

# Safeguarding News

*Spring Term 2017*

## Foreword

Welcome back to Spring Term and I hope you have all had a good break.

As we approach Safer Internet Day 7 February 2017, I thought that on-line safety should be the main theme of this term's Newsletter. Enclosed you will find information on how to join in with Safer Internet Day and web-sites to support students learning how to keep safe on-line.

I would value any feedback regarding this newsletter, and any good practice that DSL's would consider sharing with our community of schools.



## Contents

- 1. Safer Internet Day - Tuesday 7 February 2017**
- 2. Thunderclap**
- 3. New 'Growing up Digital' report from the Children's Commissioner**
- 4. Grooming and Child Sexual Exploitation**
- 5. Support and guidance for professionals when dealing with on-line incidents**
- 6. Sexting (youth produced sexual imagery)**
- 7. WRAP Prevent Training**
- 8. SchoolSafe**
- 9. E-Learning**
- 10. MASH Consultation Line**
- 11. Families Travelling to Conflict Zones**
- 12. Children in Need**
- 13. Frequently Asked Questions**

## 1. Safer Internet Day – Tuesday 7 February 2017

*Theme - 'Be the change: Unite for a better internet'.*

The day offers the opportunity to highlight positive uses of technology and to explore the role we all play in helping to create a better and safer online community. It calls upon young people, parents, carers, teachers, social workers, law enforcement, companies, policymakers, to join together in helping to create a better internet.

To find out more about the day visit:

- <http://www.saferinternet.org.uk/safer-internet-day/sid-2017/about-safer-internet-day-2017>

The UK Safer Internet Centre has produced Education Packs and complementary SID TV films tailored for 5 to 7s, 7 to 11s, 11 to 14s, 14 to 18s and parents and carers. These can be accessed through this web address:

- <http://www.saferinternet.org.uk/safer-internet-day/sid-2017/education-packs>

Andre Hall has put together a [useful resource pack](#) for parents and carers to support the message of this day.

## 2. Thunderclap

Schools may also wish to take part in the 'Thunderclap' being organised by the UK Safer Internet Centre.

The Thunderclap campaign makes waves when the message is shared by as many supporters as possible simultaneously. You can support the Thunderclap campaign with your Twitter, Facebook or Tumblr accounts, by granting Thunderclap permission to post on individual accounts.

To join in with the 'thunderclap' go to:

<http://www.saferinternet.org.uk/safer-internet-day/sid-2017/join-social-media-campaign/thunderclap>

### 3. New 'Growing up Digital' report from the Children's Commissioner

[This report](#) by Anne Longfield, Children's Commissioner for England, is focused on 'building on-line resilience' in children and explores issues and makes recommendations for:

- Digital citizenship program
- Easy to understand terms and conditions for children signing up to social media sites
- Children having more power to tackle social media companies by appointing a digital ombudsman to mediate between them over the removal of content.

### 4. Grooming and Child Sexual Exploitation

#### **Primary - Alright Charlie**

*(produced by the DfE and Blast Project)*  
*(appropriate for year groups 5 and 6)*

This resource is designed for use with children aged 9-11 in primary schools and aims to highlight the warning signs of grooming in an age appropriate way. The film is seen through the eyes of Charlie who is groomed by Danny. The resource was designed in consultation with CSE professionals, primary schools teachers and children in years 5 and 6 in primary schools. The resource is accessible to girls AND boys with the viewer never discovering Charlie's gender.

Currently the resource can be found on YouTube and on the Blast website as a free download.

It is very important the teacher guidance is read before delivering the session.

The work book and teacher guidance to accompany the resource is available to download for free [from the Blast website](#). Please also see:

- [Work book](#)
- [Video](#)

Please note that this material is 'hard hitting' and quite frightening but it definitely gets the point across. You may wish to seek parental consent to use this material.

### **Secondary - Kayleigh's Love Story**

*(appropriate for year 7 and upwards)*

Kayleigh Haywood began speaking to Luke Harlow, a man she had never met, on 31 October 2015.

Over the course of 13 days they exchanged 2643 messages. Harlow told the 15-year-old all the things many teenage girls want to hear. He told her she was beautiful, how much he cared for her and that she was special. Harlow was grooming Kayleigh, along with two other young girls he had also been speaking to. But it was Kayleigh that finally agreed to his requests to spend the night of Friday 13 November 2015 at his house.

She spent the next day with him too, and in the early hours of Sunday 15 November, having been held against her will by Harlow and by his next door neighbour Stephen Beadman, Kayleigh was raped and murdered by Beadman.

Leicestershire police have made a video about the last two weeks of Kayleigh's life. It clearly demonstrates the grooming process and the consequences of not keeping safe.

This video can be accessed through [YouTube](#) or [The Leicestershire Police website](#). The police site also has the film in different languages.

### **5. Support and guidance for professionals when dealing with on-line incidents:**

- <http://www.saferinternet.org.uk/professionals-online-safety-helpline>

## 6. Sexting (youth produced sexual imagery)

Sexting is a subject that must be treated as a Child Protection issue. Children and young people must also receive education on the criminal and future implications of producing and/or sharing indecent images of themselves and others.

The UKCCIS (UK Council for Child Internet Safety) has produced guidance for schools:

[Sexting in schools and colleges: responding to incidents and safeguarding young people](#)

*This advice covers:*

- *Responding to disclosures*
- *Handling devices and imagery*
- *Risk assessing situations*
- *Involving other agencies, including escalation to the police and children's social care*
- *Recording incidents*
- *Involving parents*
- *Preventative education*

*'This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under-18s is also illegal.'*

*Although the production of such imagery will likely take place outside of school and college, these issues often manifest in schools, colleges and organisations working with children and young people. Schools, colleges and other organisations need to be able to respond swiftly and confidently to ensure that children are safeguarded, supported and educated.*

*This advice aims to support schools in developing procedures to respond to incidents involving youth produced sexual imagery. It also*

*signposts sources of resources and support.*

*These procedures should be part of a school's safeguarding arrangements and all incidents of youth produced sexual imagery should be dealt with as safeguarding concerns.*

*'The response to these incidents should be guided by the principle of proportionality and the primary concern at all times should be the welfare and protection of the young people involved.'* **UKCCIS**

### **'Sexting' in schools: advice and support around self-generated images - What to do and how to handle it'**

This is excellent practical advice for school staff on how to handle an incident of inappropriate material on an electronic device.

- <http://www.parentsprotect.co.uk/files/Sexting%20in%20Schools%20eBooklet%20FINAL%2030APR13.pdf>

Please ensure that 'Sexting' is covered in your school's Child Protection Policy and reference is made to UKCCIS.

### **Education on 'Sexting' and Online Safety**

Childnet and other charities have produced resources to help teach children and young people about the dangers and consequences of inappropriate on-line behaviour.

- <http://www.childnet.com/ufiles/Crossing-the-Line---full-pdf.pdf>
- <http://www.saferinternet.org.uk/advice-centre/teachers-and-professionals/teaching-resources/sexting-resources>
- <https://www.internetmatters.org/schools/secondary/>
- <https://www.internetmatters.org/schools/primary/>
- <https://www.tes.com/teaching-resource/sexting-lesson-plan-with-activities-6111220>
- <https://ikeepsafe.org/about/>
- <http://www.digitalcitizenship.nsw.edu.au/> (teaching games for all age groups)

## 7. WRAP Prevent Training

Some schools have already ensured that all school staff have had Prevent E-Learning in the form of a package called [Channel General Awareness Training](#). It is produced by NCALT on behalf of the College of Policing. If your staff have completed this training please ensure that the completion certificates have been filed appropriately for evidence of training.

The Home Office has produced [E-Learning WRAP Training](#) which may replace the need for staff to attend face to face WRAP Training. I strongly recommend that **all school staff** access this training and that a record is kept, by the school, of staff members that have completed WRAP E-Learning.

This training takes 45 minutes and, if preferred, can be done in groups with each participant signing the printed certificate. If you have any problems with this web-site please contact Ben Taylor.  
[ben.taylor@barnet.gov.uk](mailto:ben.taylor@barnet.gov.uk).

## 8. SchoolSafe

SchoolSafe is a system that enables schools to share information regarding student safety in the school's vicinity.

Recently there have been a few hiccups with SchoolSafe. However, I have been assured that we should continue to report whole school safeguarding incidents using the instructions below.

Education and Skills have created a generic inbox, [schoolsafe@barnet.gov.uk](mailto:schoolsafe@barnet.gov.uk), which we will use to monitor incidents/concerns relating to school safety and where applicable offer support and advice.

*Please note: We aim to get messages to schools before 2.30pm. In order to achieve this SchoolSafe must be alerted at the earliest opportunity available to you.*

In the event of a SchoolSafe incident please follow these instructions:

**1. The school must report any incident to the Safer Schools Team**  
(please email both addresses)

Schools Office - 020 8733 5857

[SX-Schools@met.pnn.police.uk](mailto: SX-Schools@met.pnn.police.uk)

[SXMailbox-.Schools@met.pnn.police.uk](mailto: SXMailbox-.Schools@met.pnn.police.uk)

You will need to give police:

- A full description of the incident
- The name and contact details of the person who alerted the school
- The name of the school, who the Lead in the school is for this incident and their contact details

*NB. If you are unable to raise the Safer Schools Team please contact and report the incident to telephone number 101 where you will receive a CAD number.*

**2. After contacting the police the school should then send an e-mail to [Schoolsafe@barnet.gov.uk](mailto: Schoolsafe@barnet.gov.uk)**

This e-mail to SchoolSafe must contain:

- The police incident number or CAD number
- The name and contact details of the Police Officer involved
- A description of the incident that has been verified by the police
- The contact details for the person dealing with the incident at the school for Barnet SchoolSafe to liaise with

**3. On receiving a SchoolSafe message, the SchoolSafe Team will contact the Safer Schools Team and the Council Press Office.**

This is to ensure clarity and consistency of information sharing.

**4. The School will then receive an e-mail from SchoolSafe**

The email will contain a message that can be used to communicate with parents:

*'Please send a text message to parents/carers advising them of a SchoolSafe message on the link provided'*

## 9. E-Learning

Barnet Children's Workforce Team provide on-line training covering a range of Safeguarding and Child Protection topics including:

- CAF and MASH thresholds
- Safeguarding and Child Protection
- Domestic Violence/abuse
- Managing allegations against staff
- Forced Marriage and Honour Based Violence/abuse
- Child Sexual Exploitation
- Prevent

Courses can be accessed via this web-site:

- <https://www.barnet.gov.uk/wwc-home/workforce-development/learning-and-development-opportunities/interagency-training-programme/interagency-training-schedule.html>

Contact: Gail Williamson on 020 8359 6389

## 10. MASH Consultation Line

The consultation line is now open every day 11am to 12noon. The contact number is 020 8359 4336.

This service enables you to talk to a Social Worker if you are unclear of whether to make a MASH referral or if you just need advice.

## 11. Families Travelling to Conflict Zones

This is a reminder that if schools are concerned that a family may be travelling to a conflict zone, this is a safeguarding/child protection issue and therefore must be reported to MASH in the usual way. Schools can also check [Foreign Office travel advice](#) to further inform the referral to MASH.

## 12. Children in Need

Ofsted has a new focus on the educational attainment of all children in need of social care intervention (CIN), not just children in care (LAC). This is due to a study that took place in 2015, identifying that children in need (excluding LAC) achieve worse educational outcomes than some sub-categories of LAC. The definition of CIN includes all children in contact with social care (not just those on a child protection plan), children with a disability and children with SEND.

Section 17 of the Children Act 1989 defines a child in need (CIN) as a child:

- who is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of additional services;
- or a child whose health or development is likely to be significantly impaired, or further impaired, without the provision of services;
- or a child who is disabled.

I have been informed by Family Services and the School Improvement Service that it is good practice for all schools to track the progress of CIN in the same way that they would do for LAC or children with SEND.

## 13. Frequently Asked Questions:

### **Whole school training**

Whole school Level 1 (Raising Awareness) Training is NOT required every year. The DfE requirement is that schools increase their knowledge on aspects of Child Protection and Safeguarding on an annual basis, taking a Safeguarding theme, e.g. Prevent, Child Sexual Exploitation etc. and build on existing knowledge. One way to demonstrate how you identify and explore the theme(s) you chose would be to use the audit tool. I recommend that Level 1 takes place every three years.

### **Prohibition checks**

I recently made an enquiry directly to the DfE to gain some clarity on this subject. This is the advice I received:

‘There is no statutory requirement for a prohibition check to be made on applications for any school staff position, unless that person will carry out unsupervised/undirected teaching work. This means that, generally when appointing into teaching assistant positions prohibition checks will not be required. However, schools can choose to undertake additional checks to those required by legislation to ensure an individual’s suitability, for example where someone applying for a TA role indicates that they have QTS or have previously worked as a teacher. If a school intends to do this, they might want to be open about this in the application process so that it is seen as fair and transparent. Schools must record prohibition checks on the Single Central Record (SCR).’

### **Overseas checks**

If candidates have previously lived and worked in the EU, schools are still required to conduct ‘overseas checks’.

### **Child Protection Policy**

Schools have been requesting that Barnet produce a model Child Protection Policy. As some of you will be aware, I am not keen on Barnet schools using the same policy as I feel this devalues the purpose of the policy and will not accurately demonstrate the commitment Barnet schools have towards safeguarding their pupils and staff.

However, as a vehicle for information and emergencies I agree that a model policy would be helpful. Therefore, I have taken ‘The Bus’ model Child Protection Policy and inserted the Barnet context where appropriate.

Please see the document that was attached to the original email.