

Child Protection Newsletter

September 2022

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Welcome

In the articles below we include links to external websites. These will be in [blue text](#) for you to click on so you can read further 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.

It is with great sadness that Buckingham Palace announced the death of Her Majesty The Queen last week. We have now entered a period of national mourning that will continue until the end of the State Funeral. Guidance providing advice on the period of national mourning will be issued by the Cabinet Office on [GOV.UK](#). You can also visit the [Palace's website](#) for more information about the mourning period.

Education staff have an important role to play in reassuring children and young people during this difficult time. Schools and settings may want to consider conducting special activities, holding assemblies, or adapting planned lessons to reflect the period of national mourning and commemorate the life of Her Majesty. Depending on the nature and location of the setting and the tone of any planned events, settings may wish to consider postponing activities. Whilst normal attendance is expected, headteachers continue to have the power to authorise leaves of absence for pupils in exceptional circumstances; any requests should be considered on a case-by-case basis taking into account individual circumstances.

Pastoral and emotional support should be offered to your community in line with existing policies and procedures. As always, support and advice for DSLs and leaders is available via our service.

Education Safeguarding Service Updates

At the time of writing the decisions around the new prime minister have been made but it is uncertain what the priorities of the government regarding education will be going forward. As things develop over the coming months, we will attempt to assess how new directives and policies impact on safeguarding roles in all settings.

As winter approaches and the weather turns colder this could have the detrimental effect of returning Covid-19 infections and the cost-of-living crisis beginning to bite with our families. As a service we aim to support all settings with the challenges in ensuring children are being cared for effectively. We also need to hear from you how the inevitable hardships are impacting on your ability to ensure children are getting their basic needs met.

Duty Changes

The service is now operating a new duty system with two advisors taking calls for the whole of Kent every day of the working week, rather than an area-based system. This decision has been made to ensure that we are able to offer a robust consultation service and should mean very little change for schools and settings on a practical basis.

We ask that you do not phone or email advisors directly with any initial queries as they may not be available to respond due to being out of the office delivering training or undertaking reviews. If you have a query or need safeguarding advice, please call the numbers relevant for your area or the online safety number listed at the end of this newsletter, and your consultation request will be passed to the duty officers, rather than your area advisor.

Education Safeguarding Service: Survey for DSLs 2022-23

As a reminder, we would like to invite DSLs in schools and settings to complete an [updated survey](#) regarding possible training and resources the service could develop for 2022-23. 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 2022 and Other National Updates

At of 1st September 2022, [Keeping Children Safe in Education](#) (KCSIE) 2022 has been enacted. We recommend governors, school/college leadership teams and Designated Safeguarding Leads (DSLs) access the updated version of KCSIE 2022 in full and take appropriate action to ensure their schools safeguarding practice is in line with the statutory requirements.

Annex F lists some of the substantive changes; the NSPCC have produced a summary [briefing](#) and the Education Safeguarding Service have also written a [summary of the key online safety changes](#).

In addition to KCSIE 2022, the DFE have also published updated version of the following documents:

- [Behaviour in Schools: Advice for headteachers and school staff](#) – July 2022
 - This document is non-statutory guidance which provides advice on behaviour in schools and the related legal duties of headteachers and staff. It includes guidance on support for pupils to behave well and the powers of staff when responding to misbehaviour.
- [Searching, screening and confiscation at school -](#) July 2022
 - This guidance explains the screening, searching and confiscating powers a school has. This document provides advice to headteachers and staff on their related legal duties when it comes to their powers and includes statutory guidance which schools must have regard to.

Our child protection, mobile and smart technology, social media and acceptable use policy templates have been updated to reflect the guidance in place from 1st September 2022 and can be found on [our website](#). Information about updated training packs and other products and commissioned services can be found on our [Training and Services](#) page.

Household Support Fund

Funded by the UK government, the Household Support Fund scheme supports vulnerable Kent households in need of help with significantly rising living costs. As one element of support, there is a scheme for professionals to refer people into, and details of this are ***not*** to be shared wider. If you know of other organisations that would benefit from access to this scheme, please provide their details to householdsupportfund@kent.gov.uk

The scheme is now live and available for applications to be made. You can apply up until 30 September 2022, or until the budget is spent.

If successful, support will be provided in the form of £150 in energy vouchers for pre-paid gas and electricity meters and direct debit customers who are responsible for paying the energy costs in the household. They may also be able to consider providing vouchers to off-grid customers. Vouchers will be sent by email or SMS text. If the household have no access to the internet or email, the vouchers will be posted to their home address. There is a limited amount of funding available for this scheme and funds will be distributed on a first come, first served basis, with only one award per household.

Who is eligible?

There is an expectation for professionals to complete due diligence checks of applications to ensure that recipients of vouchers meet the eligibility criteria as set out below:

- are aged 16 or over
- are a Kent resident, permanently living within one of the 12 local authorities covered by Kent County Council (this excludes Medway, Bexley, or Bromley)
- are in receipt of means-tested benefits or household income is less than £16,200 per annum before tax

- haven't previously accessed this round of Household Support funding.

Useful Information:

When making an application professionals will need to be able to provide the following information to ensure that the application is processed.

- National Insurance No
- Energy Providers Name
- How the person pays for their energy (pre-payment meter, Direct Debit or if off grid and using oil
- Benefits received

This is separate to the Household Support Fund scheme where Kent residents were able to apply directly, which has since closed. If support is required as a result of the increase in cost of living, apply for the Household Support Fund on the following link: [Apply for a fuel voucher](#)

Any additional enquiries can be directed to householdsupportfund@kent.gov.uk

Child Safeguarding Practice Review Birmingham: Hakeem Hussain

Hakeem Hussain, died in November 2017 aged seven years old. Although the cause of death was an asthma attack, chronic childhood neglect and parental substance misuse strongly featured in this case. In April 2022 the child's mother was convicted of manslaughter by gross negligence; she also admitted a further four counts of child cruelty and was sentenced to 20 years imprisonment. The report has now been published and whilst there are familiar themes that it shares with previous tragedies there is significant learning points for schools to consider.

Hakeem's school was continuing to raise their concerns with social care but it appears that when decisions were made not to raise the case to a child protection level, "[there was a lack of understanding and application of the escalation procedure by the Academy Trust when there were persistent safeguarding issues, which resulted in concerns raised not being appropriately escalated and resolved](#)".

The report at 7.16 states "*that there was some confusion by the school about how to escalate appropriately and evidence their concerns. When practitioners were asked about why they did not use the local authority escalation process, they described that they felt it to be ineffective, requiring an enormous amount of persistence. The cumulative effect of getting a negative response from the safeguarding board was both frustrating and had the unintended consequences of making them feel it was not worth it*".

We know as advisors that for some DSLs there is frustration with the response from social care and other agencies regarding when to re-refer or escalate. Our message continues to be that if you are significantly concerned about a child, continue to raise the issues with appropriate agencies, and if you are not happy with decisions being made around cases (closed or open to social care) then the escalation process needs to be considered. If as a DSL, you are

encountering difficulties with a case, please seek advice from the Education Safeguarding Service and we can discuss it with you. You should follow the [KSCMP escalation process](#) if you feel that a case is not progressing as it should be. Any complaints and representations about the Child Protection Conference Decision and Process Procedures has now been published on the KSCMP website [here](#).

Due to Hakeem having Asthma and dying following an attack, there is some criticism of how this was managed by agencies; schools and settings are encouraged to explore advice and guidance that can be considered when dealing with children who have such a diagnosis and a variety of treatments prescribed by a GP. There was confusion over the type and number of pumps being prescribed and his illness was often used as a 'smokescreen' by the mother for poor school attendance.

A useful shorter briefing into the case is [here](#) and a video on Asthma in children is available [here](#).

Early Years and Childcare

Ofsted has published its latest briefing titled '[Education recovery in early years providers: summer 2022](#)' drawing evidence from Ofsted summer term inspections in England and discussions with early years inspectors.

Child development and learning

Ofsted has reported that children continue to be affected by the pandemic in a variety of ways:

- Issues around speech, communication and language development remains a concern, with more children being referred for specialist support but facing lengthy wait lists
- Decline in emotional and social skills such as sharing and taking turns, low confidence and children taking longer to settle
- Decline in physical development and health where children have missed out on vital physical activity to develop their gross motor skills
- Concern over low numbers of eligible families taking up entitlement funding for two-year olds, who are more likely to be affected by the pandemic. Some providers reported avoiding offering places due to ongoing financial constraints.

Impact on providers

Given the impact of the pandemic on children, the early years and childcare workforce have implemented interventions and strategies to support children. Some have set up networks with other groups, links with schools and the community. Many practitioners have taken on specific training to 'fill the gap' where additional support is needed to support children with recovery but not immediately available from external professionals.

Meanwhile, early years providers continue to face a variety of pressures highlighted in the briefing:

- Ongoing fears and anxiety around infection control and reluctance to remove government guidance

- Settings struggling with recruitment and retention of high-quality staff due to low pay. This leads to issues with managing workloads and ensuring the best quality provision for children
- Less frequent visits from local authority teams and variable funding and resources needed for settings to adequately support children who need it most
- Continued reliance on digital training and lack of face-to-face interactions with training providers, other professionals, and parents

Read the briefing in full [here](#).

Core Safeguarding Training for DSLs

It is essential that Designated Safeguarding Leads (DSLs) in schools and early years settings undergo appropriate training which provides them with the knowledge and skills required to carry out this essential role. As a reminder, we have answered some '[Frequently Asked Questions' on The Education People's blog](#) to help DSLs.



We would also like to reiterate that any changes to training requirements for DSLs brought in as a result of Covid-19 lockdowns were removed in Summer 2020; DSLs need to ensure they have accessed appropriate refresher training. Please plan ahead, rather than wait for your certificate to expire and then try and get on a course.

We are continuing to provide a blended core training offer for 2022-23 incorporating different delivery options to accommodate preferences. 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 will continue to offer face to face training as our core delivery approach following delegate feedback, however 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](#)

Our core offer includes:

<p>New to role DSLs</p>	<p>New DSLs in schools and settings can access live training via two options which can be booked via the CPD online website.</p> <ul style="list-style-type: none"> • Virtual training via zoom - two half day sessions • Face to face training - one day
<p>Refresher Training for existing DSLs</p>	<p>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).</p> <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.

	<ul style="list-style-type: none"> 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	<p>Our online safety training for DSLs in schools is available via two options on the CPD online website.</p> <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	<p>Core EYBA training is available for early years practitioners virtually via Zoom and can be booked on the CPD online website.</p>
Early Years Online Safety Training	<p>Two online safety E-learning courses are available for early years settings:</p> <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	<p>An E-learning courses for DSLs in all education settings:</p> <ul style="list-style-type: none"> Record Keeping for DSLs eLearning

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

Safeguarding Package for Schools

Our 'Safeguarding Support Package for Schools' is now entering its second year and our DSL training packs and resource library content have been updated ready for use in 2022-23.

New members receive academic year access to a range of up-to-date advice and resources, as well as exclusive access to content and cost saving benefits, including:

- access to safeguarding and online safety training resources for DSLs to use to lead staff 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 resource library per year
 - In 2021-22 we added the following documents to the library: cyberbullying guidance, model confidentiality policy template, online safety policy guidance, DSL handbook, end of year/start of year DSL checklist and supervision toolkit.
- 1 free place at each of our six annual DSL Briefing twilight sessions.

The cost for academic year access 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.

Tackling Online Misogyny

In the past few weeks, the online safety team have received a number of queries in relation to Andrew Tate, an online influencer who has recently been banned from several social media platforms (most notably Facebook/Instagram, Twitter, YouTube and TikTok) due to his extreme misogynistic content. Further information can be found via the following articles:

- [HOPE Not Hate Briefing: Andrew Tate](#)
- [Andrew Tate banned from social media platforms after HOPE not hate campaign](#)
- [The Guardian: Inside the violent, misogynistic world of TikTok's new star, Andrew Tate](#)

This is sadly not a new issue for schools and settings, and falls within your existing safeguarding responsibilities, for example creating a culture of zero tolerance for sexism and misogyny/misandry, tackling sexual violence and sexual harassment, and teaching about online harms, relationships, and consent as part of your RSHE curriculum.

As with similar concerns regarding potentially harmful viral online content, our recommendation would be that schools and settings respond proportionally, on a case-by-case basis, according to our "[think before you scare](#)" blog post. We do not recommend sharing specific warnings with parents or pupils as part of a 'blanket approach' as this can be counterproductive.

This may be a good opportunity for DSLs to reinforce key online safety messages with staff working with pupils, focusing on positive online behaviours, such as critical thinking, blocking, reporting, and internal and external mechanisms for reporting online safety concerns. Some schools may feel it necessary to have more direct conversations about misogynistic content online with pupils they consider to be at increased risk of harm, but again should be mindful that naming specific content creators could encourage children to explore content they were previously unaware of. If staff do hear pupils mention Andrew Tate, DSLs should be informed, and the context of the concern explored on an individual level.

If there several specific reports and the DSLs feel it is necessary to share advice with parents, we suggest it is kept general. For example: *'the school has been made aware of viral misogynistic content being discussed and circulated on popular social media sites and would like to remind parents of the need for us to work together to help keep children safe online by tackling any forms of hate and discrimination'*. Any content shared with parents should provide balanced and practical advice about responsible use and reporting mechanisms; focus on encouraging parents to talk to their children about what they view online, ensuring they are appropriately supervised (including use of parental controls), understand age limits for any apps/games their child uses, and know how they and their child should report concerns.

If pupils have seen and are being influenced by Andrew Tate's content, appropriate support and pastoral care should be put in place for them. If a DSL believes that a child is at risk of harm, their child protection policy and procedures should be followed, and advice can be sought via our service and/or the local Prevent Education Officer.

Resources we recommend for schools and settings can be found on [our website](#) and tailored advice can be provided via a telephone consultation with our team. Additional advice and information is also available through the [Prevent Education Officers](#).

Quality Assurance of External Online Safety Resources

It has recently been brought to our attention that an independent online safety consultant has used content written and created by our team to advertise their own support offer to schools but has not acknowledged our service as the original source of the content. Whilst we are delighted that our online safety advice is clearly valued and recognised at a national level, we feel this highlights the importance of schools and settings undertaking appropriate due diligence checks, to quality assure content provided, either for free or for sale, from external organisations or independent providers.

We encourage settings to access the UKCIS '[Using External Visitors to Support Online Safety Education: Guidance for Educational Settings](#)' guidance (please be aware this document is currently under review for 2023) and consider the following questions when using external resources or expertise to support online safety approaches:

- What is the background of the resource/visitor/organisation? For example, is it from a recognised and reputable organisation such as NCA-CEOP, NSPCC, UK Safer Internet Center, or another organisation that are part of the UKCIS Education Working Group?
- Where does the individual/organisation get their information from? Is it their own work? If so, what is their evidence base? If not, is the original source appropriately referenced?
- Has the resource/visitor/organisation been externally quality assured? If so, by who?
- Are they up-to-date and are they addressing the current online risks and experiences of your children and young people?
- Does the resource/visitor/organisation contribute to a positive approach towards implementing online safety education within your setting? For example, do they avoid scare/shock tactics and/or victim-blaming messages?
- If resources are being used with children, are they age and development stage appropriate?

Safer Internet Day 2023

The UK Safer Internet Centre have announced the official date for Safer Internet Day 2023. Next year, Safer Internet Day will be celebrated on the **7th February 2023**. Make sure you take a look at the official page on [the UK Safer Internet Centre website](#) and keep an eye out for upcoming updates and announcements.



NSPCC: Speak out stay safe

The NSPCC have taken a decision to continue to offer *Speak out. Stay safe.* assemblies as an online resource only due to their success and the positive feedback received from schools. Moving forward they will be exploring the option of delivering *Speak out. Stay safe.* workshops facilitated by volunteers face-to-face as a follow-up to the online assemblies. They are encouraging primary schools (including SEND/ASN/ALN schools) to book their *Speak out. Stay safe* online programme.

For more information, please access [Speak out Stay safe programme | NSPCC Learning](#) where you can register your interest and be contacted by a local Schools Coordinator.

NSPCC: Talk relationships

From September 2022, NSPCC will be launching a new service, '[Talk Relationships](#)' designed to support secondary education teachers to:

- build skills and confidence in delivering inclusive sex and relationships education through an e-learning course
- confidently use our pre-made lesson plans created by subject specialists
- foster a culture of safety for young people to talk about healthy and unhealthy relationships at your school.

Attitudes towards disabled people research

Equalities is a core part of Keeping Children Safe in Education 2022 guidance. Scope, a disability equality charity in England and Wales has published their

SCOPE = Equality for disabled people

[research highlighting disability discrimination](#). The research found that 3 out of 4 disabled people (72%) have experienced negative attitudes or behaviour in the last 5 years. Of those who had experienced negative attitudes or behaviour 9 out of 10 disabled people (87%) said it had a negative effect on their daily lives. Nearly a third of disabled people looking for education or training said they avoided doing so because of the attitudes they had experienced. Scope also has useful tips on talking about disability.

Modern Slavery and trafficking

Olympic star, Sir Mo Farah (birth name Hussein Abdi Kahin), [revealed](#) to the nation that he was a victim of child trafficking and domestic servitude.



[ECPAT UK reports](#) that child trafficking is child abuse and a serious crime. Globally, it affects millions of children every year, including children under 5. It is very often a hidden crime, and it can be very challenging to confront.

The increased number of people coming across the channel in boats can involve a number of young people under the age of 18. Some claim asylum or need to be accommodated into care, but whatever support they have been offered by agencies, a significant number are going missing. They are then to be found all over the UK in situations where they are being exploited in a number of ways by gangs/persons to work off their debts. This can involve work for low or no pay but also other forms of exploitation such as county lines.

National Safeguarding Adults Awareness week

Although aimed at those working with adults there is much to learn that can be used with younger people. This year's National Safeguarding Adults Awareness Week is taking place between 21st – 27th November 2022 and hosted by the Ann Craft Trust. The theme of the week is **'Responding to Contemporary Safeguarding Challenges'** with each day focussing on its own theme [Safeguarding Adults Week 2022 - Ann Craft Trust:](#)

- Monday – Exploitation and County Lines
- Tuesday – Self-neglect
- Wednesday – Creating safer organisational cultures
- Thursday – Elder abuse
- Friday – Domestic abuse in tech-society
- Saturday and Sunday – Safeguarding in everyday life

As always, it is important that we utilise this week and raise awareness to members of the public about how to spot the signs of abuse and what to do about it. Further details will be circulated once available.

SEND Information Hub - Education Support

The SEND information hub (local offer) is available for families to find support and advice. The new school year has now started and parents can find lots of helpful information and guidance around [education support](#) for their children on the website. This includes information about the [support](#) their children should be getting in mainstream schools if they have additional needs and a helpful parent guide on the [Mainstream Core Standards](#).



If you work with SEND children or young people, please signpost them to the [SEND information hub](#) and don't forget to [subscribe to the SEND newsletter](#).

Marriage and Civil Partnership Act 2022

[The Ministry of Justice](#) has announced that the Marriage and Civil Partnership (Minimum Age) Act 2022 will come into force on 27 February 2023. On implementation, the Act will raise the age of marriage and civil partnership in England and Wales from 16 to 18, making it an offence to cause a child under the age of 18 to enter a marriage in any circumstances, without the need to prove that a form of coercion was used. This will support schools and colleges in helping to protect children from forced marriage.

Longer Read: Private Law Proceedings - Advice for Settings

Many adults involved in private law proceedings are parents who have separated and cannot agree on issues such as where their children should live or who they should spend time with, and subsequently apply to settle the dispute through a family court. Sometimes the assumption is that as it is a private law case such concerns of neglect, abuse and maltreatment are not an issue. However recent research has shown that may not be the case and the number of these proceedings greatly outweighs those involving social care.

“New [research](#) has shown that more than twice as many private law applications are started in England and Wales each year than public law applications, where a local authority intervenes to protect a child at risk of harm (57,602 compared to 19,101 in 2020). Yet little is known about the families involved, or what support they might need”.*

This new analysis of Welsh data showed that in the year prior to proceedings, twenty times the proportion of women involved in private law proceedings had exposure to domestic abuse recorded in their GP records than other women – a figure which doesn’t capture domestic violence and abuse which goes unreported. As a reminder these will be cases where there is no local authority involvement in the proceedings with the view being this is a private matter.

Significant to this is the experiences of children who may be living in a family where there is exposure to domestic abuse and other forms of maltreatment. There is a useful document that highlights a piece of work exploring what it is like for a child involved in cases where social care is unlikely to be involved. In the consultations we receive and some of the investigations we do there can be a distinct lack of understanding from parents about how their children are impacted by separation even when they believe it is amicable.

The [report](#) suggests that when reflecting on their experiences of parental separation in adulthood, participants in one study commented that professionals, especially teachers, should take greater responsibility for supporting children through separation. This can be hard to achieve when parents often feel that this is a private matter and children are reluctant to talk about it.

Sadly, the involvement of the courts is a sure sign of parents being unable to amicably resolve issues between themselves and if it involves domestic abuse or related issues then it can be understandable why one of those parties may want to restrict contact or care for the child concerned. It is useful to understand that the courts’ approach to contact is:

- Where possible a child should know his estranged parent unless there are cogent reasons for denying contact.
- No court should deprive a child of contact unless wholly satisfied that it is in the interests of the child that contact should cease and that is a conclusion at which a court should be extremely slow to arrive.
- It is the normal assumption that a child would benefit from continued contact with a natural parent.
- Evidence of abuse will not necessarily preclude contact if it can be arranged safely

Sometimes The Children and Family Court Advisory and Support Service ([CAFCASS](#)) may

become involved. CAFCASS is a public body independent of the courts and social services which looks after the interests of children involved in family proceedings. They will only become involved in a case at the request of the Court. In the context of Private Law children's proceedings, this is likely to be where separating or divorcing parents cannot agree arrangements for their children and an application is filed by one parent (or another interested party) with the Court to determine matters.

Ideally through early safeguarding checks with the police and social care, CAFCASS may be able to assist the parents in coming to an agreement and avoid further court proceedings. However, if CAFCASS have safeguarding or welfare concerns, they may recommend the Court orders a fuller and more detailed report be undertaken concerning the child/children's welfare before the next hearing. This is often referred to as a 'Section 7 report'. They will meet with parents and where appropriate the child. It could be that at this time they approach your setting for any additional information that may be relevant.

As issues around child arrangements take time to resolve, school staff must treat all parents equally, unless a court order limits a parent's ability to make educational decisions, participate in school life or receive information about their children. Similarly, if you are directed to hand over a child for contact with a parent on a set day you need to be seen to promote this no matter your view of the suitability of such an arrangement. We advise all settings to have a copy of DfE Guidance 2018 '[Understanding and Dealing with Issues Relating to Parental Responsibility](#)' to assist them.

Other useful links and websites are:

- [CAFCASS](#)
- [Courts and Tribunals Judiciary: Private Law Guidance](#)
- [IBB Law Fact: Finding Hearings – Private Law Proceedings](#)

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 – David Adams 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