



Child Protection Newsletter

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Welcome

As we approach Spring with over two years of the pandemic behind us, absences and shortage of staff will hopefully start to ease. However, as before, you continue to deal with the impact that Covid-19 has left on the lives of our young people. Some of the resources and guidance in this newsletter may help.

In all the articles below, we include links to external websites. These will be in blue text for you to click on so you can then read the full information regarding that topic. Please tell us if you have any issues with any of the links provided.

The Education People

The Education People provides services to support early years through to young adults with over 800 products and services available. DSLs can register on The Education People website to receive an email when a new Safeguarding blog post is added. If you are already registered, you can opt to add an email notification under your 'my account' settings.

Education Safeguarding Service Updates

We are delighted to welcome Ashley Assiter, Online Safety Development Officer back to the team after her maternity leave this term. Ashley will be working Monday-Wednesday, with a focus on providing online safety consultations, staff training and developing our Safeguarding Support Package. This means Emma Jenkins secondment to the service will be ending in March and she will be returning to her previous role. We are sure schools and settings would like to join us in thanking Emma for all her hard work and wonderful attitude and commitment towards all things safeguarding and online safety for the past 12 months. We very much hope to continue working with her in the future!

As a reminder, we continue to update our safeguarding pages on [The Education People](#) website regularly to act as a one-stop shop for DSLs. Make sure you visit the site and bookmark it for future reference. Although safeguarding is a competitive market, we believe we provide guidance, advice, training and support unique to working within Kent which cannot be offered by other providers. If you are unable to find a training product or service that meets your needs on this link, please contact us and we can look at designing something bespoke for your setting.

DfE Revised behaviour and suspension and permanent exclusions guidance

In response to the '[Timpson Review of School Exclusion](#)', the government are seeking views on proposed changes to the behaviour in schools guidance and the suspension and permanent exclusion guidance for England. The consultation aims to ensure the DfE are working with sector experts to publish clearer, more consistent guidance to support schools to create positive behaviour cultures and ensure suspensions and permanent exclusions are conducted in a lawful, reasonable, and procedurally fair way.

The current Behaviour and Discipline Guidance was last substantially revised in 2011, with updates in 2014 and 2016 and outlines the responsibilities schools have in developing a behaviour policy and provided legislative guidance regarding the authority of school staff to sanction pupils. The revised guidance renamed 'Behaviour in School's Guidance, aims to provide further advice which reflects the importance of the proactive and preventative work schools can undertake to ensure high standards of behaviour. This includes recognising the importance of school culture, and how this is developed through the behaviour policy and the engagement of pupils. Additional guidance is provided on how to design and implement behaviour policies which set out high expectations of behaviour and support all pupils to meet them.

The revised guidance covers how schools should respond to incidents of sexual violence and sexual harassment, including the importance of addressing inappropriate behaviour to prevent it leading to a culture of unacceptable behaviours and an unsafe environment for children, in line with current safeguarding guidance. It also supports schools in addressing behaviour incidents which occur online and recognises headteachers' autonomy in setting a policy on mobile phones within their school and that any policy on mobile phones should consider the need for phones to be used for reasons such as medical grounds or to enable children with SEND to access the curriculum. It is important to be aware that this consultation is on proposed amendments so is subject to change. This consultation is available [here](#) and closes at 10pm on 31 March 2022.

Request for Support and contacting the Front Door

Whilst it is the prerogative of every setting to contact the front door for a consultation, we always advise that it should only be used for emergencies related to immediate safeguarding concerns. Some settings can get through and speak to a worker to get advice but for many it can be frustrating and a lot of waiting around. In situations such as these where advice is wanted urgently or otherwise, we encourage you to speak to the Education Safeguarding Service.

If you do decide to call us, please have as much information to hand as possible, for example about the child/concern you are discussing. A brief history of any previous concerns and involvement from Early Help or a social worker for example is helpful. If dealing with a disclosure/allegation, be clear what it is that the child may have said or experienced, as it could be that we may ask you to speak to that child further if what is being shared is not clear. Check you are acting in line with any relevant national or local guidance or procedures, for example if the concern related to nude/semi-nude image sharing, make sure you are familiar with the UKCIS 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' guidance.

We know that schools and setting who may be part of a chain, academy or trust often get asked by executive heads or managers to call us, so it is 'logged'. Please be aware that we are not part of Kent County Council and we do not share our consultations with any other agencies. If you as DSLs are confident that you have dealt with an issue, then there is no need to call us. The same applies to other agencies that may be putting pressure on you to report a concern. Sometimes we hear about other agencies such as health and the police stating they have significant concerns that the school or nursery need to refer. Obviously, we would ask that you explore these with other professionals and sometimes a joint request for support can be very effective. If you do not agree to this level of action, those agencies can complete a request for support themselves if they have concerns. Understandably, there is a level of anxiety amongst professionals at this time, but they will have their own processes they need to follow if they feel a child is unsafe.

Finally, a reminder that any issues relating to the conduct of members of staff should be directed to the Local Authority Designated Officer who are a separate service from us and come under the Kent County Council.

LGBTQ+ support and advice from The Education People

In recent years it could be said that lesbian, gay, bisexual, transgender, and queer (LGBTQ+) awareness and rights have made significant strides. However, for many LGBTQ+ students, attending school and participating in classes still trigger many moments of uncertainty, stress, anxiety, and/or fear. Depending on the individual and her/his/their circumstances and environment, the number and degree of challenges will differ. Issues such as whether to 'come out' or stay hidden, whether to challenge discriminatory language from others or even participate in it for fear of being targeted themselves. If a young person does make the decision to 'come out' the challenges and discrimination do not just go away. Whilst the recent report from Ofsted highlighted peer on peer abuse related to sexual assaults and harassment very little was written about abuse related to LGBTQ+ issues.

Research suggests that school climate is a potential protective factor for LGBTQ+ youth. Regardless of their sexual orientation and gender identity/expression, all students have the right to a safe, supportive learning environment. Inclusive policies that address sexual orientation and gender identity are linked to more supportive school environments for LGBTQ+ youth. These specific policies are also directly linked to decreased truancy and increased positive experiences and perceptions of school climate.

Here in the Education People we have the [Equality Diversity Inclusion Team](#) (EDIT) who provide training, advice, support, and guidance to help schools to overcome and eliminate homophobic and biphobic bullying and promote the inclusion of lesbian, gay, bisexual and questioning pupils, staff, and family members.

- [EDIT Team](#)
- [Stonewall](#)

Resources and Updates

Youth Mental Health First Aid



This free face to face two-day course trains you as a mental health first aider. You will get a range of training that includes but is not limited to an in depth understanding of young people's mental health, and factors that affect wellbeing, practical skills to spot triggers and signs of mental health issues. Everyone who completes the course will receive a certificate to say you are a Youth Mental health First Aider, an in-depth manual to refer to whenever you need it and a workbook that includes some helpful tools to support you. Book your place using the links below:

- [22 and 23 March 2022 - Canterbury](#)
- [21 and 22 April 2022 - Tonbridge and Malling](#)

Reconnect: Digital Inclusion support offer now open

Reconnect: Kent Children and Young People is working with Kent's newly formed Digital Kent team to tackle digital exclusion. KCC have contributed funding to ensure there are access pathways to enable both children and young people aged 4 to 18 (up to 25 with an EHCP) in education or training and who meet at least one of the criteria on the referral form, and young people who are NEET, to receive a digital device. There is a referral process for professionals to use to apply for a device for the family, together with a 4g router, if needed, and basic software to support learning.

The device will be gifted to the family and the team are keen to support any child who does not have adequate access to a device to support their learning at home, for example those in households with no device other than smart phones, and those with multiple siblings trying to access a single-family device. The referral form can be accessed on the [Digital Kent website](#). Please find the [Digital Access Scheme poster and leaflet](#) for displaying and sharing.

Free PSHE Association twilight sessions for schools in Kent

The Whole School Health Team are working with PSHE Association to bring schools twilight training opportunities to ensure they can deliver high quality health education to children and young people. There is an opportunity for an enthusiastic teacher, PSHE co-ordinator or member of Senior Leadership Teams, to join free twilight sessions focused on a key element of PSHE. Delegates will receive copies of the presentation and resources to use in school following these workshops.



- Tuesday, 22 March 2022, 4 to 5pm - Primary Schools healthy lifestyles
- Tuesday, 14 June 2022, 4 to 5pm - Cross-phase drug and alcohol education

Places are limited, but the Whole School Health Team would like to ensure that as many schools as possible can attend. Please email kentchft.wholeschoolhealth@nhs.net to book a place.

Fuel Support Scheme available now



We are pleased to inform you that the Fuel Costs Support Voucher scheme is now available to Kent residents, in partnership with Green Doctors. The Coronavirus pandemic has caused significant financial implications to families and individuals across the country. Financial recovery from the pandemic will take some time. The funding from the Household Support Grant will support families and individuals with vouchers that can be used with pre-payment meters to help towards their fuel bills, and essential items throughout the coming winter months.

The pandemic has resulted in many people spending more time at home due to their situation, whether continuing to work from home or losing their job during the pandemic, resulting in an increase of fuel costs. The purpose of the grant is to support families and individuals with a fuel voucher towards their energy bill to alleviate some of the financial pressure during this challenging time.

Applicants can apply for up to three vouchers towards heating bills (must have a top-up meter) or essential items such as boiler repairs, temporary heaters, thick curtains and blankets. For payments towards heating bills, or high-cost support, such as boiler repairs, applicants may need to provide proof of income. Any applicants must:

- be aged 16 or over
- have a household income less than £30,000
- have no savings or support from other sources
- live in Kent (if they pay Council Tax to Medway Council, they'll need to contact Medway's Local Welfare Provision scheme).

You need to check that the applicant has suffered a loss of income as a direct result of COVID-19. For example, being put on furlough, reduced trade or business, increased heating bills by working from home. Should you require any further information please contact Tracy.Veasey@kent.gov.uk. Referrals can only be made by professionals or trusted partners. Please visit the [Green Doctors website](#) or call 0800 233 5255 for further information or to make a referral.

HeadStart Kent: Free Zoom Training

HeadStart Kent are offering free training to explore the terms 'resilience' and 'trauma' and related approaches, which can be used within the work you do with children and young people. Attendees will discover what resilience is and how to map it, the stress factors that can cause trauma and how this can affect the brain, and how our perception can impact our work. Book your place on one of the dates below:



- [Thursday 31 March from 3:30pm to 5pm](#)
- [Thursday 28 April from 10am to 11:30am](#)
- [Tuesday 24 May from 3:30pm to 5pm](#)

Resilience Conversation training

Staff are invited to attend free virtual training from HeadStart Kent to discover the tried and tested resilience conversation tool. You'll explore how this tool can facilitate conversations you're having with young people about their resilience and wellbeing, both face to face and online. Book your place on one of the dates below:

- [Wednesday 16 March from 4pm to 5pm](#)
- [Wednesday 20 April from 10am to 11am](#)
- [Tuesday 17 May from 4pm to 5pm](#)

SWGfL and The Marie Collins Foundation Launch Harmful Sexual Behaviour Support Service

[SWGfL](#) and the [Marie Collins Foundation](#) has created a support service for professionals working with children and young people in tackling harmful sexual behaviours, funded by the Home Office and in collaboration with the Department for Education.



The [Harmful Sexual Behaviour Support Service](#) is available for anyone in England working with children and young people, particularly, designated safeguarding leads within primary and secondary schools and alternative provision. Support is also available to early years provision, colleges, and wider safeguarding professionals (including police, social workers and health care professionals). If children within have been displaying or are affected by specific incidents of Harmful Sexual Behaviour, the support service can provide initial support and signpost to further resources and advice. The service is available from 8:00am to 8:00pm Monday to Friday. Those who need support can either email hsbsupport@swgfl.org.uk or call 0344 2250623.

NSPCC Speak Out Stay Safe Assemblies

The NSPCC have taken a decision to continue to offer *Speak out. Stay safe.* assemblies as an online resource only due to their success and the positive feedback they have received from schools. Moving forward they will be exploring the option of delivering their *Speak out. Stay safe* workshops facilitated by



volunteers face-to-face as a follow-up to the online assemblies.

NSPCC are encouraging primary schools (including SEND/ASN/ALN schools) to book their *Speak out. Stay safe.* online programme. With the support of Ant and Dec they have an online version of their *Speak out. Stay safe* programme. This offer, available for children aged 5 to 11, includes access to video assemblies and supporting resources for use in the classroom. A specially adapted SEND version of *Speak out. Stay safe* remains available as usual. For more information about this please visit [Speak out Stay safe programme on the NSPCC Learning website](#) where you can register your interest and be contacted by a local Schools Coordinator.

There was a streamed adapted version of the assembly for parents/carers to use at home with their children. The recording can be found here: [Speak out Stay safe assembly at home](#). Please note the assembly recording does not replace the full *Speak out. Stay safe* online programme which is only suitable for pupils in class. To complement the adapted assembly, NSPCC have produced some resources that can be used by parents/carers to enable further discussion whilst doing activities with their children. These are hosted on the NSPCC website here: www.nspcc.org.uk/activities.

A further list of resources available on NSPCC webpages to support schools and parents/carers is available at [NSPCC Learning home](#).

Children who have been sexually abused survey



KSCMP is part of working group with other partners to consider the development of tools in response to child sexual abuse. In order to inform the work, a [short questionnaire](#) has been developed to give the working group a sense of the challenges and barriers of working with children where child sexual abuse is a worry and will help in focusing the work.

The working group would be grateful if you would consider completing [the survey](#), the deadline for responses is **11 March**.

CAPVA

Child and adolescent to parent violence and abuse (CAPVA) is a form of family abuse where children and adolescents use a range of harmful behaviours towards parents or caregivers in an attempt to get their own way, hurt or punish, communicate distress and/or control their environment. This Rapid Literature Review (<https://domesticabusecommissioner.uk/wp-content/uploads/2021/11/CAPVA-Rapid-Literature-Review-Exec-Summary-November-2021-Baker-and-Bonnick.pdf>) on CAPVA was commissioned by the Domestic Abuse Commissioner's Office in February 2021, with the aim of providing policy makers and practitioners with an accessible overview of the subject and its main issues.

Early Years and Childcare

The murder of Sarah Everard and the 'Everyone's Invited' movement has made us realize the huge prevalence of sexual harassment and violence towards girls. All settings at every stage have a role to play and we urge Early Years providers to think about the work they could do with children and families; your learners are the Years 5 and 6s of the future and this can be where some behaviours start to appear.

The following article is interesting: '[How to raise good feminist boys](#)'. It doesn't have answers but is interesting to read, especially for parents of boys. We know you are in all likelihood already doing all of these things, however it gives us all a good reminder to avoid gender stereotypes, for example, try not to assume a doll is for a girl and a robot for a boy, let boys cry and don't praise them for 'manning up' or being 'brave' and encourage friendships between boys and girls. Another suggestion is the Amnesty [First Steps](#) Resource Pack which is a pack of five resources looking at themes such as feelings and belonging. Perhaps this could be used to explore what it means to be any gender, being nice to one another and building strong friendships.

ESS Safeguarding Training Offer for 2021-22

Many of you may already be aware, but in order to continue to provide the right balance between maintaining our core services, investing in new product development, and providing best value for money to schools and settings, we will be increasing the charges for some of our core face to face and virtual training prices from the 1st April 2022 so they will be consistent for all education setting types and delivery methods. We did not make this decision lightly and have limited this rise as far as possible and for as long as possible to minimise the impact on our customers.



This represents a lower increase and, in many cases, a lower overall charge than many of our competitors with content that is specifically tailored to Kent schools and settings and is written and delivered by our experienced education safeguarding staff. Courses accessed or taking place before the 31st March 2022 will be charged under our current pricing structure.

We are providing a blended core training offer for 2021-22, incorporating different delivery options to accommodate preferences and availability - we understand not everyone will be able to access face to face training, so virtual options are available as an alternative. All Safeguarding core training dates (and most venues) for 2021-22 are published and available to book via the CPD website.

Education Safeguarding Service Core Training Offer	
New to role DSLs	<p>New DSLs in schools and settings can access live training via two options which can be booked via the CPD online website.</p> <ul style="list-style-type: none"> • Virtual training via zoom - two half day sessions • Face to face training - one day <p>Please note this course is aimed at new to role DSLs and not for experienced DSLs.</p>
Refresher Training for existing DSLs	<p>Existing DSLs who require refresher training can either access our E-learning refresher course or attend face to face training. Because E-learning does not allow for delegate interaction, this certificate received after accessing our refresher training is valid for one year.</p> <ul style="list-style-type: none"> • Designated Safeguarding Lead Refresher for Schools • Early Years Designated Safeguarding Lead Refresher <p>Alternatively, a one-day refresher training course, valid for two years, is available to book on the CPD online website.</p>

Online Safety for DSLs in Schools	Our online safety training for DSLs in schools is available via two options on the CPD online website. <ul style="list-style-type: none"> • Virtual training via zoom - two half day sessions • Face to face training - one day
Early Years Basic Awareness (EYBA) Training	Core EYBA training is available for early years practitioners virtually via Zoom and can be booked on the CPD online website .
Early Years Online Safety Training	Two online safety E-learning courses are available for early years settings: <ul style="list-style-type: none"> • Basic Online Safeguarding for Early Years Practitioners • Strategic Online Safeguarding for Early Years Designated Safeguarding Leads and Managers

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

New E-Learning Course: Safeguarding Record Keeping for DSLs

The Education Safeguarding Service have launched a new E-learning course for DSLs in schools and Early Years settings: '[Safeguarding Record Keeping for Designated Safeguarding Leads](#)'.

This course will support DSLs in schools and early years settings to understand their role and responsibilities with regards to keeping “detailed, accurate, secure written records of concerns and referrals”. The course explores the importance of effective record keeping within the current legislative framework, including data protection. It will also consider examples of best practice with regards to robust record keeping, including storage and transfer and retention of records.

DSL Webinars

As part of our Safeguarding Support package, we are offering DSL twilight webinar briefings. Access to the webinars is included for package members, however they are also available for schools on an ad hoc basis. DSLs can book to attend twilight webinar briefings (all running 4pm-5pm) via the CPD website, and the dates and topics currently planned for 2021-22 are:

Webinar	Course Code	Date
Safeguarding Priorities	SCH 22/100	24/03/2022
Supervision in Schools	SCH 22/101	11/05/2022
Management of Safeguarding	SCH 22/102	05/07/2022

Safeguarding Package for Schools

Our '[Safeguarding Support Package for Schools](#)' provides DSLs and school leaders with a range of up-to-date advice and resources, as well as exclusive access to content from our service and a range of cost saving benefits.

Membership includes:

- access to staff training resource for DSLs to use with staff
- access to a staff basic safeguarding awareness induction e-learning course
- access to a downloadable resource library, including guidance and time-saving templates
- annual update service, with regular updates to existing content, plus a minimum of 6 new resources added library per year.
- 1 free place at each of our six annual DSL Webinar Briefing twilight sessions.

So far for 2021-22 the update service has seen the addition of three new resources: cyberbullying guidance, a confidentiality policy template and additional online safety policy guidance.

The cost for an annual subscription to the ['Safeguarding Support Package for Schools'](#) is £510 plus VAT ([credits](#) can also be used to purchase this package) which provides schools with a significant saving compared to purchasing content on an individual basis.

Online Safety

Online Safety Policy Toolkit Available

Today's children and young people live in a digital world, and it is essential that all education settings recognise this when implementing their safeguarding responsibilities. To support DSLs and leaders in education settings, decide on the right approach for their own community, the Education Safeguarding Service have launched a standalone [Online Safety Policy Toolkit](#).



The Online Safety Policy Toolkit contains policy templates and guidance which will enable DSLs and education leaders to consider the best approach for their setting with regard to online safety, in line with current national education guidance, as well as recommended practice. The toolkit contains two policy templates (Online Safety and Anti-Bullying) which will provide education settings with an initial starting point and framework to enable them to establish their own anti-bullying and online safety approaches.

The new toolkit guidance explores a range of frequently asked questions, including 'what does the national safeguarding guidance for education settings say about online safety?', 'How often should we update and review our online safety policies and practice?', 'Should we share warnings about online safety concerns, hoaxes or challenges with parents/carers or other settings?' and more. The toolkit also contains reflection points and practical suggestions for leaders, managers, and DSLs within education settings to help develop online safety practice and establish appropriate policies and procedures.

Access to the Online Safety Policy Toolkit is already included for existing members of our [Safeguarding Support Package for Schools](#) via the DSL resource library, however schools and other education settings who are not members, can subscribe to the toolkit as a standalone resource [here](#).

NSPCC Research: Children's experiences of legal but harmful content online

The NSPCC have produced a [briefing](#) which uses insight from Childline counselling sessions and NSPCC helpline contacts to highlight the experiences of young people who have viewed legal but harmful content online. The research explores how children become exposed to harmful content online, the impact of harmful content on children, barriers to speaking out and how children can find support.

Key findings included:

- Some children told Childline they had actively searched for legal but harmful content, while others had “stumbled” across it unintentionally. Some children described content being presented to them in social media feeds.
- Being exposed to legal but harmful content can impact a child's mental and emotional wellbeing; some children told us they were experiencing anxiety, intrusive thoughts, low self-esteem, and trouble sleeping.
- Some children found themselves drawn into searching for additional and more extreme content.
- Some children felt particular forms of legal but harmful content helped them to deal with difficult issues they were facing.
- Some children and adults were confused about why certain harmful content was permitted online.
- Some adults contacting the NSPCC helpline were unclear on the role of social media companies and believed more could be done to keep their channels safe for children.



New Be Internet Legends Curriculum available to download now

The 'Be Internet Legends' curriculum has been updated and features fresh activities and themes to help children be safer, more confidence explorers of the online world.

The new curriculum includes:

- Over 170 pages packed with exciting content
- 12 lesson plans, differentiated by age
- A separate new strand of content designed specifically for the Brave pillar
- New activities to help you embed Media Literacy into teaching
- New activities to help you deliver the RSE curriculum
- Certificate and pledge sheets



This resource is free and suitable for all KS2 educators and can be ordered [here](#).

It's a Jungle Out There! A BAO (Be Aware Online) game

'The jungle, like the internet, is a happy and colourful place, where you can meet up with friends, take photos and share what you discover and finally find out new things. However, the jungle can be a dangerous place full of strange and mysterious things and unpredictable events.'



Buckinghamshire Council have launched an online safety game 'Bao – It's a Jungle out There!'; developed with Special Schools and their EU partners (UK, Sweden and France) as part of a project aimed at sharing good practice and identifying the best ways of addressing how to keep children and young people safe online.

The SEN Stay Safe Project can be played either in a class setting or at home and aims to give teachers and parents the confidence and resources to discuss and equip young people with Special Educational Needs the knowledge and skills around internet safety and the implications of technology in their everyday lives. Links to the game along with the guidance document, including lesson plans and conversation starters can be found at [here](#).

A Longer Read: Unexpected Child Death Process

When there is a child death in any circumstance, the school, nursery, preschool, or educational setting will play an essential role in assisting the bereaved family, the child or young person's friends and the staff who worked closely with them. Each death of a child is a tragedy for their family (including any siblings), and subsequent enquiries/investigations should keep an appropriate balance between forensic and medical requirements and the family's need for support. A minority of unexpected deaths are the consequence of abuse or neglect or are found to have abuse or neglect as an associated factor. In all cases, enquiries should seek to understand the reasons for the child's death, address the possible needs of other children in the household, the needs of all family members, and other children well known to the child. It should also consider any lessons to be learnt about how best to safeguard and promote children's welfare in the future.

An unexpected death is defined as the death of an infant or child (less than 18 years old) which was not anticipated as a significant possibility 24 hours before the death or where there was a similarly unexpected collapse or incident leading to or precipitating the events which led to the death. All local authorities have an agreed process and Kent's can be found on the links below.

- <https://www.kscmp.org.uk/procedures/child-death-overview-process>
- https://www.proceduresonline.com/kentandmedway/chapters/p_ch_death_revs.html

Every time there is an unexpected child death in Kent, the setting will be contacted by one of the area safeguarding advisors to ensure that they are aware of the situation and will begin to explore who it is best to co-ordinate with from the school or early years setting.

As a Designated Safeguarding Lead and/or headteacher/manager at your setting, you will likely be invited to attend a multi-agency meeting (JAR) when an unexpected child death occurs. These can be difficult meetings for our education colleagues who will often be the professional who knows the child and the family the best. Some of the details of what has happened can be very upsetting and

the terminology used to describe what has occurred can seem cold and detached. If you or any of your staff attending such a meeting need additional support, then your local safeguarding advisor can attend with you. These are carried out via Teams calls at this time.

In preparation for such a meeting, much like a strategy discussion, the other agencies will want you to share your experiences of the young person and the family that you have worked alongside. Often it is the education setting that has information sometimes not known to the other agencies. It can be a challenging meeting but please try and clarify for yourself any uncertainties around who is doing what in terms of actions and support before the end of the call.

There are services that all settings can access for support in relation to the emotional needs of other students but also the impact on staff who can also be adversely affected. The multi-agency (JAR) meeting will have these discussions and decide who may be best to help the family and the setting with this. The links below details what support is available in Kent and beyond.

- https://www.kelsi.org.uk/_data/assets/pdf_file/0006/108924/Practical-and-Emotional-Wellbeing-Support-Following-Bereavement.pdf
- <https://www.childbereavementuk.org/Handlers/Download.ashx?IDMF=4b13d694-2038-4918-90b3-13c06100aafb>

Sadly, the last two years of the pandemic has seen an increase in young people taking their own lives that will lead to obvious scrutiny from all agencies to explore if any lessons can be learned. It is not an easy time for settings so we would urge you to speak to us for any additional support and advice you should need

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

This newsletter is published by the Education Safeguarding Service and issued to schools, early years providers and local authority staff. For this newsletter to be effective, please ensure that it is shared with staff, including all Designated Safeguarding Leads

Education Safeguarding Service Contacts

Head Office: Room 2.30 Sessions House, County Hall, Maidstone ME14 1XQ	
Claire Ray Head of Service	03000 415788
Rebecca Avery Training & Development Manager	03000 418707
Online Safety	03000 415797
<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 415648
Canterbury	03000 418503
Dartford	03000 412445
Dover	03000 415648
Folkestone & Hythe	03000 415648
Gravesham	03000 412445
Maidstone	03000 412284
Sevenoaks	03000 412445
Swale	03000 418503
Thanet	03000 418503
Tonbridge & Malling	03000 412284
Tunbridge Wells	03000 412284

Kent County Council Key Contacts

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

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

LADO Team contact number: 03000 410 888

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

Email: kentchildrenslado@kent.gov.uk

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

Area Education Officers

South Kent – Lee Round 03000 412 309

East Kent – Marisa White 03000 418 794

West Kent – Nick Abrahams 03000 410 058

North Kent – Ian Watts 03000 414 302

Prevent Education Officers

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

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