Education Safeguarding Child Protection Newsletter

May 2023

Welcome

Welcome to the 5th Child Protection Newsletter for 2022-23.

We are aware that there is lots of information but recommend that you try to find time to read and digest its contents as it will help you in your role as a Designated Safeguarding Lead (DSL).

In the articles below we include links to external websites. These will be in blue text for you to click on and read further information. 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.

If you have any questions regarding any of the articles, or the need for safeguarding advice, please contact the service using the details provided.

The Education Safeguarding Service publish and issue this newsletter for 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 Updates

What is happening?

As you should all now be aware, from 1st April 2023, we returned to Kent County Council to deliver our services alongside the other key teams within the Council. We continue to offer the same training and support as before and will also continue to collaborate closely with our colleagues in The Education People. Please be aware that much of our training content and product branding will continue to look the same until we update our materials over the summer ready for September 2023.

What this means for you?

For education settings we hope that little will change, and you can continue to access support from the Education Safeguarding Service in the same way as you have for the last few years. However, please be aware that our email addresses and telephone numbers have now changed to KCC contacts so you will need to update any previous contact information, for example in your child protection policy and other related documents. Telephone calls and emails to our old Education People accounts will be forwarded for a period of three months, however, there have been some IT issues with calls transferring and intermittent access to our old voicemails, so please ensure you update documents/address books and use our new contact information from now on to avoid any delays or missed enquiries.

Our content has also moved to a new home on the [Education People website](#) so please update your bookmarks/favourites. The Education People team are working to update broken links that have occurred as a result of this move; however, this may take some time. In the meantime, if you cannot find content on the website, please contact your area safeguarding advisor number or email us at educationsafeguardinghq@kent.gov.uk

ESS Safeguarding and Online Safety Consultation Process Reminder

If you have a query or need safeguarding advice from our service, please call the new numbers relevant for your area or the online safety number listed at the end of this newsletter. Your consultation request will be passed to the duty officer/online safety advisor for that day.

Any emails sent or phone calls sent to generic inboxes or directly to advisors will be directed to call the area/online safety number. By calling your area phone number or the online safety number in the first instance, we can ensure a quicker response to your queries.

Core Safeguarding Training for DSLs

Designated Safeguarding Leads (DSLs) need to undergo appropriate training to provide them with the knowledge and skills required to carry out this essential role. As a reminder, our '[Frequently Asked Questions' on The Education People's blog](#) explores some common queries which may be helpful for new and experienced DSLs.

We are continuing to provide a blended training offer for 2022-23 and training dates from May until July 2023 are available on the CPD website. For any training queries, please contact your Area Safeguarding Advisor or the Training and Development Manager.

DSLs need to access refresher training **at least every two years**. Please book your refresher training as soon as possible, rather than wait for your certificate to expire. If you require refresher training and are unable to book a face-to-face refresher course, we recommend accessing our refresher E-learning as an alternative:

- Designated Safeguarding Lead Refresher (for Kent Schools/Colleges) 2022-23
- Early Years Designated Safeguarding Lead Refresher (for Kent providers) 2022-23

We are currently planning our training programme for 2023-24 and are aiming to have dates for term one published before the end of this academic year. Face to face training is our preferred and recommended core delivery approach, however if delegates are unable to attend face to face training for any reason, virtual options are available as an alternative. We will be increasing the number of virtual DSL courses for early years settings as feedback has suggested this delivery approach is more flexible for early years staff.

Education Safeguarding Service Products

The service will be undertaking work in terms five six to establish the best way of continuing to ensure our resources are available to schools and settings, and we will communicate this to you as soon as any decisions are made. In the meantime, our intention is to continue to provide our safeguarding support package, training, and other standalone products in their current format via The Education People until at least the end of this academic year.

Social Care Reforms 2023

The current government plan published in February 2023 responds to recommendations made by three independent reviews by Josh Macalister, the Child Safeguarding Practice Review Panel into the tragic murders of Arthur Labinjo-Hughes and Star Hobson, and the Competition and Markets Authority (CMA). The findings revealed the current care system is often fragmented, siloed, and struggling to meet the needs of children and families across England.

The full report can be found here but of special interest to education settings is the aim to update Working Together to Safeguard Children 2018 (WTSC) in spring 2023, publishing the update by the end of the year. The plan agreed with recommendations from both the Care Review and the Panel's National Review in that education needs to play a greater role in local safeguarding arrangements, reflecting the part schools, colleges, early years and other education settings play in the lives of children and families, and their safeguarding responsibilities. The WTSC guidance will consider how this is best achieved, as unlike other partners, education does not have a single senior leader able to make strategic or resource commitments for all local setting, meaning making education a fourth safeguarding partner will require changes to primary legislation. One of the responses from Kent County Council is featured later in this newsletter as part of Kent's Start for

Life Offer but other initiatives throughout the UK will be piloted to see how best to achieve the much-needed reforms.

Ofsted and Safeguarding

Despite the tragic death of headteacher Ruth Perry in January after her school was downgraded by Ofsted after inspectors decided that checks on staff and record keeping of concerns about children were inadequate, no drastic changes will come into place from Ofsted. The current system means that if the leadership of the school is declared inadequate, so will the school overall, even when the quality of education and behaviour are praised by inspectors, as they were with Ms. Perry's school. In her statement, Ms Spielman said Ofsted "*won't be soft on safeguarding*", but where a school is otherwise doing well, they will try to visit again more quickly to reflect improvements in their judgements.

As a service, we are here to support you, and encourage staff to contact us if you are concerned about whether your school may be meeting the safeguarding needs of children. As stated in previous newsletters, it can often be poor record keeping that lets settings down in not being able to evidence all the good work that they are doing. Remember: if it is not written down, then for all intents and purpose it hasn't happened. As a reminder, the following advice may be helpful to consider:

- Include as much detail as possible on in-house child protection records.
- Once a child is identified as vulnerable, additional tracking should take place linking in with behaviour, attendance information and capturing any actions taken (or not taken) by your setting.
- 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? Do your records accurately reflect all the work being done with a child and/or their family?
- Is there a clear chronology of action taken? Do your files include up-to-date contact information for any services involved with a child/family, including line managers for emergency situations?
- If a new DSL were to look at that record, would they know exactly what is happening for that child/young person?

To support DSLs enhance their understanding of requirements and recommended practice for record keeping, we have an eLearning course available on the Education People website

Early Years and Childcare

Kent's Start for Life Offer

KCC are transforming the way they offer family services in Kent in line with the Department for Education's Start for Life programme. This is an exciting time of change, which will mean Kent's parents and carers can more easily access the support they need. KCC is reaching the first

milestone in the programme and are publishing the initial [Start for Life offer](#) online and in print, with dedicated telephone support for residents who cannot easily access the internet. Start for Life is concerned with the first 1001 days of a child's life (pregnancy to two years), which are crucial for healthy development.

In addition, KCC are asking parents and carers to sign up for a [Parent Carer Panel](#) to help co-design the Start for Life programme in Kent and in their local areas. It's important that services are designed alongside the people who will use them, and this is an exciting time to get involved.

KCC are at an early stage in developing these services and the real work in co-designing them with colleagues, partners and our service users starts now. If you have any questions or comments, please contact familyhubsfeedback@kent.gov.uk.

Online Safety

New DfE Filtering and Monitoring Standards Published

The Department for Education (DfE) has introduced [new Filtering and Monitoring Standards for Schools and Colleges](#) to help leaders evaluate their current filtering and monitoring strategies and effectively safeguard children online. This follows the tragic death of [Frankie Thomas,](#) where the coroner ruled her school's failure to prevent her accessing harmful material online on its equipment contributed to her taking her own life.

'[Keeping Children Safe in Education'](#) states that "*governing bodies and proprietors should ensure their school or college has appropriate filtering and monitoring systems in place and regularly review their effectiveness*". Filtering and monitoring play important roles in safeguarding pupils and staff from potentially harmful and inappropriate online material, and schools/colleges have a responsibility to provide a safe environment for them to learn and work.

There are four standards to meet:
- You should identify and assign roles and responsibilities to manage your filtering and monitoring systems.
- You should review your filtering and monitoring provision at least annually.
- Your filtering system should block harmful and inappropriate content, without unreasonably impacting teaching and learning.
- You should have effective monitoring strategies that meet the safeguarding needs of your school/college.

Key points for DSLs and school leaders to be aware of:
- Schools should document the strength of their systems to ensure that harmful online content is being filtered out effectively and monitoring is in place to allow them to review user activity on school/college devices.
- It is essential schools and colleges choose filtering and monitoring systems based on their specific relevance to the needs of their learners and school/college community, rather than their cost.

- Senior leaders should be working closely with governors/proprietors, the DSL and IT service providers in all aspects of filtering and monitoring.
- Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective.
- The DSL should take lead responsibility for safeguarding and online safety, including reviewing filtering and monitoring reports, acting on safeguarding concerns and conducting checks to filtering and monitoring systems.
- Schools should review their filtering and monitoring provision, at least annually; the review should be conducted by members of the senior leadership team, the DSL, and the IT service provider, and involve the responsible governor. The results of the online safety review should be recorded for reference and made available to those entitled to inspect that information.
- All staff need to be aware of reporting mechanisms for safeguarding and technical concerns.
- The DSL should take lead responsibility for any safeguarding and child protection matters that are picked up through monitoring.
- Monitoring procedures need to be reflected in the school's Acceptable Use Policy and integrated into relevant online safety, safeguarding and organisational policies, such as privacy notices.

The UK Safer Internet Centre has further guidance on establishing appropriate filtering. The SWGfL and LGfL both provide online safety self-review tools for schools and the Education Safeguarding Service also have a Kent Specific online safety review tool as part of our Safeguarding Support Package and can be commissioned to provide Online Safety Reviews to support schools in meeting their strategic responsibilities in all areas of online safety, including appropriate filtering and monitoring. For more information or further support in understanding or implementing these new standards, contact the Online Safety Development Officer.

KSCMP: Updated Online Safety Guidance

KSCMP have updated two online safety documents: 'Safer Professional Practice with Technology: Frequently Asked Questions' and 'Responding to Nude and Semi-Nude Image Sharing: Guidance for Professionals'. Kent and Medway Safeguarding Partnerships have collaboratively developed these documents to provide a clear procedure for anyone working with children and young people.

The 'Safer Professional Practice with Technology' document will assist professionals to work safely and responsibly online, and to monitor their own standards and practice It will also support managers and leaders in establishing a culture which safeguards staff and children/adults online. Whilst not specific to education settings, DSLs may find this document helpful to use with staff to share or discuss their settings attitudes and expectations regarding online safety.

The 'Responding to 'Nude and Semi-Nude Image Sharing: Guidance for Professionals' is based on the national 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' guidance from UKCIS, and is a multiagency document for professionals working with children and young people in Kent.

Digitally Empowering Young People – University of Warwick

Digitally Empowering Young People is an ESRC funded project that aims to address the challenges of reducing children and young people's vulnerabilities online. Researchers at the University of Warwick are excited to announce the launch of their website, learning resources, educational videos, and policy brief: www.deyp.org

The project is looking for secondary schools to participate as co-creators of their online safety project and would involve using the 'Discovering Digital Lives: A Collaborative Learning Resource' and feeding back your experience.

Benefits of engaging with the project are:
1. Students (11-18) who engage with the e-learning resource will have their ideas presented in Parliament.
2. A grant has enabled the project to pay student participants a token £10 Love2Shop voucher as a thank you for engaging with the resources.
3. Student participants will receive a certificate for their contribution to the project.

To learn more and get involved please contact Dr Roxanne Bibizadeh:
Roxanne.Bibizadeh@warwick.ac.uk

Teens on screens: Life online for children and young adults revealed

Ofcom has recently published a collection of research reports offering a glimpse into the media habits and online lives of children, parents and adults in the UK. These national statistics can be useful to share with staff, parents or children themselves and could be used as example questions to help DSLs understand their specific local context and experiences their young people have online.

The most recent Children's Media Lives study explores the behaviours, experiences and attitudes of children aged 8 to 18. Key findings from this report include:
- The majority of the children were feeling better about their lives than in 2020.
- TikTok was still the most popular platform.
- The children were being less 'social' on a lot of social media.
- A lot of the children's behaviour online was increasingly passive.
- Most children were not consuming news via traditional news providers and for some, their consumption of news topics via social media included conspiracy theories.
- Children often have experiences online which could, but don't necessarily, lead to harm.
- Children were being exposed to riskier ways of making money online, and most older girls had been approached to become 'brand ambassadors.

The Children and Parents: Media Use and Attitudes 2023 report provides evidence on media use, attitudes and understanding among children aged 3-17 in the UK, as well as parents' perspective of their child's media behaviours. Key findings from this report include:
- Most children aged 3-17 went online (at home or elsewhere) via mobile phones (69%) and tablets (64%).

- YouTube was the most used online platform among 3-17-year-olds (88%), followed by WhatsApp (55%), TikTok (53%), Snapchat (46%), Instagram (41%) and Facebook (34%).
- About nine in ten children (89%) played video games, but the types of games differ, for example: 'shooter' games such as 'Call of Duty' or 'Star Wars: Battlefront' were higher for boys (38%) than for girls (12%), and puzzles or quizzes were more likely to be played by girls (40% vs 23%). A key reason children aged 3-17 said they played games was to 'hang out with friends' (24%) or as a way of chatting with people they knew (47%).
- Almost three in ten children aged 8- 17 (29%) had experienced someone being nasty or hurtful to them via apps or online platforms.
- Children's use of social media in proactively positive ways has decreased over the past year. For example, fewer children had sent supportive messages to friends who were having a hard time (51% in 2022 vs 61% in 2021).
- Children aged 8-17 were less likely to believe information from social media apps or sites compared to other sources they used, such as news apps or homework resources.

The latest statistics from Ofcom's [online experiences tracking survey](#), which examines the attitudes to, and experiences of 7,683 UK internet users, aged 13-84 years olds online, found that:
- Almost seven in ten internet users feel that for them personally, the benefits of being online outweigh the risks.
- Just under half (43%) of internet users agree that they can share their opinions and have a voice online. Girls 13-17 (61%) and gay or lesbian people (44%) feel freer to be themselves online compared to the average user (34%).
- A higher-than-average proportion of young people claim to have encountered potential harms online: 75% for 13–17-year-olds and 79% for 18–24-year-olds.
- Half of users who experienced a potential online harm claim to have had their most recent encounter on a social media website or app- potential online harms are most likely to be encountered while scrolling through a user's feed or the 'For You' Page.
- 13–17-year-olds (23%) are more likely to encounter potential harm on video sharing websites or apps - females aged 13-17 most commonly claimed they had encountered their most recent potential harm on TikTok (50%).
- Young female users (13-24) are most likely to take action after experiencing potential harms- likely to take no action at all (22%).

Updates and Resources

KSCMP: Updated Local Policies and New Resource

Updated versions of the '[Kent Escalation and Professional Challenge Policy' and 'Kent and Medway Protocol for the Management of Actual or Suspected Bruising in Infants and Children who are not Independently Mobile procedures](#)' have now been published. We recommend all education settings access these updated policies to ensure you are familiar with the local procedures to follow. Early Years settings and schools with children with SEND in particular should ensure they are familiar with the 'Protocol for the Management of Actual or Suspected Bruising in Infants and Children who are not Independently Mobile' procedures.

At their 'Child Sexual Abuse and Grooming seminar' in March, KSCMP launched 'Annie's Year', a video that follows the diary of 'Annie' over several months in which she is groomed to see abuse as a loving relationship. It is based on learning from a Local Child Safeguarding Practice Review and is '*designed to get professionals thinking not just about how children are groomed, but how other professionals can be groomed to view perpetrators and victims, and how a young person may experience those perceptions from professionals*'. KSCMP have published the video on their YouTube page: Annie's year final - YouTube.

KSCMP Core Skills Training

This training was created by CYPE's Practice Development Service and heavily influenced the children's social care ILACS inspection. The skills are likely to support improved engagement with parents and children, supporting schools in finding different ways to speak to families about attendance and safeguarding matters.

This course will provide participants with an overview of Kent's Practice Framework. At the end of the session participants will:
- be aware of the principles, approaches and key ideas with the Kent Practice Framework
- have ideas about how Kent's Practice Framework can support your work with children, young people and families
- know where to access further training and resources on all elements of the Kent Practice Framework.

Upcoming course dates:
- 19 May 2023, 9:30am to 11:30am via Microsoft Teams
- 13 October 2023, 9:30am to 11:30am via Microsoft Teams

If you would like to attend one of the above sessions, please book a place via your KSCMP MeLearning account. Please note you will need to enrol onto the course then book onto the relevant course date. Bookings are not accepted if learners just enrol onto the course. If you do not have an account for the MeLearning portal please create on by visiting this link.

For more information regarding this course please visit www.kscmp.org.uk/training/multi-agency/core-skills and if you have any queries, please email kscmptraining@kent.gov.uk.

PSHE Association Briefing: PSHE education and safeguarding — a 'compelling case'

The Department for Education (DfE) recognised PSHE education's importance to safeguarding when introducing statutory RSHE in 2020, providing the rational that: '*Given the increasing concerns around child sexual abuse and exploitation and the growing risks associated with growing up in a digital world, there is a particularly compelling case to act in relation to pupil safety*'.

There is clear evidence regarding PSHE education's role in keeping children safe and supporting them to seek help when necessary. The PSHE association have highlighted some of this evidence, alongside relevant part of KCSIE in their new 'PSHE education and safeguarding' briefing. The briefing signposts to a range of useful resources, many of which are resources we signpost to on our website and in our training. The briefing highlights three key considerations to support schools in ensuring their PSHE education meets its potential for supporting safeguarding:

1. Discrete, regular curriculum time
   - PSHE education (including RSHE) must be treated as a discrete school curriculum subject and taught regularly in order to sequence learning and build knowledge and understanding as pupils progress through education.
   - Activities such as drop-down days, outside speakers, assemblies, tutor time and other curriculum areas can support but must not replace regular PSHE lessons.

2. Trained and confident teachers create a safe, effective learning environment
   - Anyone teaching PSHE education needs a grounding in the fundamentals of safe, effective practice, including being able to guarantee a safe learning environment and create/choose appropriate lessons.

3. Tailored, appropriate provision
   - PSHE education should be age and developmentally appropriate and reflect pupils' particular needs and circumstances

Change in process for referrals into Kent and Medway's children's mental health Single Point of Access from 27th March 2023

The Single Point of Access (SPA) referral pathway, delivered by North East London NHS Foundation Trust (NELFT), is experiencing challenges due to significantly increased demand coupled with a high number of email referrals being received with insufficient information. This will be exacerbated imminently by national NHS England changes to how mental health services can be accessed.

Within Kent and Medway NELFT have considered all options to better manage this anticipated increase in demand. Therefore, the referral route into the SPA will be by telephone or online form from Monday 27th March 2023. Email referrals will not be accepted from this date. Any emails sent after this date will receive an automated response to advise submission of the referral via telephone or through the online form. This change will be reviewed after three months to ensure the change is effective.

The telephone number for the SPA is 0800 011 3474. The online form can be found here. Self-referrals by young people or families are accepted, as well as those made on their behalf by a professional. If you have any feedback to be considered as part of this review, please send it to cypmentalhealth.kent@nhs.net

How parents discipline their children is a highly emotive issue with professionals and parents often having differing views as to the right way to manage their own children. Some believe that parents and carers should have the right to make their own choices about what is, and is not, reasonable punishment. They argue that they should be able to physically reprimand a young person under their care if they consider their misbehaviour merits it. It becomes a complex issue when the law throughout the United Kingdom differs depending on where you are in the country.

In England there is the defence of 'reasonable chastisement' or 'reasonable punishment' which is available to those accused of assault. In recent years, however, Scotland and Wales have removed this defence, and in doing so have ushered in what are widely described as 'smacking bans'. Unfortunately, in England we have to deal with a 'grey' area where it is not advised, but neither is it illegal to smack your own children in your care. It is unsurprising that many parents report being confused in relation to what they can or cannot do under this legislation. As a service we will get numerous calls about this issue, so have tried to clarify the guidance for you.

What is 'reasonable punishment/chastisement'?

When made aware of a concern, consider whether the punishment inflicted is 'moderate and reasonable'. This justification is available to a parent or someone acting in loco parentis (anyone assuming the role and responsibility of a parent), however it has been against the law for teachers etc. to use any force on a child since the 1980s. A smack might be considered to be reasonable chastisement if it is open-handed (not a fist or any kind of implement) and administered on a part of the body where it will not cause harm and is not severe enough to leave a mark. For example, a child who has received an open-handed smack on their bottom, if it does not leave a mark, might therefore be considered "reasonable chastisement", whereas a smack on the head - even open-handed, might be considered assault, as it could cause harm.

If a child is continually saying to you that they get smacked when they are naughty, this is a concern, and you should be recording and responding to it. Use TED questions to find out what exactly a child means when they say they are hit or smacked. Following this, it may be necessary to have a conversation with their carer to find out what they say is happening. If for example, they are struggling with behaviour at home, or there has been an incident which has become difficult, ask if they would they be open to support from yourselves or another service. Even if they deny anything has gone on, it is an opportunity to advise them on what they can and cannot do according to the law. As parents, they may be upset at being challenged or even feel they are being criticised, but failing to have this conversation could mean that a child may be left in an unsafe situation.

Another scenario we get is when a child states that they have been hit around the head, or with an implement more than once, but gives you no real timescale and there are no visible injuries. Once again, following TED questions, this may be an opportunity for a discussion with a carer about what discipline methods they use at home and to advise them of the law in England and enquire if they need support. This effectively sets a marker down for you and them, so if it happens again, they cannot claim they were not aware it was 'unreasonable'.

Physical chastisement is practiced by some parents primarily with younger children, for example those in early years settings or in primary schools, as parent may say that younger children cannot

be reasoned with or understand in the same way as older children. When such methods are used with secondary age children, the law doesn't say it is illegal but considering the welfare of the child, one would need to question whether a child of this age should ever be smacked on the bottom or legs as they approach or are in adolescence.

It remains the case that if a child comes into the setting stating that they have been hit, however that maybe, and they have a bruise or mark, then it needs to escalated to the Front Door as soon as possible. Advice about this can always be sought from our service if settings are unsure how best to respond.

While there does not currently appear to be the political will for the UK Government to remove the reasonable chastisement defence from English law, one can make the argument that England is seeing the emergence of a de facto 'smack ban' nonetheless. Hitting children is being viewed by the majority of society as inappropriate and a sign that a parent has lost control of the situation. However, it is not always appropriate to criminalise or refer families to social care, but a conversation with the DSL is certainly needed.

More information and advice is available from experts and charities who work with children, such as the [NSPCC](#) and [Family Lives](#).

Education Safeguarding Service Contacts

Head Office: Room 2.30 Sessions House, County Hall, Maidstone ME14 1XQ	
Claire Ray **Head of Service**	**03000 423 169**
Rebecca Avery **Training and Development Manager**	**03000 423 168**
Robin Brivio **Senior Safeguarding Advisor**	**03000 423 169**
Online Safety	**03000 423 164**
For advice on safeguarding issues please call your area office on the numbers listed below. **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**	
Ashford	**03000 423154**
Canterbury	**03000 423157**
Dartford	**03000 423149**
Dover	**03000 423154**
Folkestone & Hythe	**03000 423154**
Gravesham	**03000 423149**
Maidstone	**03000 423158**
Sevenoaks	**03000 423149**
Swale	**03000 423157**
Thanet	**03000 423157**
Tonbridge & Malling	**03000 423158**
Tunbridge Wells	**03000 423158**

Other Kent County Council 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 **Email: kentchildrenslado@kent.gov.uk** **If your call is urgent i.e., a child is in immediate danger and you cannot beconnected to the team, call the Integrated Front Door on 03000 411 111**
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