

Education Safeguarding Child Protection Newsletter

September 2023

Welcome

Welcome to the 1st Child Protection Newsletter for 2023-24. It's a new term and a new academic year and we hope that the following articles and information we share will be useful for you.

We are aware that there is a lot 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.

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.

IN THIS ISSUE

- [Welcome](#)
- [Education Safeguarding Service Updates](#)
- [National Safeguarding Updates](#)
- [Local Safeguarding Updates](#)
- [Core Safeguarding Training for DSLs](#)
- [Early Years and Childcare](#)
- [Online Safety](#)
- [Events and Resources](#)
- [A Longer Read: Ofsted Inspection 2023](#)
- [Contacts](#)

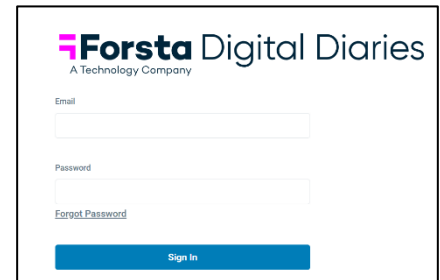
Education Safeguarding Service (ESS) Updates

Education Safeguarding Service Review – Request for Support from the KCC Analytics Team

Please read the following message from the KCC Analytics team and participate in a project to review our service.

We need willing participants who have a safeguarding role in their schools to be part of the Digital Diaries research community!

KCC's Education Safeguarding Service (ESS) is being reviewed and we are collecting data using the Forsta Digital Diaries online research platform. The insight gathered will inform a survey which will go out to schools across Kent to gather further feedback which will ensure the ESS continues to meet the needs of education providers to keep children and young people safe in Kent.



Using the Forsta Digital Diaries Platform we want to hear about your experiences of using the ESS and as an education provider, what has helped you keep children and young people safe, and what additional support, advice or resources (if any) would support you to offer an even safer environment for your pupils. Your opinions are important and will help shape the future delivery of this service.

If you would like your views included, then please contact Kent Analytics and we will send you a link to access the Forsta Digital Diaries Platform: Hannah.Parathian@kent.gov.uk

We are happy to answer any questions you might have.

The research is scheduled to run between the 2nd-15th October. Don't miss your opportunity to have your views heard!

Thanks, The Analytics Team, KCC

Updated ESS contact information and links reminder

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 no longer be auto forwarded. Please ensure you update documents and address books and use our new contact information to avoid any delays or missed enquiries.

Please remember that our content has moved to a new home on the [Education People website](#) so you will need to update any bookmarks/favourites. We are aware other websites that link to us, may still be linking to our old content which results in error messages and some of our content cannot be found via searches on the Education Peoples website. If you cannot find any of our content via the link above, then please email us at edsafeguardinghq@kent.gov.uk

ESS safeguarding advice and support telephone service reminder

If you have a query or need safeguarding advice from our service, please call the numbers relevant for your area or the online safety number listed at the end of this newsletter. Your request will then be passed to the duty officer/online safety advisor for that day. Any advice and support requests sent via email to our generic inboxes or emails/calls directly to advisors will be asked to call their area or 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 any queries.

National Safeguarding Updates

Keeping Children Safe in Education 2023

The Department for Education (DfE) has published an updated version of the statutory safeguarding and child protection guidance for schools in England, '[Keeping children safe in education](#)' (KCSIE). This guidance replaces KCSIE 2022 and comes into force from 1 September 2023.



We recommend DSLs, school leaders and governors read KCSIE in its entirety, however a summary of key updates for 2023 are:

- Clarification around the roles and responsibilities of education staff in relation to filtering and monitoring, including staff training and the role of the DSL.
 - This includes links to direct schools to consider how they are meeting the DfE '[Filtering and monitoring standards for schools and colleges](#)'. Part two of KCSIE (para 142) states that governing bodies should review these standards and discuss them with IT staff and service providers and consider what more needs to be done to support their school in meeting these standards.
- Clarification that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation
- Additional information on online pre-recruitment checks for shortlisted candidates
- Updated information on responding to allegations related to organisations or individuals using school premises.

Early Years Foundation Stage 2023

In July 2023 the government published an updated version of the Early Years Foundation Stage (EYFS) statutory framework that is in effect from 4 September 2023.

The revised framework contains three key updates:

- Confirmation that the current statutory minimum staff: child ratios in nurseries and pre-schools in England for two-year-olds will change from 1:4 to 1:5.
- Clarification on the flexibility around childminder ratio rules – specifically, that childminders can care for more than the specified maximum of three young children, providing this number includes their own child(ren) or the siblings of children for whom they already care.
- Further detail around safe eating practices, stating that “adequate supervision” while children are eating means that children must be within sight and hearing of an adult.

DfE: Parental responsibility - updated guidance

The DfE have updated their 'document: [Parental responsibility: guide for schools and local authorities](#). The update includes guidance on the role of the 'corporate parent', releasing GCSE results to a non-resident parent and notifying separated parents about a child moving school.

DfE: After-school clubs, community activities and tuition: safeguarding guidance for providers – updated guidance

The DfE have updated their [After-school clubs, community activities and tuition: safeguarding guidance for providers](#) document. This guidance covers advice on what policies and procedures providers should have in place for health and safety, safeguarding and child protection, staff suitability and governance. It applies to out-of-school settings such as community activities (for example, youth clubs), before- and after-school clubs, holiday clubs, supplementary schools (for example, language, cultural and religious), private tuition, music lessons and sports training.

If schools hire their premises to external organisations, this guidance details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

Independent School Inspectorate Framework 2023

The Independent Schools Inspectorate has published its new inspection framework for 2023. The emphasis of these most recent regulations, is aimed at pupil wellbeing. This includes physical and mental wellbeing and puts a premium on both harm and neglect as key areas. The importance of pupil's voices extends this theme, of putting more focus on the students themselves. To read the full document follow [this link](#).



Local Safeguarding Updates

KSCMP: Updated Procedures



The Missing Children from Home and Care Procedures have now been published on the KSCMP website. To access updated KSMCP procedures, please visit their [website](#).

Updates to ESS child protection policy templates, DSL training packs and other resources

Our child protection, mobile and smart technology, social media and acceptable use policy templates and others, have been updated to reflect the guidance in place from 1st September 2023 and can be found on the [Education People website](#). Please note our templates should be viewed as live documents and may be subject to frequent updates; we recommend schools and settings keep their safeguarding policies under regular review.



Information about updated DSL training packs, eLearning and our other commissioned products and services can be found on our [Training and Services page](#).

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. We are continuing to provide a blended training offer for 2023-24; face to face training is our preferred and recommended delivery approach, however if delegates are unable to attend face to face training, virtual options are available, either via Zoom for new to role DSLs in schools/colleges or early years, and E-Learning for those requiring a refresher update.

Courses from September 2023 onwards are now being published on the new training platform hosted on [The Education People website](#); The Education People will be keeping customers informed of these changes and supporting with any technical queries in relation to the new booking process, as well as certificates and evaluations.

For any queries relating to our core or bespoke training offer, please contact your Area Safeguarding Advisor or our [Training and Development Manager](#).

Early Years and Childcare

KSCMP Learning from Baby T: Exploring Safer Sleep workshop

On Tuesday 31st October 2023 KSCMP will be hosting two workshops which will explore learning from the Baby T Local Child Safeguarding Practice Review.

Aimed at frontline practitioners in **all agencies** who work with babies and families the workshops will cover Safer Sleep principles, exploring parent understanding and application of principles, and understanding contextual factors that may impact on Safer Sleep for infants.

- **DATE:** Tuesday 31st October 2023
- **TIME:** 10am – 12pm or 1pm – 3pm (please note both workshops will have the same content)
- **LOCATION:** Marine Hotel, Whitstable, CT5 2BE

Booking is via the [KSCMP MeLearning portal](#). You will need to enrol onto the course then book onto the session you wish to attend. Before booking you will need to [create an account](#) if you do not already have one. Please note the system will not allow you to book on behalf of colleagues, all individuals wishing to attend must book via their own account.

Please note early booking is advised as places are limited. If you have any queries, please email kscmptraining@kent.gov.uk

Online Safety

Appropriate Filtering and Monitoring Requirements 2023

Since the beginning of term, the Education Safeguarding Service have received an increase in requests for advice and support from headteachers and DSLs to help them understand and meet their statutory responsibilities regarding filtering and monitoring in schools.

[The UK Safer Internet Centre](#), on behalf of the Department for Education ran a [series of webinars](#) to inform schools and colleges in England about [the new filtering and monitoring standards](#) for 2023 along with the new changes to KCSIE 2023.

[London Grid for Learning](#) have also produced some [informative short videos](#) which provide an insight into what schools need, the difference between filtering and monitoring, and relevant questions to ask your filtering providers, in accordance with the updated guidance.

KCSIE requires all staff to 'have an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring'. Below are some key points we would expect to be covered as part of staff training to sufficiently meet these requirements:

- What does the KCSIE guidance say and why it is so important.
- What specific filtering systems and monitoring approaches are used by the school.
- How and why specific decisions were made about which monitoring approaches to use and what is/is not blocked by the filtering system.
- Staff roles and responsibilities to manage filtering and monitoring in the classroom/school.
- How filtering and monitoring applies to the variety of devices and technology used by staff and pupils, both on/off site. For example, computers, laptops, tablets (including iPads) and mobile devices.
- Staff responsibilities and expectations to recognise and report concerns.

- This should include who they should report any technical and safeguarding issues to, and who they should speak with if they are concerned systems are ‘over blocking’ or are placing unreasonable restrictions on teaching/learning or administration.
- The DSLs responsibility to manage and escalate safeguarding concerns.
 - It is helpful for staff to know what this might look like in your school and the background work that goes into monitoring filtering reports and actioning safeguarding concerns.
- How staff should escalate concerns if they do not feel confident in the school’s approach, for example, whistleblowing.

If schools require additional support to review their online safety practice, including their filtering and monitoring approaches, they may wish to commission an [Online Safety Review](#) with our [Online Safety Development Officer](#). This is a safeguarding focused approach which may support senior leaders and governors to understand, and explain, the online safeguarding decisions and processes in place within the school and develop the school’s own capacity to review and revise their practice going forward.

Online Safety Bill finished and ready to become law

[The Online Safety Bill](#), which aims to make the online world a safer place for children and young people, passed its final Parliamentary debate and is now ready to become law. The Bill will make social media companies legally responsible for keeping children and young people safe online.



Under the new legislation, social media platforms will be expected to:

- remove illegal content quickly or prevent it from appearing in the first place, including content promoting self-harm
- prevent children from accessing harmful and age-inappropriate content
- enforce age limits and age-checking measures
- ensure the risks and dangers posed to children on the largest social media platforms are more transparent, including by publishing risk assessments
- provide parents and children with clear and accessible ways to report problems online when they do arise

It is important to remember that this new legislation puts emphasis on social media companies and online platforms, which will now be [regulated by Ofcom](#), and is not intended to criminalise children and young people.

Multi-Agency Online Safety Training Available



KSCMP have published dates for [upcoming online safety training](#) which is being delivered by ESS. This training is aimed at multi-agency partners and professionals working with children and young people, not school staff specifically, but it may be useful as a basic introduction to online safety principles.

Schools and settings can book [bespoke whole school/early years online safety training](#) through the [Education Safeguarding Service](#); our bespoke training has a specific focus on the role and responsibilities of staff to recognise and respond to concerns in an education setting and is in accordance with KCSIE and the EYFS guidance.

If DSLs are looking for specific training to support them in understanding their strategic responsibilities and statutory requirements within KCSIE and the unique risks relating to online safety in education settings, please access our [Online Safety for Designated Safeguarding Leads Training](#).

Professionals Online Safety Helpline: New Resources

With the start of the new academic year, the [Professionals Online Safety Helpline](#) (POSH) from the UK Safer Internet Centre, have released new resources to support education settings and professionals working with children and young people.



Support for Impersonation

In recent years, there has been a rise in concerns relating to professionals, especially teachers, being impersonated on social media platforms; this usually involves pupils or someone within the wider community creating a 'fake' account to mock or mimic a setting, pupil or member of staff. This can be very distressing for those involved and can pose significant safeguarding concerns.

POSHs [new impersonation guidance](#) aims to support professionals in managing their professional reputation online and understand how to both prevent and report cases of impersonation on social media. Our [blog post from 2021](#) also discusses how to respond to fake accounts targeting schools on social media. If you have specific concerns in relation to this issue, please call the [Education Safeguarding Service](#) for advice and support.

Reporting through Social Media

In 2022, the Helpline assisted professionals in reporting thousands of accounts to social media platforms. Reporting online content to different platforms can feel overwhelming, especially as every social media platform has different community guidelines and reporting mechanisms. To make the reporting process easier, POSH have developed [new guidance](#) to help professionals access the variety of community guidelines and reporting options available. [Report Harmful Content](#) can help those who have experienced or witnessed harm online by providing up to date information on community standards and direct links to the correct reporting facilities across multiple platforms.

'Sexting' Guidance

'Sexting' in this context refers to sharing nude or semi-nude or sexual imagery by children and young people. DSLs and staff in schools have very clear guidance on how to respond to these incidents outlined within [Keeping Children Safe in Education](#) and '[Sharing Nudes and Semi-Nudes](#)' guidance from [UK Council for Internet Safety](#). The Helpline's [latest guidance](#) signposts DSLs and other staff to the correct government guidance, as well as

providing information on the different ways to respond to incidents and the various factors to consider as part of the safeguarding and reporting process.

In March 2023, KSCMP updated their '[Responding to nude and semi-nude image sharing: guidance for professionals](#)', to provide a shared procedure for all those working with children and young people in Kent and Medway to respond to nude and semi-nude image sharing concerns. We encourage DSLs to access this updated information and use it to help inform any decision making.

Updated Checklists for 2023



As part of their work for the [UK Safer Internet Centre](#), [SWGfL](#), have collaborated with [Roblox](#) to update their [Roblox Checklist for 2023](#). This free downloadable booklet provides useful information about the online multiplayer game which may be helpful for schools to share with parents/carers and pupils, to learn more about how the platform works along with highlighting the various privacy and security settings available.

The UK Safer Internet Centre have also produced a [simple guide for parents](#) on 'Threads', the latest app to be added to the Metaverse. [Threads](#) offers a space for Instagram users to connect with friends and creators who share similar interests. It also adheres to Instagram's community guidelines, including the age restriction of 13+.



Whilst we do not advocate '[naming and shaming](#)' specific platforms when it comes to online safety, if pupils in your school are known to be using particular apps or platforms, it may be appropriate to share balanced, informative resources from reputable online safety organisations such as [UK Safer Internet Centre partners](#) or from members of [UK Council for Internet Safety Education Working group](#).

New Internet Matters Research: 'Digital Wellbeing on a Budget'

[Internet Matters](#) have published [new research](#) exploring the online lives of children receiving free school meals. Their '[Vulnerable Children in a Digital World](#)' report, found that children who are more vulnerable offline, are also more vulnerable online; this latest research develops these themes, focusing on financial disadvantage



The findings of this report show that, sadly, children receiving free school meals have a worse experience of digital technology than their peers: they are more likely to engage in activities deemed as high-risk, more likely to experience harm online and as a result, their digital wellbeing is worse.

Key findings from the report include:

- Families receiving free school meals face greater difficulty in accessing digital devices as a result of financial pressure.
- There are not significant differences in time spent online, but there are differences in what children are doing online.

- Children who receive free school meals report greater exposure to online harms and have worse digital wellbeing than their peers.
- Generally speaking, families receiving free school meals talk regularly about online safety. But they are less likely to than other families to have a conversation when a child has had a negative experience online.
- Parents of children receiving free school meals are more likely to look for greater help in supporting their child online.

The report suggests that education setting should be aware of these findings and pay special attention to children on free school meals as part of online safety lessons and safeguarding responses. Children receiving free school meals are known to schools, and their parents may rely on schools for support in the online space.

For more information, advice or support about engaging parents in online safety, please contact [Ashley Assiter, Online Safety Development Officer](#).

Events and Resources

Father Inclusive Practice

Over the next few months, you will see more guidance and communications around the need to include fathers more in their children's education from a variety of sources including KCC. It also is something that we in education safeguarding feel is a significant factor in supporting all children with any level of welfare concerns to be confident that all is being tried to get children to reach their full potential. KSCMP will also be providing guidance in due course so watch this space.

In the meantime there is an interesting recent study from the University of Leeds that has found that fathers have "a unique and important effect" on children's educational outcomes ([The Guardian](#)). The study goes further and recommends that "*schools and early years education providers should routinely take both parents' contact details where possible and develop positive strategies to engage fathers*". It suggests that Ofsted should consider father engagement in inspections. The full report can be found on the following [link](#).

Prevent Week of Action: Monday 20 - Friday 24 November 2023

Kent and Medway's Prevent and Serious Organised Crime (SOC) Team aim to safeguard people of ALL ages from the risk of radicalisation, becoming involved in terrorism, supporting extremist ideologies and involvement in Serious Organised Crime.

As part of supporting [Adults Safeguarding Week](#) there is a Prevent & SOC Week of Action to raise awareness of these important topics and all settings are invited to join them in their campaign. There are five days of free activities, workshops, guest speakers, with several partners supporting them. They have developed sessions for specific audiences, including community groups, professionals, and educators. Play your part in taking action to safeguard Kent and Medway by signing up to a [session](#).

In addition to this the release of the updated Prevent Duty Guidance (PDG), updated for the first time since 2015. [Prevent duty guidance: England and Wales \(2023\)](#) Subject to Parliamentary approval it will come into force 31.12.23. The Kent and Medway Prevent team will be updating their training and incorporating specific elements of the Prevent Duty Guidance alongside new training videos and other resources.

The Information Commissioners Office: A 10 step guide to sharing information to safeguard children

The UK Information Commissioner's Office (ICO) has promised organisations will not get in trouble if they share information to protect children and young people at risk of serious harm. The ICO's [new guidance](#) has been published to address concerns from organisations and frontline workers that may be scared to share information for fear of falling foul of data protection law. Recent safeguarding practice reviews have highlighted that information sharing continues to be a concern when it comes to the failures of agencies to protect children. For more information visit ico.org.uk/datasharing.



Kent County Council: The Safer Road Users Team

There are free educational packages and campaign resources suitable for both the primary and secondary school environments. The team work collaboratively with schools to reduce the number of young people killed and seriously injured on Kents roads.

The range of free interventions are aimed at empowering young people by increasing their understanding as to what the risks are for their age group and how they can establish and implement safer choices when travelling as a pedestrian, cyclist, passenger, or young driver. The programmes are designed to deliver to the PSHE curriculum threads, but also complement a number of STEM curriculum subjects. To find out more access the links below or contact saferroadusers@kent.gov.uk



The Kent Road Safety Club

The [Kent Road Safety Club](#) is a pedestrian education programme designed for children between the ages of 4-11 and delivered in primary schools across Kent. Pupils are engaged through Kagan co-operative learning to understand and promote safer pedestrian behaviour. Key road safety messages are delivered each year of children's formal primary education to act as building blocks to safer pedestrian and cyclist behaviour.

YTA Youth Travel Ambassador Programme

[YTA](#) is a peer led programme which engages students aged 11 to 18 to implement initiatives related to active travel and road safety in their school community. This is a fully funded scheme for years 7-13. This programme is school led with support from our team. Schools that complete the programme and submit a brief, can seek up to **£250** to make their ideas become reality.

Virtual Young Driver and Passenger Course

The [course](#) specifically supports young people to understand the key skills required for driving. Our engaging road safety courses help change the behaviours of young drivers and passengers, making the roads a safer place for everyone. The course consists of 5 sessions (four virtual sessions that are facilitated by teachers, the fifth session is a live Q&A with our Safer Road User Officer).

Stop Press – New Road Safety Sessions

This exciting new initiative (currently in preparation) will consist of a 30-40 min road safety session led by one of the safer road user team. Initially for year 7, 9 and 11 during set terms, please email saferroadusers@kent.gov.uk for details.

A Longer Read: Updates to Ofsted School Inspection handbook for 2023

The following information was published by Ofsted in a blog post earlier in the month: [School inspection update September 2023 - changes to how we inspect schools - Ofsted: schools and further education & skills](#).



In summary, Ofsted want to ensure that their judgements around safeguarding are 'well understood'. To help with this, they have 'clarified what they mean by ineffective safeguarding' and 'made some wider changes to their safeguarding guidance, including regarding 'culture', minor improvements and early monitoring inspections'.

Culture of safeguarding

- Ofsted have 'brought the references to schools having a safeguarding 'culture' into a single clear definition'. It explains how they will evaluate this during an inspection and makes it 'clear that they expect all schools to have an open and positive culture around safeguarding that puts pupils' interests first and protects them from serious harm'.

Schools that require minor safeguarding improvements

- Ofsted have added clarity on what they mean when they say schools need to make '*minor safeguarding improvements*.' Minor improvements are things that do not have an immediate impact on the safety of pupils, for example, administrative errors in paperwork or out-of-date policies.
- Schools may be able to make minor safeguarding improvements before the end of their inspection. If they cannot, provided they have taken steps to resolve the issue, safeguarding can still be judged effective.
- If minor safeguarding improvements are identified, this will not stop a school being judged good or outstanding.

Early monitoring inspections

- For the small number of schools judged inadequate due to ineffective safeguarding alone, Ofsted will return for a monitoring inspection within 3 months.

- The process will broadly follow other monitoring inspections but will focus on whether safeguarding is now effective. If the school has resolved the safeguarding concerns, its overall grade is likely to improve.

Obviously, we would encourage you all to read the safeguarding section in full, but some key points from the safeguarding section in the updated [School inspection handbook for September 2023](#) are:

“367. All schools should have an open and positive culture around safeguarding that puts pupils’ interests first. This means they:

- protect pupils from serious harm, both online and offline.
- are vigilant, maintaining an attitude of ‘it could happen here’.
- are open and transparent, sharing information with others and actively seeking expert advice when required.
- ensure that all those who work with pupils are trained well so that they understand their responsibilities and the systems and processes that the school operates and are empowered to ‘speak out’ where there may be concerns.
- actively seek and listen to the views and experiences of pupils, staff and parents, taking prompt but proportionate action to address any concerns, where needed.
- have appropriate child protection arrangements, which:
 - identify pupils who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by their peers), grooming, exploitation, sexual abuse and online harm
 - secure the help that pupils need and, if required, refer in a timely way to those who have the expertise to help
 - manage safe recruitment and allegations about adults who may be a risk to pupils
- are receptive to challenge and reflective of their own practices to ensure that safeguarding policies, systems and processes are kept under continuous review”.

“368. Inspectors will not use the four-point grading scale for this aspect of the school. However, inspectors will always make a written judgement under ‘leadership and management’ in the report about whether the arrangements for safeguarding pupils are effective.”

“370. However, inspectors will go beyond ensuring that schools meet their statutory requirements and beyond simply reviewing documents. They will triangulate evidence gathered during the inspection to evaluate the effectiveness of the safeguarding culture that has been established in the school.”

We would also encourage schools to also look at the following sections in greater detail:

- **Evaluating safeguarding culture** (sections 371-376)
- **Minor safeguarding improvements** (section 383)
- **Ineffective safeguarding** (sections 384-385)

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
<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	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

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

LADO Team contact number: 03000 410 888

Email: kentchildrenslado@kent.gov.uk

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

Assistant Director of Education

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