

LADO Education Safeguarding Advisory Service Child Protection Newsletter

2024-25: Term 1

Welcome

Welcome to the 1st Child Protection Newsletter for the 2024-25 academic year. We hope that the following articles and information we share will be useful for you.

This newsletter is published by the LADO Education Safeguarding Advisory Service and issued to schools, early years providers and local authority staff.

This newsletter aims to help DSLs keep up to date with key local and national safeguarding guidance and procedures, to support them in carrying out their role.

For this newsletter to be effective, please ensure that it is shared with all Designated Safeguarding Leads in your organisation and other staff as appropriate. DSLs may also wish to extract and share content with their wider staff group as part of providing at least annual safeguarding updates.

We include links to external websites in our articles; we try and provide useful resources but cannot be responsible for their content and advice and some information/events are time limited so may have expired.

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**KENT LADO EDUCATION
SAFEGUARDING
ADVISORY SERVICE**
KEEPING CHILDREN SAFE IN
THE CHILDREN'S WORKFORCE

LADO Education Safeguarding Advisory Service (LESAS) Updates

The County LADO Service and Education Safeguarding Service merged on the 2nd September 2024 following an evaluation of the two services. This decision aligns both services with the national 'Working Together to Safeguarding Children' agenda and will result in increased capacity to provide LADO and education safeguarding support to Kent education settings and the wider Children's workforce.

Our role is to continue and build upon the statutory LADO function for the whole of the children's workforce and support education settings (early years settings, childminders, schools, and colleges) in Kent who work with children aged 0-18 to meet their safeguarding responsibilities and respond to safeguarding concerns. Our team is made up of experienced social work and education professionals who have a thorough understanding of key local and national legislation and statutory guidance related to safeguarding and education safeguarding practice.

We provide a variety of different types of support to education settings in Kent, this includes:

- Undertaking the LADO statutory function; primarily this involves managing the process when an allegation is made against a member of the children's workforce, not just education specific, in Kent.
- Advice for education settings on how they can meet their safeguarding responsibilities, including online safety specific advice, via an enquiries service. This does not include queries relating to individual children; in these cases, a request for support should be submitted to the Front Door Service.
- Up-to-date exemplar Child Protection policy and Acceptable Use Policy for education providers to adapt.
- Support for education settings in times of crisis and unexpected critical incidents, for example following the unexpected death of a child who attends the setting.
- A termly newsletter for Designated Safeguarding Leads (DSL) in education settings
- Termly Designated Safeguarding Leads (DSL) 'catch up' meetings to share local information and guidance.
- Targeted outreach work and subsidised support for education settings following critical safeguarding needs.

The service can also be commissioned to provide a range of high-quality training and other safeguarding support products including safeguarding and online safety reviews for schools and early years settings which promote best practice and empower education settings to ensure their learners are as safe as they can be.

LESAS will be going through a period of transition; we will ensure information is shared via a variety of networks and communication channels, including our newsletter, training and DSL catch up meetings. Our content on [KSCMP](#) and [the Education People website](#) has been updated, however our KELSI content is still being reviewed and updated.

LESAS Enquiries Service/Form

As you will be aware from previous newsletters and communication, the Education Safeguarding Service advice and support phone line is now closed. We are delighted to share that it has been replaced with the [LESAS enquiries service](#) and DSLs and leaders can use the new enquiry service to request advice or information on:

- non-urgent strategic education safeguarding or online safety enquiry (not linked to a specific concern/individual child)
- enquiries about LESAS training, safeguarding reviews or bespoke commissioned safeguarding support
- general LADO advice/enquiries, including whether to make a LADO referral or not
- agency checks about an individual or a setting



Please note, our enquiries service **must not** be used for any urgent safeguarding concerns and a response should be provided to your enquiry within 3-5 working days. Please do not contact individual advisors/officers directly as this will lead to a delay.

As a reminder:

- If you have an urgent safeguarding concern for a child, please make an urgent request for support via the [Kent Integrated Children's Services Portal](#), or contact the police.
- If your concern relates to the welfare of individual/specific child(ren), please make a referral as appropriate via the [Kent Integrated Children's Services Portal](#).
- If you need to speak to the LADO regarding an allegation against a member of staff, please complete a referral on the [Kent Integrated Children's Services Portal](#).

LESAS Child Protection Policy Templates 2024-25

Our School/College and Early Years Child Protection Policy Templates for 2024-25 have been published, with version 2 released in September. These templates will be regularly reviewed and updated by the service, requiring DSLs and leaders to revise their documents throughout the year. Updates will be communicated via training, this newsletter, and DSL catchups.

Our policy templates serve as a foundation and should be customised by DSLs and leaders/managers to address the specific needs of their individual school or setting. LESAS endeavours to keep the information in our templates accurate and current. If any errors are brought to our attention, we will rectify them as soon as practicable, however, ultimate responsibility for ensuring that their individual policies are suitable lies with the leadership and management team of the school/college or setting.

Other LESAS Products

Following the implementation of KCSIE and EYFS 2024, we have reviewed and updated several of our safeguarding products.

LESAS continues to be available to be commissioned to undertake safeguarding reviews in schools and early years settings, as well as dedicated online safety reviews. Please submit a [LESAS enquiry form](#) for further information.

Our DSL staff training packs are updated and available to purchase for 24-25:

- [Whole School Safeguarding Training Pack for DSLs 2024-25](#) – we have added our staff child protection induction leaflet template and KCSIE staff training quiz from the package to this resource
- [Whole School Online Safety Training Pack for DSLs 2024-25](#)
- [Staff Safeguarding Training Pack for DSLs in Early Years Settings 2024-25](#) – now includes an EYFS safeguarding and welfare requirements staff training quiz and staff child protection induction leaflet template

The following products have also updated and are available to purchase for 24-25:

- [Official Use of Social Media Toolkit 2024-25](#)
- [Appropriate Filtering and Monitoring Considerations for Senior Leaders and Governors](#)
- [Online Safety Policy Toolkit 2024-25](#) - includes the online safety policy template and guidance and anti-bullying policy template

Existing and prospective Safeguarding Support Package customers are invited to participate in our [customer survey](#) to help us develop future packages. We will also use the survey feedback to identify any resources settings would like made available as standalone products/bundles.

National Safeguarding Updates

Keeping Children Safe in Education 2024

The Department for Education published the final version of [Keeping Children Safe in Education 2024](#), which came into effect on 1st September. Key changes for 2024 that leaders and DSLs should be aware of include:

- Updated definitions and terminology throughout to reflect the updated Working Together to Safeguard Children 2023 guidance, including the definition of safeguarding
- Increased references to exploitation throughout
- Clarifying text added regarding gender questioning children, in line with guidance
- Further guidance added regarding the DSLs ensuring they record rationales for making decisions when holding and sharing information.
- Added September 2024: reference to 'UK Centre for Professional Qualifications' in part three has been removed as they no longer provide an advisory service on behalf of the UK Government in regard to regulated professions and recognition of professional qualifications. This service ceased in December 2023.

NSPCC Learning has published a [summary of key changes](#) and LESAS produced a [document and blog post](#) regarding the specific online safety changes for DSLs and leaders in June 2024.

Ofsted Reform

You may have seen the recent news where Ofsted announced they will no longer be using their [single word inspection](#) outcomes for schools with immediate effect; instead they will replace it with a new “report card”, which they will consult on later this academic year.

Ofsted also confirmed that in the most serious cases, schools that would have been graded inadequate under the existing inspection framework may continue to be issued with academy orders. However, it will no longer directly intervene in schools which under the current system receive two or more consecutive “requires improvement” judgments; they will now get more support from a high-performing school.

On the 3rd September Ofsted also published their response to their ‘[big listen](#)’ consultation:. From a safeguarding point of view, some of the key points/changes leaders and DSLs should be aware of includes:

Early Years

- There will be a reformed inspection framework which will be better suited to the early years which will “continue to put the safeguarding, welfare and well-being of children above and beyond any other criteria for all early years and childcare settings”.
- They will also implement a new report card system for EY inspections.

Schools

- From September 2024, Ofsted will pilot a new approach. Where they consider leaders can resolve safeguarding issues within 3 months, they will withhold their judgement and revisit the school within 3 months to complete the inspection. In these cases, they will send a letter to schools to share with parents about the safeguarding failings.
- Ofsted will make clearer what inspectors are looking for when they review a school’s single central record. They will update the inspection handbook to explain the statutory expectations set out in the DfE’s ‘[Keeping children safe in education](#)’ guidance to help schools better understand the regulatory requirements so that “anxiety and uncertainty” is reduced.
- They will have a separate safeguarding criterion in the new report cards. This will be distinct from leadership and management to “emphasise that all members of staff should be proactive about safeguarding” and to show more clearly how the school is keeping children safe.
- They will work with the government to introduce a new annual safeguarding, attendance and off-rolling review which will look at how schools meet their duties around safeguarding, work to increase attendance and clamp down on off-rolling.

As always, this is an evolving landscape; LESAS will continue to provide updates and revise our core/bespoke training to reflect any changes to inspection as and when further information is available.

Local Safeguarding updates

Front Door Service: Requests for Information about Children

Following the closure of the ESS advice and support line, the Front Door Service have received an increased number of calls from schools and settings requesting information about children.

Whilst the Front Door Service can confirm whether a child is open or closed and provide appropriate contact information for the local social work teams, please be aware that they cannot provide other details, for example about the child/family previous involvement etc. as they do not have consent to do so.

PIAS and Attendance Update

The [working together to improve school attendance guidance](#) became statutory on Monday 19 August. Whilst the guidance remains broadly similar, it continues to shine a spotlight on 'support first' and recognises that attendance is 'everyone's business.' A summary of the changes and updated resources can be found on [Kelsi](#).

To align the PIAS service to the new guidance, the service has been renamed to Kent PRU and Attendance Service (KPAS). There have also been a number of job title changes:

Old	New
PRU, Inclusion and Attendance Service (PIAS)	Kent PRU and Attendance Service (KPAS)
Area Education Lead	KPAS Area Manager
Inclusion and Attendance Officer	KPAS Exclusion Intervention Adviser
School Liaison Officer	KPAS Attendance Officer
Attendance Enforcement Team	KPAS Courts Team

One significant change in the new attendance guidance is the requirement for schools to make attendance and sickness returns to the local authority, this also ensures schools comply with the School Attendance (Pupil Registration) (England) Regulations 2024. To complete these returns, please use pathway 3 on the [KPAS digital front door](#).

Following the introduction of the National Framework for issuing penalty notices, the form for schools to request a penalty notice is currently being aligned to the new framework and will be live shortly.

Reminder: Understanding Kent Support Level Guidance Virtual Training

KSCMP are continuing to host free multi-agency training which will enable professionals to understand the updated Support Level Guidance and the different types of support available - highlighting the need for the right support at the right time. Participants will learn about their specific roles and responsibilities at each support level. The training will focus on collaboration, effective information sharing, when to use the 'Request for Support' via the Portal, and the required procedures. It will also cover working with families on consent and resolving professional disagreements, along with examples of best practices.

We encourage all DSLs to attend this valuable training; to book your place, please visit the [KSCMP website](#).

New KSCMP Factsheet: Working with parents and carers for whom British Sign Language is their first language

KSCMP have published a [new factsheet](#) which considers working with parents and carers for whom BSL is their first language, based on learning identified in a Rapid Review. The factsheet covers:

- Understanding communication needs
- Communicating with BSL users
- Creating an inclusive environment
- Safeguarding work with Deaf parents

Core Safeguarding Training for DSLs

Our training courses for terms one and two of the 24-25 academic year are published on The Education People website:

- [Early years training](#)
- [Schools/colleges training](#)

01 & 2/10/2024	New to Role Early Years (EY) DSL	Virtual - Zoom
03/10/2024	New to Role DSL	Singleton Env Centre, TN23 5LW
08/10/2024	DSL Refresher Training	Eastgate, DA11 8AD
15 & 16/10/2024	New to Role DSL Training	Virtual - Zoom
17/10/2024	New to Role DSL Training	Howfield Manor Hotel, CT4 7HQ
22/10/24	Online Safety for DSLs	Bridgewood Manor Hotel, ME5 9AX
23/10/2024	DSL Refresher Training	Mercure Tunbridge Wells, TN2 4QL
05/11/2024	DSL Refresher Training	Mercure Maidstone, ME17 1RE
12/11/2024	New to Role DSL Training	Bridgewood Manor Hotel, ME5 9AX
13/11/2024	New to Role Early Years (EY) DSL	One Church, CT17 0DD
19/11/2024	Early Years DSL Refresher	Eastgate, DA11 8AD
21/11/2024	DSL Refresher Training	Howfield Manor Hotel, CT4 7HQ
26 & 27/11/2024	New to Role Early Years (EY) DSL	Virtual - Zoom
28/11/2024	New to Role DSL Training	Holiday Inn Wrotham, TN15 7RS
03/12/2024	New to Role DSL Training	Mercure Maidstone, ME17 1RE
04 & 5/12/2024	New to Role DSL Training	Virtual - Zoom
10/12/2024	DSL Refresher Training	Eastgate, DA11 8AD
10 & 11/12/2024	New to Role Early Years (EY) DSL	Virtual - Zoom
12/12/2024	Early Years Basic Awareness	Virtual - Zoom

Dates for the remainder of the academic year will be published as soon as venues are provisionally booked.

The service also has a number of [‘on demand’ e-Learning courses available for DSLs and staff](#).

These courses have all been updated over the summer ready for 2024-25, and include:

- [Safeguarding Basic Awareness for Induction \(School Staff\) 2024-25](#)
- [Kent Designated Safeguarding Lead Refresher 2024-25](#)

- [Early Years Designated Safeguarding Lead Refresher 2024-25](#)
- [Safeguarding Record Keeping for Designated Safeguarding Leads](#)
- [Strategic Safeguarding for Governors 2024-25](#)
- [Safeguarding Basic Awareness for Childminders 2024-25](#)
- [Online Safeguarding for Early Years DSLs and Managers 2024-25](#)
- [Online Safeguarding for Early Years Practitioners 2024-25](#)

For any queries relating to our core or bespoke training offer, please contact our [Training and Development Manager](#) or use our [LESAS enquiry form](#).

Early Years and Childcare

The start of a new academic year is the perfect opportunity to review your policies. A new cohort of children may mean settings needs to change practices to ensure individual needs are being met; your policies will also need amending to reflect this. To support settings, the NSPCC have produced some new content.

NSPCC: Safeguarding and child protection in the early years



NSPCC learning has published a new [webpage](#) bringing together safeguarding information for people volunteering with or working with babies, young children and their families. The collection includes an introduction to safeguarding in the early years, recognising and responding to abuse and resources to support parents/carers.

Talk PANTS rules

NSPCC have published a variety of updated PANTS resources, including activity plans as well as Makaton signs and prompt cards which can be used with all children. Introducing these opportunities will support children in their early development by learning how to say yes or no, to ask questions, and understand the importance of keeping their 'private parts private'.



- [Talk PANTS: Activities plan for ages 3-4](#)
- [Pants makaton prompt cards.pdf](#)

NSCPCC Intimate Care Resources

As new children begin to settle into their new routines, it is important for us as professionals to think about what safeguarding and child protection considerations each child may need. Particularly, when it comes to their intimate care routines.



The NSPCC have published [new resources](#) to help ensure staff are providing intimate care in a safe, and child-centred way. Some examples of points to consider in your intimate care policy include:

- Maintain a children’s dignity and respects their privacy
- Create an environment children feel safe and comfortable
- Children should be encouraged and supported to work towards becoming independent where possible
- Ensure any staff providing intimate care have undergone the necessary training and safer recruitment checks
- Keep records of the care provided
- Procedures for reporting concerns about the conduct of another member of staff

Online Safety

Theme for Safer Internet Day 2025 announced!

Safer Internet Day 2025 is happening on **Tuesday 11th February 2025**, and this year celebrations and learnings will be happening around the theme: **‘Too good to be true? Keeping yourself and others safe from scams online’**

To find out more and register your interest, visit [the UK Safer Internet Centre](#) website.

Safer
Internet
Day 2025 | Tuesday
11 February

Coordinated by the UK Safer Internet Centre

saferinternetday.org.uk

Updated report from IWF: AI-Generated Child Abuse Imagery 2024

[The Internet Watch Foundation](#), a charitable organisation responsible for assessing and removing child sexual abuse material online, have released an update to their October 2023 which documented the notable increase in AI technology being used/abused to produce child sexual abuse material.



According to [their latest report](#):

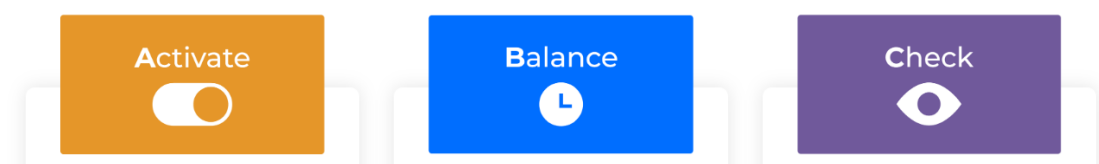
- 90% of the synthetically generated images assessed by IWF analysts were realistic enough to be assessed under the same law as real child sexual abuse material.
- Of the AI-generated images confirmed to be child sexual abuse on the forum, more images depicted the most severe *Category A* abuse
- Open-source AI models continue to be the tool of choice to generate these child sexual abuse images, despite open-source models working to implement multiple safety features and filters for ‘unsafe’ content.
- The prevalence of ‘nudifying’ platforms has increased over the past year. The IWF has seen evidence of ‘innocent’ (non-explicit) imagery of children being taken and ‘nudified’, and the generated material being [used to blackmail children](#).

AI-generated content currently comprises a small proportion of normal IWF activities, with [92% of content removed by the IWF continuing to be “self-generated” child sexual abuse material](#).

Internet Matters: Making Online Safety for Parents as Simple as ABC

Internet Matters have produced new [ABC checklists for parents](#), focusing on 3 key areas to guide them through the basics of keeping their children safe online:

- activate parental controls. Includes guidance and links to setting up parental controls, filters, privacy and security settings on a variety of devices and platforms.
- balance screen time. Provides tips and advice to help parents manage their child's screentime and encourages families to find a balance with offline activities.
- check and chat. Encourages parents to check in with their child regularly and communicate with them about the things they see and do online



The checklists are broken down by age (under 5s, 6-10, 11-13 and 14+) to provide parents with relevant tools and advice to help develop good digital habits early and support older children as they explore their independence online.

Childnet: Back to School Assemblies for 3-11 Year olds



Childnet International have published two sets of editable slides for schools and other settings to adapt and deliver as '[back to school](#)' assemblies or lessons to remind children of key online safety messages after the summer break.

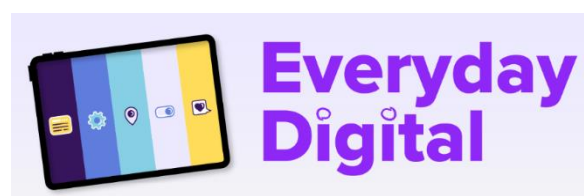
The assemblies include:

- a warm-up game based on online activity over the summer holidays
- age appropriate examples covering issues such as bullying/group chats, screen time, personal information, scams gaming and sharing
- key advice to tell a trusted adult about online concerns
- challenging questions to promote engagement after the session

Each slide deck can be personalised and adapted for your setting, for example, by adding school rules about the use of technology or the name of your safeguarding or pastoral lead.

Parent Zone: Everyday Digital Champions

[Everyday Digital](#) is a new programme from [ParentZone](#), designed to empower parents to keep themselves and their families safer in the online world by improving their critical media literacy skills in five main areas:



- [Content](#): all the information and media we see or create ourselves
- [Data](#): the personal information we leave behind (or share) when online
- [Environment](#): knowing how to use and understand online spaces and platforms

- [Consequences](#): understanding the possible impact our online behaviours might have, including in the offline world
- [Positivity](#): knowing how to make online interactions and environments safer and more rewarding

Education settings can get involved with the Everyday Digital programme in multiple ways from embedding the free [Everyday Digital widget](#) on your website, which gives parents and carers easy access to Parent Zone’s media literacy resources, or signing up to be a Local Champion. Any family-facing professional can sign up to become a Local Champion and will receive training from Parent Zone as well as access to a whole range of resources to use with parents and carers, including interactive sessions, articles and information, promotional materials, national, live-streamed broadcasts and events, quizzes and games and podcasts.

For more information about the Everyday Digital programme, or if you would like to sign up as a Local Champion, email: everydaydigital@parentzone.org.uk

NSPCC: Young people’s experiences of online sexual extortion or ‘sextortion’

NSPCC Learning has published a [new briefing](#) that shares children’s experiences of so-called ‘sextortion’, a form of online blackmail that involves the threat of sharing nude or semi-nude images or videos to extort money or force someone to do something against their will.

Drawing from contacts to Childline and the NSPCC Helpline in 2023/24, the briefing explores:

- how sextortion occurs and how it can escalate
- the impact on young people’s wellbeing
- how to spot the signs
- how to talk to young people at risk.
- reporting and disrupting incidents



National Research, Events and Resources

Centre of Expertise on Child Sexual Abuse Webinars

The Centre of Expertise on Child Sexual Abuse are running a range of free webinars, including:

- Supporting parents/carers when their child may have been sexually abused
- Responding to harmful sexual behaviour in education settings
- Speaking to children about sexual abuse
- Spotting the signs and indicators of child sexual abuse



Details, including dates/times and registration information is on the [CSA Centre events page](#).

Educate against hate: Supporting schools and colleges after the Southport attack and widespread violent disorder

The attack in Southport at the end of July and the subsequent outbreak of riots and extreme right-wing protests have and continue to cause immense concern across the country.

Given the impact of what has happened and the impact it's had on children and young people, many schools will want to discuss this with their learners; talking about sensitive issues can be challenging and so the [Educate against hate](#) website has published a [guest blog from Joanna Fitzsimmons](#) - Prevent Education Officer for Liverpool - where she talks about the work she's been doing to support the education sector in the aftermath of the Southport incident.



Alongside this is a [new FAQ](#) detailing available support for settings in response to the attack and the violent disorder that has followed, including resources regarding facilitating difficult conversations about extremism, online safety and Protective security guidance for education settings.

Locally, the Kent Prevent Education Officers can provide schools with support.

- North Kent and Medway – sallygreen2@kent.gov.uk
- South and East Kent – rachel.murray@kent.gov.uk

A Longer Read: DSL Training - Frequently Asked Questions

It is essential that DSLs in schools/colleges and early years settings undergo appropriate training which provides them with the knowledge and skills required to carry out their role and support their schools process to safeguard children.

LESAS have answered some frequently asked questions to help DSLs understand their roles and responsibilities regarding their own training and development in line with statutory guidance.

Does my school/college/setting need to have a Designated Safeguarding Lead (DSL)?

Yes, this is a requirement in line with national educational guidance and legislation.

Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the '[Early Years Foundation Stage](#)' (EYFS). EYFS states that early years providers must ensure they have a practitioner who is designated to take lead responsibility for safeguarding children.

Schools and colleges in England must have regard to the statutory '[Keeping Children Safe in Education](#)' guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, the Non-

Maintained Special Schools (England) Regulations 2015, and the Education and Training (Welfare of Children) Act 2021. KCSIE states that every school/college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services, such as local authority children's social care.

Education settings must also have regard to the government's statutory guidance '[Working Together to Safeguard Children](#)' and to the '[Prevent duty guidance for England and Wales](#)'.

If I've not accessed DSL training, can I still act as DSL in my school/setting?

No. KCSIE states '*The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role*' and the welfare requirements within the EYFS state '*The lead practitioner must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.*'

I'm not a member of the leadership team, can I be the lead DSL?

Annex C of KCSIE states that an '*appropriate **senior member** of staff from **the leadership team***' should be appointed to the role of DSL to take lead responsibility for safeguarding and child protection, including online safety. If you're not part of the leadership team, it's more fitting to be a deputy DSL rather than a lead DSL due to the high responsibility involved, and staff needing the appropriate level of authority to fulfil the role.

Whilst the EYFS guidance doesn't explicitly state that the DSL must be a member of the leadership team, we would still recommend this is the case for the lead DSL due to the level of responsibility the role holds.

How can I access LESAS training for new to role DSLs?

Currently LESAS provide training courses for DSLs in Kent early year settings and schools/colleges. We offer training for new to post DSLs via face to face or virtual (Zoom) training. Both face to face and virtual DSL training can be booked via [the Education People website](#).

How many DSLs should schools/settings have?

It is up to the leadership team within individual schools and settings to decide whether to have one or more deputy DSLs. Annex C of KCSIE states that during term time, either the DSL or a deputy should be available during school/college hours, for staff to discuss any safeguarding issues. Settings, working with the DSL, should determine what "available" means and if, in exceptional situations, availability via phone or other media is acceptable. Settings, along with the DSL, also need to establish adequate cover arrangements for activities outside regular hours or terms.

Most schools/settings find that having at least two DSLs is the minimum number necessary to provide coverage if the lead DSL is absent or unavailable, such as when attending refresher training or child protection meetings. Larger schools and those with many children known to services may require several deputies to handle the volume of safeguarding activities effectively.

What training do deputy DSLs need?

Deputy DSLs should be trained to the same standard as the DSL. Additionally, the lead DSL should ensure they have oversight of the activities undertaken by deputy DSLs; it is important to remember that whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection remains with the DSL and this overall responsibility should not be delegated.

What should DSL training cover?

Annex C of KCSIE states the DSL and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The EYFS states the lead practitioner must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect. Training should provide DSLs with a good understanding of their role and ensure they can identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk.

DSLs should access training which ensures they understand the processes, procedures and responsibilities of other agencies, including the assessment process for providing early help and statutory intervention and local criteria for action. DSLs should ensure they have an awareness and understanding of their local children's social care referral arrangements, local processes for child protection meetings, and any advice from their Local Safeguarding Partners (LSPs); in Kent, this is the [Kent Safeguarding Children Multi-Agency Partnership](#) (KSCMP).

DSLs may need to undertake additional research and training in addition to their DSL training. For example, if you access DSL training/E-Learning provided by a national organisation, it is unlikely to cover specific local Kent multiagency safeguarding arrangements/procedures.

Annex C of KCSIE and the Prevent Duty '[departmental advice for schools and childcare providers](#)' guidance suggests that the DSL and any deputies should undertake Prevent awareness training. This is likely to be achieved through standalone training to ensure the DSL is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. The [Educate Against Hate](#) and [Kelsi](#) websites have resources and guidance which schools and settings may find helpful.

How often do DSLs need to 'refresh' their training?

DSL training should be formally updated **at least** every two years.

How can I access LESAS DSL refresher training?

Currently LESAS provide refresher training courses for Designated Safeguarding Leads in Kent early year settings and schools/colleges. We offer refresher training for DSLs via two options: face to face training or E-learning, both of which can be booked/purchased through [the Education People website](#).

- [Kent Designated Safeguarding Lead Refresher 2024-25](#)
- [Early Years Designated Safeguarding Lead Refresher 2024-25](#)

Why is the LESAS DSLR/EYDSL E-learning course only valid for one year?

Since E-learning lacks delegate interaction, our refresher training is valid for one year instead of two with our face-to-face training, and we've reduced the course price accordingly. The E-learning option can be taken annually or used as a temporary solution while waiting for a face-to-face course.

My DSL training is about to expire, and I am not able to book on a local face to face course - should I attend a DSL training course instead?

We would encourage you to access our DSLR/EYDSL Refresher E-learning course instead of accessing DSL training as this will be more appropriate to your needs. Our E-learning courses are available immediately after purchase and can be accessed at any time.

In addition to formal refresher training, how else can DSLs stay up to date?

In addition to formal refresher training, DSLs should ensure their knowledge and skills are refreshed at regular intervals as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role. This could include accessing training (E-learning, webinars, virtual or face to face training) digital e-bulletins, meeting with other DSLs, or by accessing and reading local and/or national safeguarding information and developments.

It is important that DSLs ensure they are aware of local safeguarding procedures and arrangements. If refresher training is accessed via a national organisation, it is unlikely to cover specific local Kent multiagency safeguarding arrangements/procedures so additional learning may be required.

We recommend DSLs keep records of any additional training and development they do besides formal refresher training, to evidence their commitment to safeguarding.

Local Support and Contacts

Is a child(ren) at risk of immediate and/or significant harm?

YES

Make an urgent request for support to the **Front Door Service** via the Kent Children's Portal and/or call **police** on 999

NO

Do you have a concern that may be considered level 3 (intensive support) or 4 (specialist support) in line with the **Kent Support Levels guidance**?

YES

Make a request to the **Front Door Service** via the Kent Children's Portal in line with KSCMP procedures

NO

Do you have a concern that would be considered at level 1 or 2 in line with the Kent Support Levels guidance?

YES

Consider internal support first using existing organisation resources and/or access **Kent Family Hubs**

NO

Does your concern relate to an allegation against a member of the Children's Workforce?

YES

Submit a **LADO referral** via the Kent Children's Portal

NO

Please use the **LESAS enquiry form**

Unsure

Is your concern related to a child with a social worker?

YES

Contact the child's social worker/district team

NO

Do you have concerns around school attendance / parental engagement with education?

YES

Please refer to advice and support from **KPAS**

NO

Does your concern related to any of the following:

A non-urgent strategic education safeguarding or online safety enquiry (not linked to a specific concern/individual child)?

General LADO advice.

Enquiry about training request / safeguarding review or bespoke commissioned safeguarding report?

Do you require an agency check about an individual or a setting?

YES

Please use the **LESAS enquiry form**

Urgent Concerns and Making a Request for Support

If a child may be at risk of **imminent harm**, submit an **urgent request for support** via [the Kent Integrated Children's Services portal](#) or call **Kent Police on 999**

If your concerns may be considered level 3 (intensive support) or 4 (specialist support) in line with the [Kent Support Levels Guidance](#), submit a request for support to the Front Door Service via [the Kent Integrated Children's Services portal](#)

To request a consultation with a social worker from the Front Door Service, call 03000 411 111

If you need to make contact out of working hours, please call the Out of Hours Services via 03000 41 91 91

Early Help Unit Contacts can be found at [Early Help and Preventative Services](#)

Kent Family Hubs Information can be found at [Kent Family Hubs](#)

LADO Education Safeguarding Advisory Service

If you need to make a referral to the LADO regarding an allegation against a member of staff, please complete a LADO referral via [the Kent Integrated Children's Services portal](#)

LADO or Strategic Education Safeguarding/Online Safety Enquiries

[LESAS enquiry form](#)

Assistant Director of Education

South Kent – David Adams 03000 412 309

East Kent – Rob Veale 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 - Rachel Murray Rachel.murray@kent.gov.uk 03000 412 431