

Safeguarding News

Spring 2020

Foreword

I trust you all had a good holiday and feel refreshed and ready for the next set of challenges in store for us.

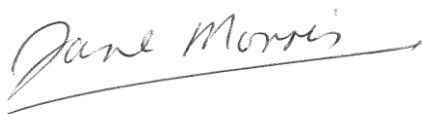
I am currently a member of the Harmful Practices' Deep Dive Working Group, our terms of reference are: to collect data on emerging issues, improve training, strengthen collaborative professional practice and information sharing. A part of my contribution has been to update the level one training for whole school staff and discuss some aspects of Harmful Practice in this newsletter. Please use this material in whichever way suits the training needs of your staff.

On-line safety is clearly an area of continuous development and learning. This section in this newsletter has a focus on children in Local Authority care. This cohort of children and young people are particularly vulnerable to on-line abuse and other hazards. Please ensure that when devising lessons and on-line safety appropriate messages and teaching styles for this cohort are considered.

I have taken this edition as an opportunity to remind you of the rules regarding obtaining consent prior to making a MASH referral and to highlight again the new guidance on Child Sexual Violence and Sexual Harassment in Schools and Colleges.

The Government have also issued new guidance, in November 2019, regarding school security. I have outlined the key points and resources as a quick guide. However, I would advise that this guidance is also scrutinised as it gives good practical advice on how to assess, prevent and act in the event of an incident. Perryn Jasper, Prevent Education Officer, is also a good source of advice, support and training in this area.

Wishing you a happy Spring Term

A handwritten signature in black ink that reads "Jane Morris". The signature is written in a cursive style and is underlined with a single horizontal line.

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1. Good News

School Police are to increase in numbers

The Secondary Headteachers Forum wrote to Graig Bradley, Inspector, Schools, North West BCU – Barnet, Harrow & Brent, at the end of last term highlighting the low numbers of allocated Officers to Barnet schools compared to neighbouring Boroughs. Graig's response is below:

Dear Headteachers

Good Morning, I know it has been a long time coming but we finally appear to be moving in the right direction with regards to our staffing in the Barnet Safer Schools team. We have just had two new officers posted to us, starting on 2 December. It may take them a while to get up to speed with regards to the specific nature of the work that we do in schools, but they are absolutely the right people for the job (one of them was formally a teacher).

We have also got another officer starting with us on 6 January, and I await confirmation that another officer will also be posted to us early in the new year. In addition, one of our officers is due to return from maternity leave, hopefully around March, and another one of our officer who is currently restricted and only working approximately 40% of their hours should be back as fully operational around the same time.

As you can see our situation is vastly improved/improving. However, a number of officers do wish to move on and develop their careers with other postings, I will do what I can to ensure the recent and projected uplift in numbers doesn't result in those officers being released, just cancelling out the additional resources we have secured.

Thank you very much for your patience in this, I know it has been an issue for most of you and I hope that the above will reassure you that we are doing all we can to address your concerns.

Regards

Graig

*Graig Bradley
Inspector, Schools
North West BCU – Barnet, Harrow & Brent*

Further good news from Shannon Farthing – Safer Schools Police Sergeant

Dear All,

I am pleased to announce that we recently welcomed two new members of staff to the team just before Christmas, and another new officer has started with us at the start of this term; Kazam Anwar, Parmjeet Dhunjar and Rob Rowlands are all keen to get out and meet you and to get started with the team. Obviously this means that a couple of other members of staff may now be released to go to other roles that they have been waiting for, but it does show that your concerns are being listened to and we are finally getting a much needed boost to the team. I am sure that there will be more changes over the coming months, but with new officers who are keen to join the team I hope that we can build on the momentum that started prior to the Christmas break. I believe that Superintendent Smith and Inspector

Bradley will be attending the next head's meeting and I am sure they will be happy to answer any questions or concerns you may raise.

As many of you have also had a change of staff I would be more than happy to come and speak with your (new) DSLs and see how we can work together to provide the best possible partnership and to offer advice on when is best to call us to ensure that we can offer you the best possible service to your staff and students alike.

Please see attached letter and information re School Watch. I know a lot of you already run similar schemes(Ashmole for example) but it would be great to get this working alongside.

Information on School Watch can be found [here](#) and [here](#)

Additionally, on Barnet Borough we also use the OWL scheme, I am attaching the link for this here. It is a great way to keep abreast of things which may be of relevance within your local communities; <https://www.owl.co.uk/met/>

If you would like the team to operate a screening operation within your school/college then please let me, or your dedicated officer, know and we will be more than happy to arrange this.

Happy New Year to you all,

Shannon

Prevent Funding

Barnet have been fortunate to receive a further 12 months funding for a Prevent Education Officer post so all schools in Barnet will continue to receive free support in the following areas.

- Awareness workshops for professionals (WRAP); all staff training looking at, vulnerabilities, concerning behaviours, referral pathways and support available.
- Classroom and assembly workshops from years 4 to 13; workshops and information sessions focussing on strengthening critical thinking to online information; fake news, propaganda, biased reporting and how technology is used to digitally alter images and videos, instigating division and anger.
- Support in developing policy and procedure to assist schools meet the Prevent Duty
- Parent workshops, raising awareness of online risks of radicalisation and greater general risk to young people's online activity. Includes helpful strategies for working together with children to reduce these threats
- Support and advice when concerning behaviour has been identified before referring to the Multi Agency Safeguarding Hub (MASH)

In addition to funding for the Education Officer comes a possible opportunity of a small bursary for projects.

This has not yet been confirmed by the Home Office, but should it be awarded it is very likely the following project will be funded:

“Solutions Not Sides” seeks to tackle Antisemitism and Islamophobia and polarisation concerning the issue of the Israeli-Palestinian conflict and how it affects communities in the UK. The programme provides humanising encounters and focuses on solutions based on understanding both sides’ narratives. The aim is to shift attitudes away from proportioning blame to one side or the other, towards seeking a solution for the human beings involved.

The delivery is in a classroom or assembly setting, between 90mins and 2 hours and for 15-18-year olds.

If you are interested please let me know as soon as possible, it is likely that should this be awarded it will be limited.

If you need any further information regarding any Prevent issue, please contact:

Perryn Jasper
Prevent Education Officer
Perryn.jasper@barnet.gov.uk
020 8359 7371
07856 002 586

2. Training

Fola Obazee - Learning and Development Officer
Children's Workforce Development Team 020 8359 2617

There are few spaces available on the following courses:

Course	Description	Date & Time	Venue
Sexual Abuse Awareness Code: BFS/20/21	This is an half day introductory session on sexual abuse awareness	21/01/2020 9.30-12.30	North London Business Park
E-Safety and Tackling Cyber Bullying Code: BFS/20/13	This half day course is designed for foster carers. This course will focus on issues surrounding bullying and in particular the recent growth of 'cyberbullying' (bullying through phones and the internet).	23/01/2020 9.30-12.30	North London Business Park
Drug and Alcohol Code: BFS/20/17	This an awareness course on the effects of drugs and basic harm minimisation advice	30/01/2020 9.30-12.30	North London Business Park
Harmful Practices Code: BFS/20/23	This course will cover Female Genital Mutilation, Forced Marriages, Honour based Violence and Corrective Rape	30/01/2020 9.30-12.30	North London Business Park

To book a place on any of the courses please go to
<https://fstraining.barnet.gov.uk/cpd/portal.asp>.

For any problem with assessing and booking a place please send an email to
childrens.workforce@barnet.gov.uk

3. Making MASH Referrals with Consent

We are all aware that referrals to MASH should be made with the consent of the parent/carer unless there is a very good reason, concern of safety for the child being an example of a good reason. It should always be assumed that the referrer will seek consent and that it would be in unusual circumstances that consent would not be sought. I suggest that a consent tick box is highlighted on your system for making referrals to MASH or Early Help and that where, in consultation with MASH, consent has not been sought, the reason is also highlighted on your system for future information.

Please spend a few minutes refreshing your knowledge on the process of making a MASH/Early Help referral by reading this extract from the Barnet website.

How do I refer?

Before making a referral please consult the Continuum of Need and Support. You will need to consider if the child or young person's needs can be met by services from within your own agency, or by other professionals already involved with the family.

The full Continuum of Need and Support document from the BSCP can be found [here](#).

In order to make a referral you will need to complete a [referral form External link](#). You will then receive an acknowledgement email from the MASH with a reference number.

It is your responsibility to discuss this referral with the family. If you feel that by doing so this child would be placed at risk of harm, or you have any further questions please contact the MASH team on 020 8359 4066. ([link to main website](#))

Operating hours

The MASH operates Monday–Thursday 9 am to 5.15 pm and 9 am to 5 pm on Fridays. Outside of these hours care and welfare concerns about children and young people that require an immediate response should be reported to the Emergency Duty Team on **020 8359 2000**. If a child or young person is at significant harm the police will need to be contacted.

4. School Security

The government published a consultation document, which closed February 2019, to help schools develop their security policies. New guidance, School and college security, was issued on 5 November 2019 and can be found [here](#)

Within this publication there is a range of advice and tools designed to help schools develop sensible Health and safety law and proportionate policies and plans to meet their security needs.

This guidance covers:

Responsibility - Management of Health and Safety at Work Regulations – identifying one or more competent persons to oversee workplace health and safety and to support compliance with the regulations.

Getting Started on Your Security Policy and Plan – identifying potential threat of, and impact arising from, security related issues, such as vandalism, arson, cyber-attack, a serious incident involving a weapon or terrorist attacks.

Risk Assessment - identifying internal and external security risks, Guidance Potential security threats and preventative measures can be found [here](#)

Guidance on school trips can be found [here](#) and Visits and the threat of terrorism can be found [here](#)

Building Partnerships - You should establish and maintain relationships locally and work in partnership with the police, local authority and others in the wider community to gather and share security related information. Does the school have a secure email address? This section also contains advice on educational trips, how to support staff to respond to an emergency and cyber incidents.

Preventative Measures – detailed supporting advice and guidance covering:

- [developing dynamic lockdown procedures](#).
- [health and safety advice for schools](#) and [site security](#).
- [good estate management for schools](#)

[Controlling access to school premises](#) provides guidance on handling incidents and restricting access to, and barring of abusive or threatening individuals from, school premises and clarifies what a school is able to do should such an incident occur. Section 85A of the Further and Higher Education Act 1992 enables the removal of a person committing, or who has committed, an offence of nuisance or causing a disturbance when on premises of colleges, 16 to 19 academies and institutions maintained by local authorities that provide FE and HE.

Guidance on Controlling access to school property can be found [here](#) (when and how to ban individuals from entering the school premises)

[Searching, screening and confiscation at schools](#) makes clear that where a headteacher or an authorised member of staff has reasonable grounds for suspecting that a pupil may have a prohibited item in school, they have statutory powers to search pupils and their possessions without consent and can seize prohibited items found as a result of the search.

[Preventing youth violence and gang involvement guidance](#) for staff in schools or colleges affected by gang or youth violence. When developing an approach, it is recommended that you discuss ways to address youth violence with local police and community safety partners, as well as other local educational institutions.

The [Serious Violence Strategy](#) sets out the government's response to serious violence and recent increases in knife crime, gun crime and homicide.

There is also guidance on [Criminal exploitation of children and vulnerable adults: county lines](#) and [Safeguarding children who may have been trafficked](#).

As part of its response to violent crime the Home Office has also developed a [resource pack for teachers and other professionals working with young people at risk of involvement in knife crime](#).

Counter Terrorism Policing have collaborated with specialists from the PSHE Association and Girlguiding to produce ACT for Youth. The [Run Hide Tell resource pack](#) provides a comprehensive toolkit, including lesson plans, posters and short films.

Managing Risk

- guidance on [Risk management: health and safety in the workplace and Crowded places guidance](#) provide advice on how to manage the risks identified from an assessment. [Controlling the risks in the workplace](#) - guidance on the 5 stage risk management process
- [Bomb threats guidance](#) - guidance on what to do if a bomb threat or other malicious communication is received
- [Mail screening](#) - advice on handling post from the Centre for the Protection of National Infrastructure
- [Counter terrorism e-learning](#) - online course to help individuals within UK businesses better understand and mitigate against terrorism
- Adopt a whole school or college approach - [Creating a culture: how school leaders can optimise behaviour](#) - highlights strategies you can use to design and maintain a culture that prevents classroom disruption, maintains good discipline and promotes students' education, focus and wellbeing
- [Use of reasonable force in schools](#) - provides guidance on the use of physical restraint in schools
- [Searching, screening and confiscation at school](#) - explains the powers schools have to screen and search pupils, and to confiscate items they find

The curriculum - [Police in the classroom - a handbook for the police and PSHE teachers](#), a joint publication by the PSHE Association and the NPCC.

Testing security plans – regularly test plans and procedures

Managing an incident or emergency – Media attention? Contact the Barnet Press office immediately on 020 8359 2640

Business continuity management - [Safety and disaster management guidance](#) covering disaster plans and recovery

Recovery - [post incident support checklist](#) and the [debrief and lessons learned checklist](#) to evaluate and debrief on aspects of your security policy and how to deal with extensive social media and press interest . The NHS has produced a [Coping with stress following a major incident leaflet](#) on how to recognise and deal with trauma after a major incident. Please ensure that you make contact with your LNI to activate support from the Local Authority.

Staff training - Ensure that all health and safety training, safeguarding and Prevent is up to date and that all school policies are communicated effectively.

Emergency incident and planning - The [emergency incident and planning checklist](#) sets out the critical information which should be included in your plans as a minimum.

Further guidance is available on [how schools and other educational settings should plan for and deal with emergencies, including severe weather and floods](#).

In a rapidly changing world where security threats are becoming more prevalent and diverse, it is essential you consider and routinely review your security arrangements, policies and plans. The Self-Assessment Emergency Incident Planning Checklist is an excellent tool and I encourage all school settings including PVI's to utilise it, seeking advice from other services and professionals where required, e.g. Perryn Jasper our Prevent Education Officer perryn.jasper@barnet.gov.uk

This checklist template can be found [here](#).

Information and advice from Perryn Jasper – Prevent Education Officer

Managing Critical Incidents in School – Lockdown.

A critical incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within a school community and which overwhelms the normal coping mechanisms of that school.

The threat from terrorism is serious, but it is important to keep it in perspective. The threat could come for any number of reasons.

- A reported incident or civil disturbance in the local community which potentially poses a risk to the school community
- An intruder on the school site with the potential to pose a risk to pupils, staff and visitors
- A warning being received regarding a local risk of air pollution (e.g. smoke, toxic fumes or gas cloud)
- A major fire in the vicinity of the school
- The proximity of a dangerous dog roaming loose.

There is no statutory obligation for a school to have a lockdown procedure but if you are considering introducing one the main points to contemplate are:

- Use current resources and share best practice with other local schools. Keep it in proportion, there is no need to spend hundreds of pounds on a new alarm system or special locks
- You will not be able to mitigate every area of threat, but preparation will be able to reduce the negative outcomes
- Keep your plan simple.

Please contact me should you need further information or assistance.

Schools Guidance following a terrorist attack.

It is natural that young people will react differently to incidents such as the recent London Bridge stabbing. Some will be frightened (especially if in London), others confused, while others may be caught up in conspiracies such as “it never happened”

- Reassure your students – Try and reassure your students that the probability of any member of the public to be caught up in a terrorist attack continue to be low.
- Discourage students from sharing video footage and imagery from the attack or sharing the attackers name – terrorists aim is to gain notoriety for themselves and their unspeakable acts of violence by traumatising communities and spreading fear and a hate-filled ideology. Not sharing such content is taking a stand against terrorism.
- Do not speculate – use facts found reliable sources when explaining the incident to students and be clear on what is not yet known to avoid false rumours from spreading.
- Address and challenge possible blame culture among students – no child or young person should be made to feel isolated or like they must ‘defend their community’ as a result of such a hateful act. Terrorists want to divide communities through their acts of violence, focusing on a message of unity will undermine their efforts.
- Consult the brief PSHE Association guidance on discussing a terrorist attack for [primary](#) and [secondary](#) schools

Questions you may wish to explore with pupils

- How do we feel about what has happened?
- Do we all have the same feelings about what has happened, or are our feelings different?
- What kinds of things/who might affect our feelings? (e.g. family, media, others’ attitudes, values etc.)
- Are there any people in our community who may be feeling afraid or anxious now?
- What can we do to make sure that everyone in our school community feels supported and safe?
- How can we help our community stay strong together?

LGfL have launched a new CPD page which includes 5 bite sized CPD advice videos for school staff and governors with answers, guidance and discussion starters that will help with practical Prevent duty requirements on a day-to-day basis. There are some videos for all-staff meetings and others for SLT and governor meetings. Watch them at implementprevent.lgfl.net

5. Harmful Practices

'Harmful Practices' is an all-encompassing term used by the United Nations to categorize forms of violence or ritual discrimination, primarily committed against girls and women, that have become culturally normalized.

There is no comprehensive list of harmful practices, however some of the most common include:

- Female genital mutilation (FGM)
- Child and forced marriage
- "Honour" crimes
- Female infanticide
- Bride kidnapping
- Stoning
- Polygamy
- Virginity tests

When you are devising your RSE curriculum, please ensure (age appropriate) that FGM, honour killings and forced marriage are firmly included.

Forced marriage

Video found [here](#).

This is an excellent video mainly focusing on people with learning disabilities. This video covers:

- Forced marriage for men and women
- Why force marriage happens
- The effects on the victim
- The law
- What professionals can do and;

How professionals can support families with children with SEND to not have to consider forced marriage.

Witchcraft and religious harmful practises

Witchcraft or religious practices such as exorcism are also considered under the 'harmful practices' banner. As highlighted in my training to schools, the recent conviction for FGM also incorporated disturbing witchcraft and cultural practice.

Witchcraft is not seen as a cause of FGM, FGM happens because girls are generally not valued as much as boys, supernatural beliefs and practises are not gendered related. If parents are abusive in nature, they will be abusive to both boys and girls. FGM is a gender issue and we need to not confuse the two.

Children murdered over spiritual beliefs in the UK

Victoria Climbié, 11

Died: 25 February 2000, London



It was reported in the news at the time, that a neighbour had heard Victoria's Foster Aunt (we must always remember that this was a private fostering arrangement) calling Victoria a "wicked girl" and that her Aunt had also told pastors that she believed Victoria was possessed by an evil spirit. According to reports two pastors supported her claim, with one saying he would fast on Victoria's behalf and pray for deliverance from "witchcraft, bad luck and everything bad or evil".

We all know that Victoria died after being starved for days while tied up in a black plastic bag, with her hands and feet bound, lying in her own excrement, without heating between being beaten and burned. The autopsy found 128 separate injuries and scars over her body.

Ayesha Ali, eight

Died: 29 August 2013



Ayesha's mother Polly's girlfriend

Polly Chowdhury Kiki Muddar

After Ayesha's father left the family home, Polly embarked on an on-line relationship with Kiki. Kiki was highly manipulative and persuaded Polly that her daughter was possessed by evil spirits.

Eventually Ayesha's mother believed a Muslim spirit guide called "Skyman" instructed both herself and Kiki to abuse her daughter via text messages. Ayesha was found dead in her bedroom at their flat in Chadwell Heath, East London, in August 2013.

FGM and witchcraft – 3-year-old girl subjected to FGM August 2017 (The Independent 16 January 2019)



Parents accused of the female genital mutilation (FGM) of their three-year-old daughter planned to cast spells to “silence” police and social workers. Forty limes containing the names of police officers, social workers and doctors were found with cow’s tongues wrapped in wire, a jar with a picture of a social worker in pepper found hidden behind the toilet in the bathroom and another spell was hidden under the bed.

It is alleged that the girl’s parents enlisted a “witch” to perform FGM on the girl and after she began bleeding heavily, they took her to hospital, where they told medics she had sustained her injuries falling from a work surface on to a cupboard door “while trying to get some biscuits”. While the victim was in foster care, she confided that she had been told to lie about what happened and explained that a woman cut her while her parents held her. She told her foster carer that her parents had told her to say that she had fallen. She later told police that her parents called this woman a ‘witch’ and that her parents held her while the witch cut her.

It is estimated that half of FGM procedures are carried out on girls between birth and the age of five. The ‘spells’ and ‘curses’ were intended to cover up the abuse that had took place and to avoid prosecution as the mother had also written out psalms on forgiveness from the Bible and prayers to Christian saints, asking not to go to jail.

Two previous prosecutions under FGM laws have previously failed, along with a third prosecution for child neglect that included FGM. Police have obtained around 300 protection orders for girls at risk of the practice in the past three years.

According to Leethen Bartholomew, the head of the National FGM Centre (a partnership between Barnardo's and the Local Government Association to tackle the crime). There were 6,195 women and girls recorded by the NHS between April 2017 and March 2018 as having suffered FGM or an FGM-related procedure at some point in their lives, but experts believe that many women's experiences of the procedure go unrecorded. Bartholomew says that while there is no data on the number of FGM cases linked to supernatural beliefs, it is "unlikely to be reducing". He pointed to recent figures showing a surge in child abuse cases (a category that includes FGM) related to faith or belief, including witchcraft and spirit possession. The number of such cases rose by 12% (to 1,630) between 2017-18, according to figures from the Local Government Association.

June 2019 FGM guidance for schools (which links to your school's RSE policy)

This guidance found [here](#) is full of practical advice and useful information for professionals, including a risk assessment and material to support the RSE requirement.

6. Online safety

NSPCC

<https://learning.nspcc.org.uk/media/1747/how-safe-are-our-children-2019.pdf>

How Safe Are Our Children 2019 (NSPCC)?

Ever since 2013, the NSPCC has been collating and compiling data across the four countries of the UK to review the state of child protection. Later this year, the Office of National Statistics (ONS) will publish their first compendium of child abuse data sources for England and Wales. 'The ONS's compendium of child protection data should fulfil much of the need previously met by How safe are our children? This has opened up the opportunity for [the NSPCC] to look in more depth at the ever-evolving issue of online abuse' (How safe are our children? 2019 – online abuse, p7).

The NSPCC report looks at ten indicators:

- Inappropriate content
- Online Sexual abuse
- Online sexual offences
- Child sexual abuse images
- Childline counselling sessions
- NSPCC helpline contacts
- Internet Watch Foundation and industry reports
- Advice seeking and awareness
- Taking actions to stay safe online
- What needs to be done to improve online safety

Key messages include:

- 16 per cent of surveyed primary school-aged children and 19 per cent of surveyed secondary school students said they had seen content which encouraged people to hurt themselves
- 21 per cent of surveyed girls aged 11 to 18 said they had received a request for a sexual image or message
- A disproportionately high number of counselling sessions about online sexual abuse involve girls (72 per cent) and children in the 12 to 15-year age group (57 per cent)
- In 2018/19 there were 1,507 contacts to the NSPCC helpline where online sexual abuse was the main concern, a 19 per cent increase since the previous year
- 41 per cent of 11 to 18-year olds surveyed said that they thought websites, apps and games weren't doing enough to keep them safe online

NSPCC On-line safety resources found [here](#) (how safe are your children?) and Learning from serious case reviews [here](#)

Online abuse: learning from case reviews (NSPCC)

In addition to the online harms report from the NSPCC referred to above, they have also looked at all the case reviews published since 2008, where online abuse was a key factor. In these reviews the children died or were seriously harmed in the following ways:

- suicide following cyberbullying
- death or serious harm following accessing harmful content online
- online grooming leading to sexual abuse and exploitation
- vulnerable parents targeted by abusive adults via dating websites and social networking sites
- children sexually abused in order to share images of child sexual abuse online
- contact child sexual abuse by perpetrators who had previously been known to police for sharing child sexual abuse images online

The researchers identified the following risk factors:

- People can control the way they present themselves online
- Children can access the internet with unsupervised contact
- Online communities make it easier for abusive adults to contact children
- Online contact between professionals and children
- Risk-taking behaviour by young people
- Exposure to harmful content
- Lack of awareness and understanding by professionals

Vulnerable Children in a Digital World – a focus on Children who are Looked After

Adrienne Katz & Dr Aiman El Asam, in partnership with Internet Matters

The Good Childhood Report shows that 18% of children live with seven or more serious problems, such as fear of crime, domestic violence and emotional neglect. One in five children do not have stability because of residential transience. More than a quarter live with a parent who has a mental health difficulty while almost 10% act as young carer.

This survey found that internet avoidance is reported by some children, mainly young girls, who fear the digital space because they have heard scare stories about what could happen to them. *'Someone could find me and take me away.'* They become less skilled or confident, as their peers become better at solving problems and more adept at spotting scams and assessing risks.

Look After children

This survey revealed that this group least satisfied with the quality of the online safety education they had received, with 31% saying it was not good enough.

Reason why this group weren't satisfied

- They are three times more likely than their peers to try and get around blocks or filters,
- Seven times more likely to have had their personal details hacked or stolen.

Of this group 45% were using chatrooms and they tended to overshare, posting personal information about themselves.

Looked after children are 7 times more likely than other children to have their personal details hacked or stolen.

Looked After and who are Young Carers (Learning from Case Reviews)

Research shows that Looked After Children and Young Carers are, other than children with mental health problems, the groups most likely to be uploading photos and images of themselves and therefore are significantly more at risk of an array of online harms than their peers with no difficulties. This research found that Young Carers spent more hours on-line than their peers, again leaving them more vulnerable to risk. This may relate to the need for this group of children to feel some affirmation from the outside world because of the many pressures they are under, not having time with a parent/carer and/or a strong balanced peer group, or indeed not having access to friends due to being moved or caring duties. Banning screen time will not solve the need for a boost to their confidence, instead, when devising on-line safety programs of learning, staff must be aware of who these children are and ensure that material is pitched in such a way, that the messages are effective for this group.

further advice and learning:

- the fostering handbook can be found [here](#)
- Internet Matters website can be found [here](#)
- NSPCC – Keeping children safe can be found [here](#)
- NSPCC – speak out, stay safe can be found [here](#)
- Safer internet teaching resources can be found [here](#)
- Teacher toolkit can be found [here](#)
- NSPCC teaching resources can be found [here](#)

Myth vs Reality: Online Pornography Toolkit (Childnet) Andrew Hall

Childnet have published a new teaching toolkit to explore online issues with young people aged 11-14. Myth vs Reality explores the topics of online pornography, healthy relationships and body image. This toolkit is an extension of their successful practical PSHE toolkit 'Crossing the Line', which aims to generate discussions amongst young people aged 11-14 about their experiences online.

- Myth v Reality can be found [here](#)
- Crossing the Line can found [here](#)
- Sexting in schools and colleges: Responding to incidents and safeguarding young people (UKCCIS) can be found [here](#)
- Safer Internet day this year is 11th February 2020. Information on how to join in can be found [here](#)

7. Child Sexual Violence and Sexual Harassment in Schools and Colleges

You will be aware that on 2 September the Department for Education's revised statutory safeguarding guidance for schools and colleges, Keeping Children Safe in Education (KCSIE) 2019 came into force; it is available on GOV.UK found [here](#).

I'd like to draw your attention to **Part 5 of the guidance**, which was introduced for the first time in September 2018. It covers managing reports of child on child sexual violence and sexual harassment in schools and colleges.

As we are all aware, children can sexually abuse other children and it doesn't only happen in secondary schools; it can take place in primary schools too. Child on child sexual violence and sexual harassment exists in many forms, from calling someone sexualised names, flicking bra straps, lifting up skirts, grabbing bottoms, breasts and genitalia to sexual assault and rape. Sexual violence and sexual harassment can happen online and offline (and in many cases there will be an element of both). Schools and colleges need to know how to identify it, manage reports and support all parties involved. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Sexual violence and sexual harassment are not acceptable, should never be tolerated and should never be seen as an inevitable part of growing up. Everyone who comes into contact with children has a role to play in protecting them.

Detailed advice to support schools and colleges understand, prevent and respond to reports of child on child sexual violence and sexual harassment and how and when to refer cases is available [here](#).

One common error made by schools is that the alleged perpetrator is referred to MASH and the victim is forgotten about. Please always make a MASH referral for the victim as well as the perpetrator.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Part four of this guidance covers responding to reports of sexual violence and sexual harassment

Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any report.

This part of the advice does not attempt to provide (nor would it be possible to provide) detailed advice on what to do in any or every case. The advice provides effective

safeguarding practice and principles for schools and colleges to consider in their decision-making process.

Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role, using their professional judgement and being supported by other agencies, such as children's social care and the police as required.

The police will be important partners where a crime might have been committed. Where a report of rape, assault by penetration or sexual assault is made, the starting principle is that this should be referred on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice approach in these cases.

Referrals to the police will often be a natural progression of making a referral to children's social care. The designated safeguarding lead (or a deputy) should be leading the schools or college's response and should be aware of the local process for referrals to children's social care and making referrals to the police.

We look forward to an increase in the number of Safer Schools Officer assigned to Barnet schools in the next few months. However, if you cannot access the team then you must call 101, or 999 if it is an emergency situation. 101 call are also referred to the Safer Schools Team so they will also be aware of the case and that the school requires assistance.

8. Office Corner

Agency staff

The Barnet LADO has recently been dealing with a case in one of our primary schools where a supply agency had not followed proper Safer Recruitment processes regarding an employee that was placed in the school to work directly with children. The agency did not obtain two references and had not given the employee any safeguarding training other than directing them to read Keeping Children Safe in Education. Please ensure any agencies that you engage with follow robust and effective safeguarding processes. To enable schools to identify where they might need further checks with agencies employed, I have devised a Risk Assessment tool, found here, which schools may wish to use found [here](#). (put in risk assessment)