

Safeguarding News

Summer Term 2019

Foreword

Welcome back to the Summer Term, I hope you all managed to get a good break.

This term's newsletter focuses on; new guidance, updates, Early Help, supporting children through the imminent exam period and Mental Health First Aid. Having one or two trained mental health first aiders in your school will support trained professionals to be confident when encountering young people with possible mental ill health as well as promoting whole school emotional literacy and growth. It is important that every school has at least one Mental Health First Aider. Please take full advantage of the offer of training highlighted in this edition.

We have recently welcomed Early Years in joining Barnet/Cambridge Education, management sitting within School Improvement, therefore newsletters will now include information for these settings.

I have come across many Office Managers that have not had access to the 'office corner' section of these newsletters. This edition covers risk assessments for volunteers. Please ensure that relevant office staff know that there is useful information for them in this section.

With my best wishes for a happy and successful Summer Term.



Jane Morris

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Safeguarding Training

The following face to face safeguarding courses are advertised on Barnet's training portal - <https://fstraining.barnet.gov.uk/cpd/portal.asp>:

- Introduction to Safeguarding (Level 2, previously level 1)
- Promoting the welfare of children – Legal safeguarding (Level 3, previously level 2)
- Child protection – Designated safeguarding lead (level 4-6, previously level 3)

For the online child protection courses we require an email request sent to the childrens.workforce@barnet.gov.uk

Fola Obazee co-ordinates the multi-agency training. If you experience any difficulty accessing this training please make contact with her folo.obazee@barnet.gov.uk.

Training can also be accessed via the BPSI (Barnet Partnership for Schools) web-site.

<https://www.bpsi.org.uk/>

Keeping Children Safe in Education in other languages (LGfL)

All schools must ensure that all staff have read Keeping Children Safe in Education (Part 1). In our diverse schools, some staff may be more comfortable reading in their first language. London Grid for Learning has translated Keeping Children Safe into a number of other languages:

- Arabic
- Bengali
- Cantonese
- Mandarin
- Polish
- Portuguese
- Punjabi
- Spanish
- Urdu

The translations can be found here: kcsietranslate.lgfl.net

Supporting children through exam season – top tips for parents

(Young Minds and Child Line)

Exam season is fast approaching with SATs and public examination on the horizon. We are all aware that mental ill health can be triggered from the stress of exams and the pressure on our children to succeed, anxiety being the most common. ChildLine's recent Exam Stress Survey, 96% of the 1300 who completed the survey felt anxious about exams and revision.

Child Line have produced help and guidance for children and young people.

<https://www.childline.org.uk/info-advice/school-college-and-work/school-college/exam-stress/>

Young Minds have launched advice for parents about supporting their children.

Tips include:

- Encourage your child to take revision breaks and find a balance between studying and doing things they find enjoyable and relaxing.
- Make sure they are eating and drinking at regular intervals.
- Reassure them – reinforce that you are and will be proud of them no matter what happens.
- Remain positive and hopeful!
- Let them know their feelings are valid and normal, but also offer support and solutions where possible.
- Anxiety is often worst at night and this means it is useful to encourage good bedtime routine

You can find out more here: <https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-exam-time/>

The Anna Freud organisation has produced a booklet developed by teachers, clinicians and parents and carers, including the Centre's Parent Champions, to explore a range of innovative ways that schools can help children by successfully engaging with parents and carers. It includes tips as well as case studies that show both parents' and schools' perspectives. Topics featured include "Building rapport with parents and carers", "Having difficult conversations with parents and carers" and "Managing your feelings".

<https://www.annafreud.org/engagingparents/>

Designated Safeguarding Lead Monthly Calendar - Suggested DSL annual schedule of actions Andrew Hall 2019 (adapted)

For those of you that subscribe to Andrew Hall, you will be aware that he circulated a DSL monthly reminder sheet of jobs to do over the academic year. [I have developed this further](#) to reflect Barnet procedures and our developing practices.

All schools are working on different timeframes for different activities (it's a case of how it works best in your school), so please use this and move items around to reflect your own cycle of activities.

Mental Health First Aid



Barnet now has 4 Mental Health First Aid trainers: Jayne Abbott (Mental Health & Resilient Schools Programme Manager), Tim Hoyle (Delivery Commissioner- Public Health), Ruth Cooper (Children's Wellbeing Practitioner) and myself.

To qualify as a Mental Health First Aider delegates must complete a two day course, which at present, is offered free of charge or at an extremely low cost. The course will enable participants to recognise signs of mental ill health in children and young people aged between 8 and 18.

What is Mental Health First Aid?

Mental Health First Aid (MHFA) is an internationally recognised training course, designed to teach you how to spot the signs and symptoms of mental health conditions and provide help on a first aid basis. The course is delivered by a quality assured instructor and can be attended by people aged 16 upwards.

Please contact jayne.abbott@barnet.gov.uk to book training

How is MHFA used to support staff?

The course will:

- Give a deeper understanding of the issues that impact on and relate to people's mental health
- Teach practical skills that can be used every day, including being able to spot the signs and symptoms of mental health issues and feel confident guiding people towards appropriate support.

Independent research and evaluation shows that taking part in an MHFA course:

- Raises awareness and mental health literacy
- Reduces stigma around mental ill health and feel confident guiding people towards appropriate support
- Boosts knowledge and confidence in dealing with mental health issues
- Encourages people to start a conversation with a person who may be experiencing a mental health issue
- Promotes early intervention which enables recovery MHFA won't teach you how to be a therapist, but you will be able to say you're a Mental Health First Aider.

What will I learn on a two day MHFA course?

Our MHFA instructors deliver training in four manageable chunks, each with a focus on how to apply Mental Health First Aid skills.

0-19 Early Help Hubs

Child and Family Early Help 0-19 hubs – South (based at Parkfield Children Centre), West (based at Barnet and South Gate College – Colindale) and East Central (Based at Newstead Children Centre). There are also satellites across the hub areas.

There are weekly multi-agency allocation panels where all, referred by MASH, that require an Early Help Assessment (formerly CAF) are discussed. Lead Practitioners and Teams Around the child are agreed at the panels so that help can be offered straight away.

The Hubs are integrated co-located services and bring the following council services together into integrated co-located teams:

- Early Help Assessments (CAF) - Undertaking Early Help Assessments and acting as the Lead professional for a family
- Family Resilience Workers - Universal Plus Family Resilience Support, Evidence-Based Parenting Group Programmes, Evidence-Based Therapeutic Group Programmes for women and children
- The Safer Families project
- Parent-child Mediation
- Children and Young People's Wellbeing Programme
- Children's Centres
- Childcare
- The Targeted Youth Service
- Child Wellbeing Team and CAMHS in schools

Partners are co-locating and co-delivering services to ensure there is integrated delivery of Early Help offers across the 0-19 age. The Early Help Offer is underpinned by the Troubled Families Programme.

[Attached is the list of schools by locality](#) of 0-19 Hubs. Please ensure that you have made links with the manager of your local hub. The Hubs are a good source of advice and support providing many services and a wide range of professionals.

CAMHS in Schools

Attached is a [CAMHS in Schools poster](#), it contains information on this service and contact details. Please store this information for future use (I suggest that you keep a copy in your safeguarding file).

<http://www.behcamhs.nhs.uk/about-us/barnet-camhs.htm>

On-Line Safety

Swiggle is a child-friendly search engine from the Online Safety experts at SWGfL. Swiggle enables better targeted searches of the internet for images or content. Swiggle can be used on computers in school, and at home.

Find out more here: <https://swiggle.org.uk/teachers/>

Kiddle is another 'child-friendly' search engine from America. <https://www.kiddle.co>

Protecting children from harmful sexual behaviour – updated guidance from the NSPCC (NSPCC) Andrew Hall

The NSPCC have update their guidance and support information around harmful sexual behaviour. Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive (derived from Hackett, 2014).

The guidance covers:

- Introduction
- Recognising
- Responding
- Prevention
- Direct work
- Guidance
- References and resources

One of the most often used tools to identify harmful sexual behaviour is published by Brook, the sexual health charity. Their website includes a range of resources, including scenarios that can be used in training.

We know that one of the greatest challenges for safeguarding children and young people is around sex, but adults, often find it hard to have discussions between themselves about the topic, let alone between parents and children. The Brook Traffic Light Tool scenarios are a good way to instigate those discussions.

The Traffic Light Tool can be found here: <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

Early Years

Key documents

- Inspecting safeguarding in early years, education and skills settings - Ofsted, 2018

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015/inspecting-safeguarding-in-early-years-education-and-skills-settings>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/754198/Inspecting_safeguarding_guidance_061118.pdf

EYFS statutory guidance

<https://foundationyears.org.uk/eyfs-statutory-framework/>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

- Working together to safeguard children - DfE, 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers - DfE, 2018

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

- What to do if you're worried a child is being abused: advice for practitioners - DfE, 2015

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

- Safeguarding children and young people and young vulnerable adults policy - Ofsted, 2018

<https://www.gov.uk/government/publications/ofsted-safeguarding-policy/ofsted-safeguarding-policy>

Updates – on-line safety

https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners?mc_cid=e1afbf2311&mc_eid=b1e16e8056

On-line safety guidance for managers in EYFS

https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers?mc_cid=e1afbf2311&mc_eid=b1e16e8056

Training provider for safeguarding in early years settings:

Helen Elliott helenelliott56@gmail.com

Malicious Communications Act 1988

Over the last couple of months, I have been receiving reports from schools and the police of young people sharing inappropriate images, videos and messages via social media, the most prevalent of which being WhatsApp groups, the Christchurch streaming being the most recent to create a large spike in activity. The severity of these actions now find some students currently being investigated for criminal offences.

I thought now would be a good time to remind parents and students of their responsibilities and the risk of receiving criminal convictions if engaged in this kind of activity. Please could you either place some information in your next newsletter or possibly in your advice and guidance for parent's section of your websites.

“Viewing, downloading or disseminating extremist material within the UK may constitute an offence under Terrorism legislation, this includes sharing videos of violence such as the New Zealand attack a short while ago.”

The Malicious Communications Act 1988 makes it illegal to "send or deliver letters or other articles for the purpose of causing distress or anxiety". This applies to electronic communications, including all social media platforms, meaning that internet trolls (a member of an online social community who deliberately tries to disrupt, attack, offend or generally cause trouble within the community by posting certain comments, photos, videos, GIFs or some other form of online content.) can be arrested and charged. This includes Cyber Bullying.

The age of criminal responsibility in England and Wales is 10 years old.

The legal age for young people to hold the following social media accounts:

- WhatsApp is 16
- Instagram is 13
- Twitter is 13
- Snapchat is 13

Persons engaging in Internet trolling or sharing inappropriate information are immediately committing an offence and liable to the following:

- Prison for six months or
- A fine of up to £5,000

Specifically, the Act "deals with sending to another person any article which is indecent or grossly offensive, or which conveys a threat, or which is false".

The Communications Act 2003 covers offensive and threatening messages sent over a "public" electronic communications network.

“Sending by means of the Internet a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or sending a false message by means of or persistently making use of the Internet for the purpose of causing annoyance, inconvenience or needless anxiety is guilty of an offence liable, on conviction, to imprisonment. This wording is important because an offence is committed as soon as the message has been sent: there is no need to prove any intent or purpose.”

If you require any further advice in relation to these acts please contact Perryn Jasper, Prevent Education Officer.

Perryn Jasper

Prevent Education Officer (020 8359 7371)

Private Fostering

It is important that DSLs remind all staff of the possible signs that a child is being privately fostered, and their duty to report private fostering arrangements to either the DSL of the school or report directly to MASH.

Private fostering is when a child under the age of 16 (or under 18, if the child is disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility or a relative in their own home. A child is not privately fostered if the adult caring and accommodating them has done so for less than 28 days and does not intend to do so for longer.

The 1989 Act goes onto state:

Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Exemptions to this definition are set out in Schedule 8 to the Children Act 1989.

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

Possible signs that a private fostering arrangement is in place:

- Is new to the school – Admissions process is followed
- Mentions their living arrangements
- Is accompanied to school by an unfamiliar adult
- Goes missing from education for a concerning length of time
- Or their carer(s) are vague about the child's living arrangements, education, needs, etc
- Has come from overseas and has asked what the purpose of the visit is and if their parents came with them
- Is an unaccompanied asylum seeker
- Has been trafficked.

[I have adapted The School Bus Private Fostering model policy.](#) There is no requirement to have a separate policy. Schools may find it useful to have this policy or use it to enhance the content of their Child Protection Policy.

A date for a Breakfast Briefing on Private Fostering will be announced shortly.

Office Corner

Volunteers

All volunteers should have a risk assessment in place which determines their suitability and level of safeguarding checks e.g. DBS. This also applies to all School Governors.

KCSIE 2018

A [link](#) has been added to help schools and colleges identify whether the position they are recruiting for fits the 'child workforce' criteria used when completing the 'Position Applied For' field on a DBS application form.

If a school or college undertakes a [risk assessment](#) when deciding whether or not to obtain an enhanced DBS certificate for a volunteer, they should record the details of the risk assessment. They are free to determine where to store this information.

The duty to secure enhanced DBS certificates with barred list checks for governors engaging in **regulated activity** extends to volunteer governors engaging in regulated activity.

Academy trusts are required to check that members are not barred from taking part in the management of the school as a result of a section 128 direction.

- If you're recruiting governors, check with [TRA Teacher Services](#) to check they are not subject to a section 128 direction.
- Remember, all checks for all prohibitions, directions, sanctions and restrictions can be carried out for free by logging into the secure access portal on the Teacher Services' [webpage](#).
- Obtain references prior to interview and don't accept open testimonials. Vet information that comes directly from the candidate or from an online source.