

Safeguarding News

Summer Term 2017

Foreword

I would like to take this opportunity to thank you for your dedication, tenacity and expertise in safeguarding the children in our schools. This academic year we have had three Serious Case Reviews and so, for this newsletter, I have decided to focus on the safeguarding themes related to these cases reviews.

To make it easier for schools to access some of the attachments that go with this newsletter, we have created a new page on the [Working With Children in Barnet](#) (WWCiB) site to collect all of the safeguarding information. You can also find the SchoolSafe procedure posters here, as well as the previous safeguarding newsletters.

In this new web space you will find [a set of seven-minute training sessions](#). These presentations cover physical, emotional, sexual abuse, neglect as well as how to handle a disclosure, FGM, Prevent whistleblowing and the role of the Designated Safeguarding Lead in school. These quick training presentations are designed to remind staff of their duty to identify need, to report concerns, and to support the Designated Safeguarding Leads in ensuring staff have regular updates and reminders. Notes and further reading for the trainer are provided for each presentation together with the Barnet Social Care Threshold guidance. Also attached are notes on how to tackle conversations on the Netflix production '13 reasons why' and the Barnet Escalation Policy.

Please be aware that Keeping Children safe in Education will not be updated until September 2018.

I wish you all a restful summer break and look forward to working with you again in September 2017.



Contents

- 1. Serious Case Reviews**
- 2. BSCB priorities for 2017/19**
- 3. Notes from the Breakfast Briefing – 3 May 2017**
- 4. Next breakfast briefing is 26 September 2017**
- 5. London Sexual Exploitation Operating Protocol**
- 6. Safeguarding Audits**
- 7. Transgender guidance (guidance on inclusion of transgender children in school – legal requirements)**
- 8. Mental Health – Koothe**
- 9. Prevent**
- 10. School trips**
- 11. Bomb Threat Guidance**
- 12. Prayer Rooms**
- 13. Child sexual Exploitation and consent – What is CSE and how to spot it**
- 14. FAQs**

1. Serious Case Reviews

Three Serious Case Reviews this year:

Child A – published – this can be found on the BCSB web-site

Child E – To be published soon

Child F – To be published soon

The number of serious case reviews (SCRs) carried out by local councils has dropped by almost a fifth in the past year, Ofsted has revealed.

Ofsted's 2015/16 figures show a 19.3 per cent drop in such cases from the 2014/15 period. A total of 134 SCRs were recorded in the past year, compared to 166 in the previous.

Brief out-line of Child A

Child A was a couple a days away from her 13th birthday. There were many different issues around this case, and no conclusive understanding of the reason(s) why she took her own life. Child A transitioned to secondary school at the normal time, however, a few months before her death she transferred to another secondary school. The SCR sub-group believed that a significant factor may have been the re-appearance of her father in her life who was subject to supervision under s.41 Mental Health Act 1983 by the NE London Mental Health Team. Child A had suicide ideation and deliberately self-harmed, which was believed to be related to bullying including cyber bullying.

Child A was found in a woodland park where she had tried to hang herself using her school tie as a ligature. She was taken to hospital by ambulance but pronounced dead on arrival. In response to the recommendations made by the author, all schools were sent information on 'Red Balloon'/ Anti-bullying alliance and Breakfast workshop on anti-bullying policies. The

School Nurse health [questionnaire](#) was reviewed to include an additional prompt under 'bullying'.

Please see the Barnet Escalation Policy in the [safeguarding area of the WWCiB site](#).

At some point in the next academic year, we will hold a Breakfast briefing with a focus on mental health and self-harm.

2. BSCB priorities for 2017/19

The BSCB priorities for 2017/19 are:

- Child mental health and self-harm
- Domestic abuse
- Neglect
- On-line safety
- Information sharing
- Resilience

In response to the Wood report, the Board is currently under review. It has been proposed that The Board will no longer exist. Barnet is in the process of exploring a new operating framework for the safeguarding children board, which will be led by senior leaders from within the Council. It is expected that the new arrangement will be finalised and communicated early in the new academic year.

3. Notes from the Breakfast Briefing – 3 May 2017

Thank you to those of you that attended this briefing. Below are the discussions and actions that came out of this meeting. I am proposing that we monitor the MASH actions very closely by:

- Keeping your own individual log of MASH feedback and who is holding your case

- Monitor through feedback forms at every Breakfast Briefing

Notes and outcomes from the event.

MASH

Debbie Hammond and Sonja Nueske (MASH Mangers)

MASH receives approximately 250 referrals a week.

MASH now has two Health Visitors, a Solace worker and a No Recourse to Public Funds worker, a part time Probation Officer, five Police Officer, Education Officer, five administrators, one part time drug worker from WPD.

BRAG rating timeframes

Blue = 72 hours

Green = 48 hours

Blue and Green will be dealt with by an Assistant Social Worker.

Amber (S.17) = 24 hours

Red (S.47) = 4 hours

Amber and Red will be dealt with by a Social Worker.

The referral route to request a CAF is through MASH with MASH taking 48hrs to check the family/child history. Contact Katherine Horgan (CAF Co-ordinator) on 020 8359 4487 for support and advice. A CAF worker should also offer assistance with establishing a new CAF.

Schools are going to consider employing a CAF Co-ordinator in clusters of schools.

When making a MASH referral, be brief and home in on the main concerns:

- WHO
- WHERE
- HOW
- WHEN
- INJURIES OR IMPACT

Schools can contact MASH for:

- Feedback on referrals
- Information/reason why case has not made the threshold
- Advice on gaining consent
- Discuss case with MASH managers or social Workers if referral is not progressed
- Consultation line is open every day 11 – 12noon.

Schools should expect MASH to:

- Feedback on referrals – MASH should be sending feedback on referrals to schools and in a timely way. The current view of schools is that feedback giving is inconsistent and often too late. On average, school participants have rated feedback as unsatisfactory. School group to monitor practice and feedback rating at next Breakfast Briefing.
- MASH, within the feedback, to identify who is holding the case, Social worker/services and give contact details.

Schools would like:

- A dedicated MASH slot for schools to ring and get feedback
- A more simple CAF system

- To be notified when CAFs are stepped down or closed
- On balance, schools feel supported when speaking to a member of the MASH team
- Greater communication issues arise when case is transferred to Duty. Schools are not kept in the loop, do not know who the case worker is and perceive that if they do not keep contacting SC the case will be closed
- When cases are transferred between MASH and Duty and between SC case workers, schools believe that vital information is not communicated and details such as correct contact numbers for parents have been incorrect, thus delaying action even further
- MASH and SC to understand and appreciate that sometimes the relationship between schools and families are delicate and that the school has often spent many hours building this relationship
- A suggestion has been made that MASH workers are allocated set schools for ease and speed of communication
- To develop the MASH referral form, possibly to split into two halves, the main points (could be a drop down menu) second half to be the background information.

Please see the [WWCiB site](#) for the Barnet threshold guidance, as well as the Barnet Escalation Policy.

4. Next breakfast briefing is 26 September 2017

The next breakfast briefing is 26 September 2017, 8am to 9.30am

The subject will be CSE and Gangs, and is for secondary schools only. Please see the note below from **Christopher Kelly – Strategic lead for CSE**

Dear All

Child sexual exploitation (CSE), gang and serious youth violence, is an emerging and growing challenge that all professionals and organisations are facing throughout the UK.

I have linked in with; Nsang Christa Esemi-Cruz (REACH team), and Shannon Farthing (Police, Schools and youth engagement) to warmly welcome you to a breakfast briefing on the 26 September at 8am.

The briefing will explore:

- *The emerging challenge and problem profile of CSE and Gangs within Barnet, and both the local and national strategic planning to address this challenge.*
- *What networks of support currently exist for professionals and organisations in Barnet and what free multi agency staff training is on offer to professionals working with children and young people within whom CSE and gangs are a identified problem?*
- *The pathways of referral and escalation to social care and the Police.*
- *Question and Answer Session and Next Steps.*

I will look forward to meeting you, however to assist I can be contacted for any consultations, advice and assistance, and happy to visit schools.

5. London Sexual Exploitation Operating Protocol

Please have a look at the new [London Sexual Exploitation Operating Protocol](#). The main changes are:

- A greater emphasis on a shared risk and responsibility
- No More MAT meetings, just Strategy meetings
- MASE will become more strategic
- MASE will also consider 17yr olds who are approaching 18yrs.
- The concept of 'marginal gains' working together to effect change in any area of life no matter how small the change is. Many small changes lead to a larger change/shift.
- MASH threshold lowered for CSE cases
- Greater emphasis on Peer on peer and on-line abuse

6. Safeguarding Audits

60% of Barnet schools have returned a completed safeguarding audit during the past two years. As those of you that have done this exercise will know, the audit is updated every September/October to reflect any changes in KCSIE and safeguarding guidance.

Once the initial audit is complete, subsequent audits will only require thinking around any new guidance and up-dates on your own school practice and policies. Section 2 of the audit tool highlights what Ofsted expect to be covered in your CP policy and that an up to date policy must always be on your school website. I will be circulating a revised version in October 2017 via the School Circular and it can also be obtained by e-mailing me.

If you have had a BPSI School Review, there is no need to do the safeguarding audit as well, but you do need to inform me of

the review (or I will chase you for an audit), the date of the review and the outcome for safeguarding and any action plans. I thought it would be useful to share some of the resourceful practise that was highlighted in your audits.

- Anti-bullying - Friendship Disco, policy reviewed in anti-bullying week assemblies and revised by school council and safeguarding governor, pupil focus groups to look at procedures from a pupil perspective, staff trained by Anti-bullying Alliance in particular around children with SEND, policy is constantly reviewed and discussed in school during circle times and through the wellbeing survey, anti-bullying ambassadors
- Administration - All CP files have chronologies
- Encouraging parents/carers to communicate – Coffee mornings, regular meetings with targeted groups of parents, Open door policies, staff visible in the playground at pick up and drop off times, SLT in the playground at these times, members of staff who speak different languages in the playground
- Governors – the safeguarding governor has been involved in this audit
- Staff awareness of MASH - All staff informed and the link to the MASH form along with the MASH phone number is on the shared area and displayed in the staffroom. The DSL must be informed of any MASH referral made
- Student voice - Student questionnaires are carried out throughout the year and form tutors speak to their students on a regular basis. The student voice also meets with staff on a half termly basis to get student feedback
- All staff emailed handbook at the start of the academic year, copy can be found in our shared area. Content includes, professional expectations, communication, resources, finance, safeguarding, premises and health and safety, staff support, CPD and complaints

7. Transgender guidance (guidance on inclusion of transgender children in school – legal requirements)

At present there is no DfE guidance on the inclusion and teaching of transgender children. Brighton and Hove Council have produced some thoughtful and sensible guidance to assist schools with the considerations and adjustments a school will need to address in order to support a transgender student to access a mainstream environment.

- [UK Trans Info – resources for schools](#)
- [The Outdoor Education Advisers' Panel – Transgender People and Visits](#)
- [The Proud Trust – Trans Inclusion Toolkit](#)
- [Government Equalities Office - Providing services for transgender customers](#)

8. Mental Health – Kooth

[Kooth](#) is an on-line counselling service for children and young people. It is directly linked to CAMHS and embedded in the referral pathway. Some of our schools have been selected to pilot 'Kooth' this term. Kooth is for children aged 11 upwards. From September all secondary schools will have access to Kooth and at a later date yr6 students who are aged 11 will also have access to Kooth.

On the [WWCiB site](#) you will also find notes on the Netflix production "13 reasons why".

<https://kooth.com/> Please watch the promotional video

[Samaritans - Suicide and self-harm – how to spot it and what to do](#)

9. Prevent

All staff in every Barnet school should have accessed the Home Office on-line training package. If any of your staff have not done so yet, please make this a training priority.

In conjunction with Barnet council, we are currently recruiting a Prevent Education officer and hope to have this position filled by September 17.

Schools should **not** have a separate 'prevent' policy unless the school is experiencing high levels of prevent referrals.

- [LTAI – What is Prevent?](#)
- [Association of Chief Police Officers - Prevent – what does this mean in a school and college context?](#)

Operation Hindsight

[Operation Hindsight](#) is a discussion exercise developed by the Association of Chief Police Officers (ACPO) Prevent Delivery Unit (PDU), designed to engage multi-agency partners alongside statutory, voluntary, transport, retail and commercial partners. It aims to help identify early intervention opportunities to safeguard individuals who may be vulnerable to all forms of extremism and extremist ideologies that can lead to terrorism.

NUT: Education and Extremism Advice

Schools that have had my level one training (Raising awareness) will know that I hold a strong view that giving children and YP a sense of belonging is imperative in safeguarding our children. If children know that they are valued and belong to a community, they are much less likely to be manipulated by gangs and CSE perpetrators. The NUT has produced [Education and Extremism: Advice for Member in England and Wales](#).

Early Years – how to comply with the Prevent duty

- [Early Years Careers - How to comply with the Prevent Duty](#) (uses basic language and Use the prevent quiz word doc)
- [EYC - Prevent Quiz](#)

Responding to questions regarding Terror Attacks

In response to the recent terror attacks, I have found some sites that will enable school staff to respond to questions and conversations children and young people may bring up.

‘Whilst we would normally strongly advise that all learning in PSHE education is built into a planned progressive programme, there are times when we may need to respond immediately to unforeseen events. Terrorist attacks can create a variety of strong feelings, including curiosity, excitement, anxiety or fear. This discussion framework can be adapted to a range of situations, and provides a framework for young people to discuss such events, and provides opportunities to process what has happened in the safety of a classroom.’ PSHE Association.

- [Discussing a terrorist attack with children in the primary phases](#)
- [A generic framework for discussing a terrorist attack](#) (for older children)
- [Worries about the world](#)

10. School trips

Please note the advice sent to all schools from Ian Harrison 25/05/2017.

Please also be aware of the 'Stay Safe' principles: 'Run, Hide, Tell' and know what to expect if you encounter armed response officers (see point 2 in ['recognizing the terrorist threat'](#))

11. Bomb Threat Guidance

- [NaCTSO - Advice to leaders of schools and other Educational Establishments for Reviewing Protective Security](#)
- [Gov.uk – procedure for handling bomb threats](#)
- [Gov.uk – Bomb Threats Form](#)

I recommend that schools print the second check list off and have it on a notice board in the school office together with the [schoolsafe instruction poster](#).

There is no change to the UK terrorist threat level, which remains at **SEVERE**; meaning an attack is highly likely.

12. Prayer Rooms

- [The Muslim Council of Britain - Meeting the needs of Muslim pupils in state schools](#)

If you decide to establish a prayer room at your school, you will need to have in place an agreed code of conduct and maintain a staff presence either in the prayer room or that the activity and language used in the prayer room can be seen and heard by passing staff.

13. Child sexual Exploitation and consent – What is CSE and how to spot it

The children's society has produced this [simple guide](#) with a quiz at the end.

For Secondary age students

- [Thames Valley Police - Tea and Consent](#)
- [Thames Valley Police - Amy's story - Cyber Crime / Sexting](#)
- [Disrespect NoBody teaching resources](#)
- Swoozie has produced some [informative videos](#) aimed at young teenagers through to 20s. '2 girls, 1 cup of ice' puts the boot on the other foot as two girls sexually assault him and he is not sure if they videoed it. These videos are fun, generally in cartoon form with strong positive messages.

14. FAQs

Should primary schools keep copies of child protection files?

The original child protection file should be passed to the new school. The primary school should not keep any copies, unless there is 'on-going legal action'.

The Information Records and Management Society says "Primary schools do not need to keep copies of any records in the pupil record except if there is an on-going legal action when the pupil leaves the school. Custody of and responsibility for the records passes to the school the pupil transfers to."

(Source: [Records Management Toolkit for Schools Version 5 – February 2016](#) [Latest version] page 11).

It could be argued that if a child protection plan is in place that could be described as 'on-going legal action', in which case schools should keep copies of files that are 'live'.

Keeping Children Safe in Education (2015)

The 'Keeping Children Safe in Education (2015)' statutory guidance implies that the original file is transferred to the new school and no copies are kept: 'Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.' (Source: [Keeping Children Safe in Education \(2015\)](#) page 49)

Data Protection Act (1998)

The Data Protection Act says, 'Personal data processed for any purpose or purposes shall not be kept for longer than is necessary for that purpose or those purposes.' (Source: [Information Commissioner's Office](#))

What if we are asked to contribute to a serious case review?

Not keeping any copies can often seem counter-intuitive, as schools may be asked by courts or serious case reviews to provide evidence of what they did.

The Data Protection Act allows organisations to set their own retention policy that must explain why and for how long the information will be kept. If schools would like to keep copies of child protection records, then writing a retention policy would be a possible way forward.