on-peer/child-on-child abuse and sexual violence and harassment has been moved into the main body of the guidance.
- Annex C, the role of the Designated Safeguarding Lead (DSL), now includes much of the detail previously included in Part two.

There has also been a factual update to [Working Together to Safeguard Children](#) 2018 published on 1st July 2022, to reflect recent changes to legislation, including:

- Integrated Care Boards: from 1 July 2022, integrated care boards have replaced clinical commissioning groups as a result of the Health and Care Act 2022
- Public Health England: has now been replaced by the UK Health Security Agency and the Office for Health Improvement and Disparities (OHID), which is part of the Department of Health and Social Care, and by the UK Health Security Agency. The Chief Public Health Nurse role has transferred to OHID
- Domestic Abuse Act 2021: references to the Domestic Abuse Bill should be read as the Domestic Abuse Act 2021
- UK GDPR: references to the GDPR should be read as the UK GDPR. The UK GDPR is the retained EU law version of the GDPR. The UK GDPR sits alongside the Data Protection Act 2018

Updates to ESS Core Policy Templates, DSL Training Pack and other Resources and training

The team have already begun to review and update our policy templates and other products such as our DSL training packs to reflect the updated 'Keeping Children Safe in Education' 2022 guidance. We anticipate this work will take place throughout July and August and updated documents will be published on the Education People website as soon as possible. Our child protection policy templates and the DSL training packs will be our first priority; however all resources and eLearning content will be updated ready for use either before or from the 1st of September.

Our statutory child protection policy templates can be found on [our website](#) and information about our training packs and other commissioned resources can be found on our [Training and Services](#) page.

Record Keeping

Good record keeping is an important part of our professional accountability to children and their families and assists Designated Safeguarding Leads in meeting their key responsibility to respond appropriately to welfare concerns about children. Well-kept records provide a consistent account of our involvement with children, young people, and their families. They help in the early identification of cause for concerns; often it is only when several seemingly minor issues are taken that a safeguarding or child protection concern becomes evident. Clear accurate records mean that families and professionals only need to tell their story once.

Settings will use a variety of ways to record safeguarding/welfare concerns, be it paper based files, or electronic versions, such as My Concern, Bromcom, C-POMS and others. Whichever method you use, it's crucial that all those working as a DSL can speak confidently about their use and effectiveness. As a service who often come out to schools and settings to carry out safeguarding reviews, we identify common themes shared by Ofsted when it comes to recording:

- Include as much detail as possible on in-house records.
- Once a child is identified as vulnerable, additional tracking needs to take place linking in with behaviour, attendance and actions taken.
- If concerns are high, keep reviewing why a request for support is not being considered, or if it has been done and was unsuccessful, your thoughts about re-visiting this.
- If no request for support was made/needed, what else are you and other agencies doing to support the child/family? Does the record accurately reflect all the work being done with them?
- Is there a clear chronology of action taken? Do the files include up-to-date contact information for any services involved, including line managers etc. for emergency situations?
- If new DSL was to look at that record, would they know exactly what is happening for that child or young person?

To support DSLs enhance their understanding of requirements and recommended practice for record keeping, we have an eLearning course which is available on the [Education People website](#).

Early Years and Childcare

On the 4th July 2022, the government announced ambitious new plans to '[improve the cost, choice and availability of childcare](#)'. Described as a plan to 'drive down costs for providers and parents', a [new consultation](#) will look at the possibility of increasing the number of children that can be looked after by each staff member in early years settings. It proposes changing staff-to-child ratios from 1:4 to 1:5 for two-year-olds which the government state will give providers more flexibility in how they run their businesses while maintaining safety and quality of care. The proposal also suggests the government will support more people to become childminders and encourage the growth of Childminder Agencies (CMAs) as well as a renewed campaign via [the Childcare Choices website](#) so parents can access the support they are entitled to.

This proposal has been met with some challenge; we urge settings and families to respond to the [consultation](#) (which ends on the 16th September) to ensure their feelings are known.

Further information about the proposal and some thoughts from the childcare industry can be found via the following links:

- Gov.uk Press Release: [Drive to reduce the cost of childcare for parents](#)
- BBC: [Nurseries in England: Parents asked about proposed change to carer ratios](#)
- The Guardian: [Plan to lower nursery staff-to-child ratio in England angers parents and providers](#)

Core Safeguarding Training for DSLs

It is essential that Designated Safeguarding Leads (DSLs) in schools and settings undergo appropriate training which provides them with the knowledge and skills required to carry out this essential role. Rebecca Avery, Training and Development manager has answered some 'Frequently Asked Questions' on [The Education People's blog](#) to help DSLs understand their roles and responsibilities regarding their own training and development in line with statutory guidance.



We will continue to provide a blended core training offer for 2022-23 incorporating different options to accommodate different preferences and budgets. Our training dates for Sept 2022 to March 23 are now published, including venues where available, and are available to book via the [CPD website](#). We to continue to offer face to face training (subject to Covid restrictions). If delegates are unable to attend face to face training, virtual options are available as an alternative.

- [Event Catalogue for Safeguarding for Schools](#)
- [Event Catalogue for Safeguarding for Early Years Settings and Childminders](#)

As a reminder, DSLs should ensure they book to attend the correct training course for their needs. We are still experiencing issues with existing DSLs attending training for new DSLs and not accessing the refresher training options; this is often frustrating for experienced DSLs and usually appears to be where staff have been booking the wrong course by someone else in the school or because DSLs need urgent training as their initial training has expired. If you are unable to attend a DSLR face to face course, we encourage you to access our DSLR/EYDSL Refresher E-Learning courses as this may be more appropriate to your needs. We encourage DSLs to identify their training needs early and book the most appropriate course as soon as possible to avoid disappointment.

Our core offer includes:

New to role DSLs	New DSLs in schools and settings can access live training via two options which can be booked via the CPD online website. <ul style="list-style-type: none">• Virtual training via zoom - two half day sessions• Face to face training - one day
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Refresher Training for existing DSLs	Existing DSLs who require refresher training (every two years) can either access our E-learning refresher course, or face to face training (subject to restrictions). <ul style="list-style-type: none"> • E-learning courses are available via The Education People website and can be accessed at any time. Because E-learning does not allow for delegate interaction, this certificate received after accessing this training is valid for one year. • Alternatively, a one-day face to face training course, valid for two years, is available to book on the CPD online website.
Online Safety for DSLs in Schools	Our online safety training for DSLs in schools is available via two options on the CPD online website. <ul style="list-style-type: none"> • Virtual training via zoom - two half day sessions • Face to face training - one day
Early Years Basic Awareness (EYBA) Training	Core EYBA training is available for early years practitioners virtually via Zoom and can be booked on the CPD online website.
Early Years Online Safety Training	Two online safety E-learning courses are available for early years settings: <ul style="list-style-type: none"> • Basic Online Safeguarding for Early Years Practitioners • Strategic Online Safeguarding for Early Years Designated Safeguarding Leads and Managers
Record Keeping for DSLs	An E-learning courses for DSLs in all education settings: <ul style="list-style-type: none"> • Record Keeping for DSLs eLearning

If you have queries or comments about our training offer, please contact your Area Safeguarding Advisor, or the [Training and Development Manager](#).

Safeguarding Package for Schools

Our '[Safeguarding Support Package for Schools](#)' is now one year old! Following positive feedback from our existing subscribers, we are planning the content for 2022-23 and are beginning to update all the downloadable resources and training content, ready for use by schools from the 1st September. It's not too late to join up and access a range of resources which provides DSLs and school leaders with a range of up-to-date advice and resources, as well as exclusive access to content and cost saving benefits.

Membership includes:

- access to staff safeguarding and online safety training resource for DSLs to use to lead training internally
- access to a staff induction safeguarding awareness E-learning course
- access to a downloadable resource library which includes a range of guidance documents and time-saving templates
- at least annual updates to existing content, plus a minimum of 6 new resources added to the

library per year; so far for 2021-22 we've added cyberbullying guidance, a model confidentiality policy template, online safety policy guidance, DSL handbook and an end of year/start of year DSL checklist.

- 1 free place at each of our six annual DSL Briefing twilight sessions.

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.

DSL Briefings 2022-23

As part of our Safeguarding Support package, we will be offering a new raft of DSL twilight (4pm-5pm) briefings to begin in the new academic year. These will be different to the webinars offered in 2021-22 on new issues that are relevant for the DSL role. Access to the briefings is included for package members, however they are also available for schools on an ad hoc basis and the planned topics for 2022-23 are:

- Adverse Childhood Experiences: A Trauma Informed Approach
- Domestic Abuse
- 'Think before you scare': responding to online hoaxes and challenges
- Key Findings for Education from Child Safeguarding Practice Reviews
- Image Based Abuse
- Strategic Safeguarding Updates for Education Settings for 2023-24

Please note these webinars are subject to change based on any emerging themes. DSLs can book to attend our DSL briefings via the CPD website.

Online Safety

Keeping Children Safe in Education 2022 (online safety summary)

Our Training and Development Manager and Online Safety Lead, Rebecca Avery has written a [summary of the key online safety changes within Keeping Children Safe in Education 2022](#), which highlights any new or updated statements and expectations around online safety specifically, and explains, in more depth, what this means for DSLs and school leaders.

The standalone online safety annex (*Annex D in KCSIE 2021*) has been removed and specific online safety content has been added, strengthened, and fully integrated into KCSIE 2022, to ensure online safety is viewed as part of a school/college's statutory safeguarding responsibilities, which requires a whole school approach.

Please be mindful that this summary specifically focuses on the online safety content; Designated Safeguarding Leads are encouraged to read [KCSIE 2022](#) in full to ensure they are up to date with all of their safeguarding requirements in preparation for the start of term in September 2022.

NCA-CEOP: New Content Launched

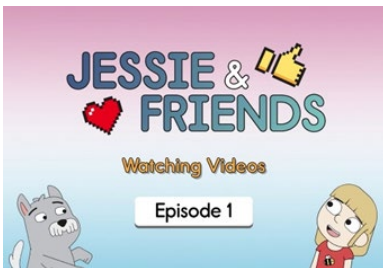
NCA-CEOP have launched 3 new resources for education settings to use with young people and/or share with their families. These include:



- Updated 11-14 website and accompanying toolkit
- Updated 4-7 website with parent/carer guide
- The Dark Web Explained film

You may notice that [CEOP](#) are slowly phasing out their ‘Thinkuknow’ slogan, as they have acknowledged the inadvertent victim blaming connotations, so as they update their webpages and release new material, it will be rebranded as ‘[CEOP Education at the National Crime Agency](#)’.

The first of their webpages to be updated is for the [11-18 age group](#), which focuses on ‘sex, relationships and the internet’. Alongside updated content for tweens and teens, they have also produced a [toolkit](#) of guidance and activities for education settings, to help transform their [website](#) from a reference tool into an engaging education resource which can be used with pupils in the classroom.

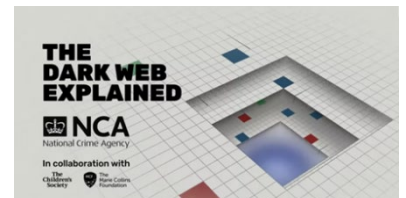


The other webpage that has received a rebrand is for the [4-7 age group](#), which has been updated in line with the ‘[Jessie and Friends](#)’ [video resources](#). This content is intended for children to access with a parent/carer to encourage them to start conversations about online safety at home; as such, CEOP have produced [accompanying guidance for parents/carers](#).

Finally, CEOP have produced a new resource aimed at parents/carers and professionals, in collaboration with The Children’s Society and The Marie Collins Foundation. [The Dark Web Explained](#) aims to support professionals and parents and carers to understand the Dark Web and how to discuss issues around it with young people. The resource is not intended for use with young people, but to help equip and empower professionals and parents/carers with the tools to be able to have effective conversations should an issue arise.

This resource features a short film and fact sheets which provide key information and guidance on:

- what the Dark Web is;
- why young people might want to go on it;
- what to do if a young person has accessed it.



If you have any specific concerns about pupils using the dark web, or how to effectively engage them in conversation about this topic, please do contact our [Online Safety Team](#) for support.

“Not Just Flirting”: New Research

[New research](#) from [Revealing Reality](#), in collaboration with [PSHE Association](#), based on a survey of over 5,000 young people in schools, explores the unequal experiences and consequences of nude image-sharing by young people.

This research intends to challenge the perception that nude image-sharing is ‘simply modern flirting’, ‘harmless fun’ or even ‘empowering’ and investigates how the impact of this behaviour may depend on a young person’s gender, socioeconomic circumstances, and self-perception.



Their report describes the following themes:

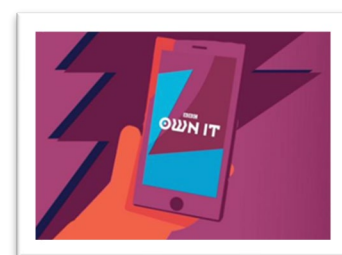
- Boys and girls tend to share nudes for different reasons and have differing experiences
- Girls' experience of nude image-sharing is more frequently negative
- Girls from disadvantaged backgrounds have the worst experiences of nude image-sharing
- Children's confidence – or lack of confidence – about their bodies seems to shape their experience of nude image-sharing

They also found that *'girls are much more likely than boys to have been asked to send a nude, and at a younger age. When asked how old they were when they'd first been asked to send a nude, more than one in three girls said they'd been 13 or younger'*.

It is important that schools and settings take current research like this into account and recognise the impact of a whole school approach when devising and implementing safeguarding policies, procedures, and education approaches in response to these issues. For more information on how to respond to pupils sharing nudes and semi-nudes, see the guidance from [UK Council for Internet Safety](#).

BBC 'Own It App' Retired

The BBC Own It app is being [retired](#), which means, unfortunately, their custom keyboard will also no longer be available to download. This was a resource we regularly recommended, but schools should now ensure they update any references to highlight the [BBC Own It website](#), rather than the app.



The BBC Own It website will continue, with plenty of engaging resources and video content for [children/young people](#) and supportive advice for [parents/carers](#), as well as online safety [teaching resources](#) for 7-11s.

Updates and Resources

Kooth's Summer Holiday support

The summer holidays will be here before we know it and at Kooth we want to make sure that children and young people know we're still here for them despite schools being closed. We understand that many young people may be quite reliant on the varied support they receive from their time at school, so want to make sure they know that Kooth's free, safe and anonymous support is available for all 10 to 25 year olds in Kent, right throughout the summer holidays.



- Free Professional Training Sessions on Kooth - these provide staff with an overview of Kooth and a live tour of the Kooth site.
 - [Wednesday 6 July from 3:30pm to 4:30pm](#)
- Free Parent and Carer webinars on Kooth - these sessions are designed to let parents and

carers know how Kooth can support their children with their mental health and wellbeing. If parents or carers have any questions, they can email parentsandcarers@kooth.com.

- [Wednesday 27 July from 6pm to 7pm](#)
- Kooth's Summer Holiday Digital Assets - these digital assets can be downloaded and printed for free:
 - [Summer Holiday Assets Option A](#)
 - [Summer Holiday Assets Option B](#)
 - [Kooth's Wellbeing Summer Checklist for Schools to share with pupils and students.](#)

Prevent Training

The Prevent Education Officers are currently taking bookings for staff workshops from September 2022. These sessions compliment the bespoke whole staff safeguarding training provided by our service and examine the local context alongside the risks of radicalisation for young people. The sessions are offered free of charge and can be delivered in person or via Teams. To book your training please contact the Prevent Education Officers directly.

- Sally Green – North/West Kent and Medway: sally.green2@Kent.gov.uk
- Jill Allen - South or East Kent: jill.allen@kent.gov.uk

MAPPA Surgery Availability

MAPPA stands for Multi-Agency Public Protection Arrangements, and it is the process through which various agencies such as the police, the prison service and probation work together to protect the public by managing the risks posed by violent and sexual offenders living in the community.

The aim of MAPPA is to manage the risks that violent and sexual offenders pose to the public by managing the risks associated with these categories of offenders. The various agencies share information about offenders under MAPPA in order to assess the level of risk they pose to the public.

There are some future dates available for MAPPA surgery slots; if you wish to discuss a referral, understand a process or just need support with any MAPPA related issues, please email KSSPS.Kent.mappa@justice.gov.uk

- **Friday 22nd July 2022:** 14:30, 15:00, 15:30, 16:0, 16:30
- **Thursday 4th August 2022:** 10:30, 11:00, 11:30, 12:00, 12:30
- **Thursday 18th August 2022:** 10:30, 11:00, 11:30, 12:00, 12:30

States of Mind

A recent article in the Guardian featured a group of sixth-formers in east London who had been working with the organisation States of Mind to look inspecting the inspectors, prompted by studies suggesting the education system is one of the most common causes of stress and anxiety in their generation.



They have spent the last three years interviewing pupils, teachers and former Ofsted inspectors, and say their findings were a “revelation”. They have now made a film, [Breaking the Silence](#), released online, and they are finalising details of an [alternative inspection regime](#) that they say would hold schools to account more effectively and be better for young people’s wellbeing.

A quick look on the [website](#) in general has alerted us to lots of information that schools may feel is useful when supporting students with their emotional wellbeing issues.

The Association for Child and Adolescent Mental Health



The Association for Child and Adolescent Mental Health have brought together the resources on their website that are most relevant and useful for teachers to use into a single webpage, the [Teacher Hub](#). webinar recordings, podcasts and research reviews on topics such as ‘Creating mentally healthy schools’, ‘Screen time & mental health’ and ‘Understanding trauma’.

The Big Ask: Education

The Children’s Commissioner, Dame Rachel de Zouza has written a report detailing the findings from the Attendance Audit, commissioned following the outcomes of the [Big Ask](#). The Attendance Audit was launched to dig deeper into the data around pupils not in school and the reliability of data from local authorities. The commissioner’s team surveyed all local authorities, conducted a deep dive into 10 areas, and interviewed 500 people, including over 300 young people. The aim was to understand the barriers that stop children from attending school regularly and to explore the solutions to help account for every child.



Longer Read: Six Themes from Safeguarding Reviews

Although, these themes are taken specifically from analysis of Safeguarding Practice Reviews on the deaths or serious injuries of Early Years children; the following advice and information will benefit safeguarding practice for DSLs supporting children across all ages. The full range of KSCMP factsheets are available on the [KSCMP website](#).

- [KSCMP Resource – 5 minute fact sheet: Child Safeguarding Practice Reviews](#)

1. Understanding what a child’s daily life is like

As professionals, it is easy for us to assume how children might feel when we know they are experiencing adversity. Research tells us lots about the impacts of various forms of abuse on children, and we can often use these assumptions to advocate for the children we are supporting. However, understanding exactly what a child sees, hears, smells, thinks, and experiences on a daily basis is central to protective safeguarding work. This is known as the child’s lived experience. It is important that you are creative with how you gather this information. Activities such as ‘a day in the life of’ or ‘this is how we do dinner time/bedtime etc. in my house’ are fun, informal ways to gather the child’s lived experience in their own words. Open questions and conversations and recording

observations of how children engage with others are also important.

- [KSCMP Resource – 5 minute fact sheet: Voice and Lived Experience of the Child](#)

2. Working with families where their engagement is reluctant and sporadic

Across universal and statutory services, records often refer to a 'lack of engagement' by vulnerable families. Professionals can view this as resistance to help or lack of insight into the concerns. It is important to understand the underlying issues giving rise to reluctant or sporadic engagement. Consider: What are families' previous experiences with professionals like? What are the experiences of their own parenting? Is the support being offered accessible and achievable? Are relationships secure enough for the family to trust, or buy into the support? Is the support being done 'to' them or collaboratively with them?

- [NSH Resource – Think Family Safeguarding](#)

3. Professional curiosity

Reviews frequently highlight a lack of 'professional curiosity' and 'over optimism'. These circumstances are often combined with a lack of challenge between professionals and a reluctance to escalate concerns. Honest and open conversations with families and professionals are important. Be sure of your local escalation procedures via the Local Child Safeguarding Assurance Partnership. Ensure opportunities for staff to reflect on their own practice and decision making.

- [KSCMP Resource – 5 minute Fact Sheet: Professional Curiosity](#)

4. Responding to changing risk and need

In many cases, decisions, actions, and assessments had not been reviewed and updated in response to changing circumstances. Domestic abuse was a factor in over 40% of child deaths in 2020, and parental mental health a factor in over 30%. Risks and needs change, and responses should change in line with that. Consider: How are you gathering up to date information? Who is new in a child's life, or has recently left a child's life? Information should also be triangulated, so consider how can you corroborate information you have been told?

5. Sharing information in a timely and appropriate way

Lack of appropriate and timely sharing of information means that the nature of risk to the child is not recognised or acted upon. Keeping Children Safe in Education 2022 states that safeguarding/child protection files should be transferred within 5 working days of enrolment or transfer to a new setting. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children. Record your rationale for sharing or not sharing information and be clear on any outcomes of information sharing.

- [DfE Resource – Information Sharing Guidance for Safeguarding Practitioners](#)

6. Timeframe for referrals

Within one working day of a referral being received, a local authority social worker should acknowledge receipt to the referrer and decide the next steps and type of response required. The referrer should ensure they follow up if this information is not forthcoming.

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

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	03301 651 200
Rebecca Avery Training & Development Manager	03301 651 110
Robin Brivio Senior Safeguarding Advisor	03301 651 200
Online Safety	03301 651 500
<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 411 111 or the Police on 999</p>	
Ashford	03301 651 340
Canterbury	03301 651 140
Dartford	03301 651 240
Dover	03301 651 340
Folkestone & Hythe	03301 651 340
Gravesham	03301 651 240
Maidstone	03301 651 440
Sevenoaks	03301 651 240
Swale	03301 651 140
Thanet	03301 651 140
Tonbridge & Malling	03301 651 440
Tunbridge Wells	03301 651 440

Kent County Council Key Contacts

Integrated Front Door: 03000 411 111 (outside office hours **03000 419 191**)

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

LADO Team contact number: 03000 410 888

If your call is urgent i.e. a child is in **immediate danger and you cannot be connected to the team, call the Integrated Front Door on
03000 411 111**

Email: kentchildrenslado@kent.gov.uk

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

Area Education Officers

South Kent – Lee Round 03000 412 309

East Kent – Marisa White 03000 418 794

West Kent – Nick Abrahams 03000 410 058

North Kent – Ian Watts 03000 414 302

Prevent Education Officers

North/West/ Medway - Sally Green sally.green2@kent.gov.uk 03000 413 439

South/East - Jill Allen jill.allen@kent.gov.uk 03000 413 565