

Safeguarding News

Autumn Term 2019

Foreword

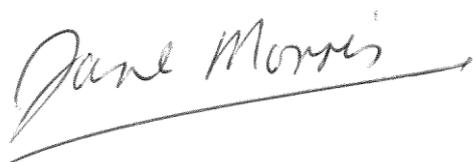
Welcome back and I hope you had an excellent break. As usual for the Autumn term newsletter, there is information on the updated Keeping Children Safe in Education which came into force Monday 2 September 2019. Please ensure that all policies reflect the updated version. A new model Child Protection Policy (adapted from The School Bus policy) [can be found here](#). I have highlighted all new requirements in yellow, please ensure that your policy incorporates these areas. New Safeguarding audit tools ([2019 Safeguarding Audit](#), and [2019 Buildings Safeguarding Audit Tool](#)), reflecting the updated guidance, can also be found here.

Throughout the new KCSIE the key theme is contextual safeguarding. As with the new Ofsted Inspection Framework, the theme is linking learning and delivery with whole school safeguarding issues, and an understanding of individual pupil needs matched to specific services and providers. This requires schools to hold and analyse safeguarding data and have detailed knowledge of pupils that are at risk or potentially at risk.

This new guidance also feeds into guidance on exclusion from school as it gives clear advice on handling allegations of sexual assault or rape from the perspective of process and safeguarding arrangements. The 2019 School Inspection Handbook, which has also been updated and referenced in this edition, highlights how Inspectors will form a judgement on the use of exclusion and 'off rolling' in the context of safeguarding.

There is nothing new that staff need to learn, however, there is new legislation on the activity of 'upskirting'; and governors will need to ensure that they are aware of the new Local Authority arrangements (the move from the Barnet Safeguarding Children Board to the Partnership, BCSP) including who the members of the Leadership Forum are. New information, including the latter and the new Relationship Sex Education guidance is covered in this edition.

I would like to take this opportunity to welcome Barnet's Private Voluntary and Independent Nurseries to our safeguarding community. I look forward to working with you all and hope that you all have a happy and successful year.



Jane Morris

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1. Breakfast Briefings, Training and Workshops

Breakfast Briefings

The first briefing, to be held 16th October 2019 8am -10am at East Barnet School, will cover:

- Contextual and themed issues that young people and children in the borough
- How we can build on our partnership to tackle the presenting issues
- Trusted relationships project
- New referral pathways to 0-19 hubs

This briefing will be followed a few weeks later with a workshop style session at Unitas Youth Centre looking at building our partnership, to tackle the emerging and presenting issues, with schools and other service providers.

This first briefing is so important as our environment is changing and the pathways to access early help have been restructured. Unfortunately, this is a one off event. Please e-mail me if you would like to book a place jane.morris@barnet.gov.uk

Future briefings will cover:

- Recording systems – CPOMs vs My Concern and make your own.
- What to do if a parent picks up children under the influence of alcohol or drugs.
- Further work on contextual safeguarding
- Mental health
- Suggestions from the floor.

We will need the varied experiences of our group to cover some of the items, so if you wish to volunteer to present please contact me.

Training for staff – Level 3 and on-line level 1

For face to face Awareness Training and Designated Lead Training please contact BPSI, web-site found [here](#).

For the online child protection courses, an email request is required and sent to the childrens.workforce@barnet.gov.uk

Prevent and Related Training/Workshops

Prevent Workshop “Safeguarding Individuals from the risks of Radicalisation”

This short workshop has been designed specifically for professionals looking to further their understanding of radicalisation and how to safeguard individuals at risk of being drawn into terrorism.

CARE Training - Capacity Against Radicalisation and Extremism (60-90 minutes)

- 10am, October 10, 2019
- Hendon Town Hall

Free Workshop Raising Awareness of Prevent (WRAP) for professionals

WRAP is a workshop that explains the radicalisation process, how to identify at-risk

students, how to raise concerns and what an appropriate response looks like. It is an introductory workshop into how the Prevent Strategy supports and protects those people that might be susceptible to radicalisation, ensuring that individuals and communities have the resilience to resist violence and extremism.

The session introduces all educational staff to the Prevent team and the resources available to aid the support of pupils displaying concerning behaviour, if they meet the threshold for Channel or not.

Sessions take approximately 50 minutes to deliver, involve local and national changes to safeguarding risks and can include a short prelude to gang culture.

The training is fully funded by the Home Office.

Building Resilience to Online Hate and Extremism

This is a free workshop for students, years 5 to 13.

The assemblies and classroom information sessions focus on Propaganda; fake news, conspiracy theories, biased reporting and disinformation. We explore how to determine false from real news, look at examples of where people have found themselves receiving criminal records by not critically processing the information they receive and how modern technology is used to manipulate vulnerable people.

The sessions can also include the Malicious Communications Act and others that cover cyber bullying with examples of Barnet young people who have found themselves in trouble over their social media activity.

Barnet Council Launch Supplementary Schools Register.

Recognising the value that supplementary Schools add to our communities and anticipating a DfE national voluntary register and code of practice for providers, Barnet Local Authority have launched a local voluntary register that will attract the following benefits.

- Preparation for anticipated national voluntary Code of Practice. In future parents may use this register to choose which provider they select to educate their children out of mainstream schools. Child Protection and Safeguarding will be a strong focus.
- Termly newsletters which will contain the latest up-to-date information regarding, safeguarding advice, grant funding and other free resources.

- Free training for teachers and leaders.
- Free access to advice and guidance from a range of teams across the Local Authority.
- Free training sessions for pupils and parents in areas such as online safety, building online resilience and critical thinking.
- Free support for developing safeguarding policies and procedures with many templates available.
- Awareness workshops for pupils and parents regarding online safety, social media, gaming, fake news, propaganda, conspiracy and biased reporting.
- Opportunities to meet with other providers in peer support sessions.

If any school host after school or weekend education, managed by an external provider please forward this information on so they may benefit.

Free CPD Online Training for professionals which includes a module on cyberbullying

Training modules include:

- What is bullying?
- Bullying and the Law
- Bullying and SEN/disability
- 10 principles to reduce bullying
- Preventing bullying
- Responding to bullying
- Cyberbullying

Each module takes between 30 to 45 minutes to complete. [The training is free to complete](#) online from any computer/tablet.

National Hate Crime Week 12 to 19 October – Free Resources

- <https://www.stophateuk.org/resources/>
- http://report-it.org.uk/education_support

Lots of classroom resources available for both Primary and Secondary.

Safeguarding young people on the autistic spectrum

The National Autistic Society and the DfE have updated guidance to support schools with safeguarding children and young people on the autistic spectrum, which includes information on radicalisation. [Found here](#)

Please contact Perryn Jasper; perryn.jasper@barnet.gov.uk 07856 002 586

2. NEW Keeping Children Safe in Education - September 2019

The DfE has updated Keeping Children Safe in Education, which came into force on Monday 2 September 2019. There are no core changes or new expectations. This update aligns this guidance with other areas of government policy.

The changes are to be found on pages 108 and 109, and include:

- Reference to the Safeguarding Partnerships that should be in place from September 2019 replacing the Local Safeguarding Children Boards (LSCBs)
- References to the new curriculum for Relationships Education, and Relationships and Sex Education, and Health Education
- Reference to the new Ofsted framework
- Reference to the new guidance 'Teaching online safety in school' (see below)

The new safeguarding partners (replacing the Safeguarding Board) and child death review partner arrangements are to be in place by 29 September 2019. Governing Boards and SLTs should make themselves aware of and follow their new arrangements. In response to the new requirement, first set out in Working Together 2017, Barnet Safeguarding Children Partnership Board will now be led by the Leadership Forum which consists of:

- John Hooton - CEO
- Chris Munday – Strategic Director- Children & Young People
- Barry Loader – Detective Superintendent, Head of Safeguarding Barnet Brent and Harrow Boroughs
- Jenny Goodridge – Director of Quality and Clinical Services at Barnet CCG
- Kay Matthews – Chief Operating Officer - Barnet Clinical Commissioning Group
- BSCP Business Manager - TBA

Schools leaders **including school governors** must be aware of the Leadership Forum. For further developing information please ensure that you regularly [view the website](#).

3. Relationship and Sex Education

In March the Department for Education published [new guidance on Relationships Education, Relationships and Sex Education and Health Education](#).

The RSE guidance must be followed and adhered to by all schools including local authority maintained schools, free schools, academies, faith schools, independent schools, special schools and alternative provision including pupil referral units.

Please see this [helpful article from the Family Planning Association](#) (FPA).

BPSI are running a number of briefings over the year on the new guidance. See www.bpsi.gov.uk for more details.

4. The New Ofsted Framework

The new Ofsted Education Inspection Framework Comes into use September 2019. Documents DSLs will need to have regard and reference too are:

- [Education Inspections Framework 2019](#)
- [Inspecting Safeguarding in Early Years, Education and Skills 2019](#)
- [School Inspection Handbook 2019](#)

The Education Inspection Framework (EIF) has four judgements:

- Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management

Personal Development includes:

- British values
- Spiritual, moral, social and cultural development
- Relationships and sex education
- Health education, including safety
- Mental health awareness and support

Safeguarding won't be graded specifically in the new Ofsted Education Inspection Framework for September 2019, but it will be referenced in the Leadership and Management section of the report.

Inspecting Safeguarding in Early Years 2019 - Effective safeguarding is described as:

'Children and learners are protected and feel safe. Those who are able to communicate know how to complain and understand the process for doing so. There is a strong, robust and proactive response from adults working with children and learners that reduces the risk of harm or actual harm to them. Adults working with them know and understand the indicators that may suggest that a child, young person or vulnerable adult is suffering or is at

risk of suffering abuse, neglect or harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance.'

The EIF handbook states, 'when safeguarding is ineffective, this is likely to lead to an inadequate leadership and management judgement'. However, if there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm then a 'requires improvement' judgement may be made.' (School Inspection Handbook 2019 (for section 5), paragraph 269)

Inspectors will be looking for evidence that:

'the provider has a culture of safeguarding that supports effective arrangements to identify learners who may be at risk; which responds in a timely way; and that staff recruitment is managed and any allegations are dealt with appropriately.'

The handbook identifies that by 8am on the first day of inspection, schools must make available to inspectors, a list of safeguarding referrals made to the DSL, and a list of those that were subsequently referred to the local authority, along with brief details of the resolution. There should also be a list of all pupils who cases are open to children's services/social care and for whom there is a multi-agency plan (School Inspection Handbook 2019 (page 16).

Use of the behaviour policy and exclusion from school (Education Inspection Framework)

Inspectors will be looking closely at how the behaviour of pupils is being managed, and the strategies the school has to develop alternative strategies to exclusion. Importantly, inspectors will look for evidence that the school is taking account of any safeguarding risks to pupils who may be excluded.

Where pupils are attending off-site units, inspectors may visit units and assess safeguarding procedures, the quality of education and how effectively the unit helps to improve pupils' behaviour, learning and attendance.

Inspection Handbook 2019

205. If a school uses fixed-term and internal exclusions, inspectors will evaluate their effectiveness, including the rates, patterns and reasons for exclusion and whether any pupils are repeatedly excluded. Schools should have a strategy for reintegrating a pupil who returns to school following a fixed-term exclusion and for managing their future behaviour. Inspectors will consider how well the school is recognising and acting to address any patterns that exist, because

Governors or trustees are responsible for ensuring that the school fulfils its statutory duties and inspectors will consider how well that oversight is being discharged. (para 239) disruptive behaviour or sudden changes in behaviour can be an indication of unmet needs or a change in another aspect of a young person's life.

206. Inspectors will consider whether the school is developing the use of alternative strategies to exclusion and taking account of any safeguarding risks to pupils who may be excluded. Inspectors will recognise when schools are doing all that they can to support pupils at risk of exclusion, including through tenacious attempts to engage local support services.

Inclusion and off-rolling – extracts from the Handbook

254. Schools should have an inclusive culture that supports arrangements to:

- identify early those pupils who may be disadvantaged or have additional needs or barriers to learning
- meet the needs of those pupils, drawing, when necessary, on more specialist support, and help those pupils to engage positively with the curriculum
- ensure pupils have a positive experience of learning and achieve positive outcomes

255. There is no legal definition of 'off-rolling'. However, we define 'off-rolling' as:

The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of 'gaming'.

256. When an inspection finds evidence of off-rolling taking place by our definition, inspectors should always address this in the inspection report. They may, depending on the scale and impact, need to consider it when reaching the judgement. If the off-rolling is lawful, inspectors must be careful to consider the context of the off-rolling and be clear about what impact the off-rolling has had on pupils involved and on the school. There are many different activities that can constitute off-rolling, so there can be no hard and fast rules as to how it should be addressed. However, if inspectors determine the school to be off-rolling according to our definition, then the leadership and management of the school are likely to be judged inadequate.

257. There are other reasons why a school might remove a pupil from the school roll, such as when a pupil moves house or a parent decides, without encouragement or coercion by the school, to home educate their child. This is not off-rolling. If the pupil transfers to the roll of their alternative provision, and this is genuinely in the best interest of the pupil, this is not off-rolling. If a school appropriately removes a pupil from the roll due to a formal permanent exclusion and follows the proper processes, this is not off-rolling. Headteachers have the right to exclude pupils when there are legitimate reasons for them to do so. Used correctly, exclusion is a vital measure for headteachers to use.

258. Dual-registering or dual-coding a pupil in two schools or providers, or using alternative provision while they remain registered at the school, is not off-rolling because the pupil has not left the roll of their school. However, this may still be a form of gaming if it is not in the best interests of the pupil. Managed moves can be an effective tool in breaking a cycle of poor pupil behaviour, but they can also be a form of off-rolling. Managed moves are not off-rolling only when they are genuinely used in a pupil's best interests, within the statutory guidance. If a school uses managed moves, inspectors may ask to see evidence of the ways in which these have been carried out.

259. Inspectors will be interested in high numbers of pupils moving on and off roll, but this may not in itself mean that off-rolling is taking place.

5. Inspecting Safeguarding in Early Years, Education and Skills 2019 - County Lines

Information from Inspecting Safeguarding in Early Years, Education and Skills 2019 found [here](#)

Definition of County Lines

‘situations where children may be trafficked within England for the purpose of criminal exploitation by urban gangs that supply drugs to suburban areas, market or coastal towns and/ or other urban areas.’ (Inspecting safeguarding

Links to other guidance [Criminal exploitation and ‘county lines’: learn from past mistakes, report finds](#) and [Criminal Exploitation of children and vulnerable adults: County Lines guidance](#)

New risks specified in the document include risks linked to using technology and social media:

- online bullying;
- the risks of being groomed online for exploitation or radicalisation;
- and risks of accessing and generating inappropriate content, for example ‘sexting’

6. The signs of effective safeguarding arrangements

Information from Inspecting Safeguarding in early years, education and skills 2019 found [here](#)

- Adults working with [children and young people] know and understand the indicators that may suggest that a child, young person or vulnerable adult is suffering or is at risk of suffering abuse, neglect or harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance’.
- Contextual Safeguarding - Not only are schools aware and assessing risks at home, but also outside the home such as sexual and/or criminal exploitation, radicalisation, bullying and children going missing.
- Children and learners are protected and know how to get support if they experience bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.
- Adults understand the risks associated with using technology, including social media, of bullying, grooming, exploiting, radicalising or abusing children or learners.
- In cases of peer-on-peer abuse, staff should consider what support might be needed for the perpetrators as well as the victims.

- School Staff have the knowledge to identifying learners who may need support with their mental health (paragraph 19); and that children are supported to ‘understand what constitutes a healthy relationship both online and offline, and to recognise risk’.
- ‘Adults understand that children’s poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse’ (page 9).

‘For me this is one of the most important additions to the documentation and it introduces the idea that there is a possibility that ‘poor’ behaviour might be driven by ‘something’ that has happened. I think schools should have clear systems in place, so that any pupil whose behaviour is giving a cause for concern is screened for possible abuse or trauma.’ Andrew Hall

The work of leaders and governors

Inspectors will look at ‘how effectively leaders and governors create a safeguarding culture in the setting’. New aspects that Ofsted want to be assured of include the risk of peer-on-peer abuse. How this is dealt with should be covered adequately in the child protection and safeguarding policy.

The inspection guidance highlights that all staff must understand how to handle reports of sexual violence and harassment between children, both on and outside school premises and that Inspectors will check that staff know what to do.

There is no requirement to have separate training as this should be covered within your normal whole school procedures.

7. Part One of Keeping Children Safe in Education 2019

Found [here](#)

New guidance on UPSKIRTING

The unlawful activity of ‘upskirting’ (KCSIE para 27) has been added to the list of what peer-on-peer abuse may include and is now identified as an offence as of April 2019 under the Voyeurism Act. Anyone convicted will receive a two-year prison sentence and be placed on the Sex Offenders Register.

Upskirting involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders.

Schools and colleges should include information about upskirting in their relevant policies and ensure staff and students understand that such conduct is criminal and instances of it should be reported to the relevant authorities. Some more information about upskirting is available [here](#).

Further information on law and guidance can be found [here](#) and [here](#)

Please ensure that your pupils understand that this is an offence.

8. Serious violence and knife crime

Safeguarding children and young people in education from knife crime March 2019 can be found [here](#)

Para 13. 'The common denominator of pupils who are found carrying bladed objects into school is their vulnerability. Leaders were clear that, almost invariably, these children have experienced poverty, abuse or neglect or are living within troubled families. They may also experience social exclusion due to factors such as their race or socio-economic background. School leaders said that all the pupils who have been permanently excluded because of a knife-related incident had at least one of these characteristics. School leaders also told us that those involved were also more likely to be low attainers academically compared with their peers.'

Early identification of the needs of a child and their family is vital in safeguarding the pupil and their family from serious youth violence. School staff need to understand the link between gang involvement and vulnerabilities. I recommend that schools, if they haven't already done so, have a focus on the prevention of serious youth violence and how staff need to recognise and report any early help requirements of the pupil or their family.

Inspecting Safeguarding in early years - 'Adults understand that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse' (page 9).

Para 16. It is clear that children need help and support to prevent them becoming either victims or perpetrators of knife crime. As such, local responses to knife crime are being framed within the context of the government's Serious Violence Strategy and in London by The Mayor's Office for Policing and Crime's (MOPAC) London Knife Crime Strategy. Both strategies identify that, in addition to law enforcement, multi-agency and partnership work with children is crucial to addressing knife crime that affects them.

Para 17. It is important to note that the issue of relative poverty is an important factor in knife crime among children and young people. The underlying socio-economic drivers behind knife crime cannot be ignored. Wider considerations of the lived experiences of children growing up in poverty and, in particular, in areas with disorder problems, must form part of a multi-agency response to knife crime. This is no easy task.

Para 18. The context within which multi-agency and partnership working takes place means agencies face many challenges. LA children's services are dealing with increasing demand to support the most vulnerable children and many have significantly reduced budgets for preventative services in order to protect specialist social care services.

Safeguarding children and young people in education from knife crime - Lessons from London can be found [here](#)

Information on serious violent crime which outlines the indicators that staff should be aware of with regards to identifying children who are at risk from, or are already involved with, such crime and measures that should be in place to manage risks.

'No single agency, including schools, can solve knife crime on its own. But there are some areas of focus for schools and wider agencies individually, and together, that can be tightened to keep children and young people safer. The areas for consideration include:

- improving partnership working and strategic planning in London
- sharing and promoting good practice in relation to exclusions and managed moves
- coordinating early help and prevention
- improving information-sharing
- teaching the curriculum and supporting children to achieve.'

Practical advice from the Home Office can be found [here](#)

When engaging or devising your own program regarding anti-serious youth violence this guidance has some useful tips on how to access and engage the right provider it can be found on this [page](#)

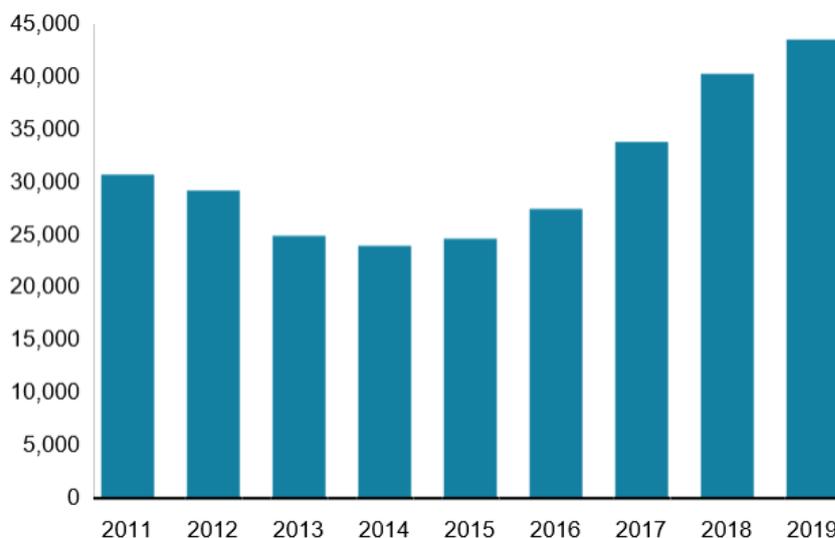
London Children's Services response to serious youth violence and knife crime report found [here](#)

Knife crime statistics July 2019

In England and Wales, there were 618,000 recorded "violence against the person" crimes which caused injury in 2015. The homicide rate in England and Wales from 0.89 per 100,000 in 2015 to 1.23 per 100,000 in 2018.

Total knife offences in England and Wales

Offences involving a knife or sharp instrument



Source: Home Office, year ending March. Figures exclude Greater Manchester.

9. Support for young people and resources for schools

Arts Against Knives - Statement from Joshua Imeure - CEO

'We intervene early to prevent young people from becoming victims or perpetrators of violent crime. We embed creative spaces in London's most isolated communities, co-designed with young people, that build on their strengths and create opportunity. These award winning spaces include a music studio and multiple nail bars, all open 48 weeks of the year. In these spaces our team of creative, highly skilled professionals provide skills training, mentoring and specialist support.

Our spaces have become highly effective reporting mechanisms, enabling young people to come forward about major problems they experience, and access the support they need - putting them in the lead in safe and trusted environments and connecting them with multi-agency support.

What makes our approach special is that we are fully rooted in communities and at the same connected with industry and specialist support. We work with participants long-term as their needs cannot be met through short-term, one-off interventions; we always co-produce our programmes and enable young people to shape the support they need. We build **trusted relationships**, resulting in participants' active engagement: they seek our support when they face significant risks and challenges.'

Joshua Imeure, is the new CEO for Art Against Knives (AAK). Joshua working with Barnet is:

- Mapping young people voices
- Bringing young people into the mapping exercise to hear from them regarding barriers to provisions.

AAK spaces are being utilised by YP, 82% of Young People come to AAK spaces without a direct referral.

Current services being offered:

Nail Bars – open from 1pm to 6:30pm on Mondays

- Girls Space - open 3 days per week across the Borough.
- using space for targeted work. When crisis hit women are returning.
- Dollis Dolls has been at Dollis Valley since 2012 and is opened every week

From September 2019 the AAK/trusted relationships space on Grahame Park will be split into a 10-12year old space being separate from the 12-13 plus space.

For more information open [here](#)

Workshops on knife crime and other themes.

We are currently working with Just Enough to secure funding to run workshops for years 5 and 6 on knife crime. Places will be limited so this resource will be targeted at specific schools. Please keep a lookout for this offer. Just Enough run many different themed workshops and have an excellent reputation for delivering meaningful and fun workshops. Please see the information below which includes feedback from Barnet schools.

About Just Enough – Statement for Ele Girling (Head of Content and Training)

Just Enough UK's mission is to help every child in the UK make sense of the difficult subjects in the world today by delivering fun, educational and child-friendly workshops to schools. Our job is to give children a fun and informative workshop based on each subject matter and inspire them to make the world a better place. Curriculum Links: The lessons support the OFSTED definition of Spiritual, Moral, Social and Cultural (SMSC) development. They also support Healthy Relationships/Managing Risks aspects of the PSHE Associations recommended curriculum.

Our presenters are rated excellent/good by 96% of pupils and 100% of teachers. 100% of teachers would also recommend our workshops to a colleague and rated the sessions excellent/good.

In Barnet, we have worked in over 30 schools before on topics such as Modern Slavery, Anti-Radicalisation and Hate Crime.

Our full range of topics are:

- Knife Crime
- County Lines
- Hate Crime
- Modern Slavery
- Anti-Radicalisation
- Environment
- Mental Health
- Inclusion

A full day of workshops costs £350 (up to 4 classes) or a half day is £250 (up to 2 classes).

Knife Crime Workshops

We believe it is easier to convince a 10 year old to never pick up a knife than to convince a 15 year old to put theirs down. This workshop has been developed to help stop children feeling the need to arm themselves before leaving the house! We have worked closely with the Youth Justice Board and Police to make sure we have a great Just Enough style session for your children with a subject that for some, maybe very close to home. This workshop breaks the myths around the idea that knives give you 'respect' 'protection' or 'strength'. Children will be inspired to believe that they are valuable and that it doesn't have to be this way. The workshop looks at how someone can be manipulated into a gang situation, how knives affect our communities and how to start being the sustainable change to this problem.

County Lines Workshops

More and more, we are seeing primary children being targeted by organised crime groups to work for them. With the promise of possessions, friends and fame this world can be tempting for children of all backgrounds. County Lines is a form of Exploitation and Modern Slavery, but the way it works is so unique we started to look at it separately from our more 'labour-focussed' modern slavery topic. This workshop looks at the world of County Lines where children are being made by gangs to traffic drugs around the UK on trains and sometimes disappearing from their families for weeks. We use music, acting and comedy to explain this difficult topic to the children to help them understand that although these gangs may promise money they end up taking their freedom.

Barnet Pupil Feedback

"I engaged with this lesson because it was really educational and interesting" - Edgware Primary School, Modern Slavery Workshop

"I learnt that one person can change the whole world from modern slavery" - Northside Primary School, Modern Slavery Workshop

"I will not talk to strangers or random people online" - Moss Hall Junior School, Anti-Radicalisation Workshop

"I wish violence can stop and it's wrong to do it on a religion" St Theresa's Catholic Primary School - Anti-Radicalisation Workshop

"I learnt that we are all different and that's okay. We should also respect each other and every one of us" - Childs Hill Primary School - Hate Crime Workshop

"Two people or groups are not always the bad guys and good guys. It's the media who can turn them into bad guys and good guys" Childs Hill Primary School - Hate Crime Workshop

"It doesn't matter if you have different skin colour, it matters about being nice to each other" Childs Hill Primary School - Inclusion Workshop

"Our presenter was great and the presentation could be funny at times. Please talk about other issues as well including terrorism and abuse" Holly Park Primary School - Hate Crime Workshop

Barnet Teacher Feedback

"Very interactive and great job keeping the children's attention. Great information learnt!" - Edgware Primary School, Modern Slavery Workshop

"An excellent presentation provoking a lot of thoughtful discussion" - St Vincents Catholic Primary School, Modern Slavery Workshop

"Excellent class management + the presentation was accessible for this age" - Moss Hall Junior School, Anti-Radicalisation Workshop

"The information was delivered in a stimulative and interactive way. Thank you" St Theresa's Catholic Primary School - Anti-Radicalisation Workshop

"Really relevant, useful information - BIG IMPACT! Children really engaged and made to think about their pre-conceived ideas and prejudice. Very well delivered." Childs Hill Primary School - Hate Crime Workshop

"Excellent presentation - really important topic made accessible to our year 6 children." Holly Park Primary School - Hate Crime Workshop

For more information visit www.justenoughgroup.org/workshops , call 0300 999 1807 or email Ele Girling (Head of Content and Training) at ele@justenoughgroup.org

10. Allegations of sexual assault or rape

From page 72 of KCSIE there is practical advice on safeguarding and supporting victims of incidents of a sexual nature.

The guidance makes it clear that the wishes of the alleged victim are of paramount importance and that the school should actively seek their views and that the alleged victim, where practical, should feel some control over the next steps.

Page 75 to 77 have some very clear advice on supporting the victim and the alleged perpetrator.

11. Allegations against Staff – Information for Head Teachers

Staff who are subject to a referral to DBS – Part 4 KCSIE 2019 found [here](#)

The guidance reminds us of our legal duty to refer an existing member of staff to the DBS, if they have harmed or pose a risk of harm to a child, applies equally in circumstances where an individual is deployed to another area of work that is not regulated activity, or they are suspended.

Para 95 KCSIE – There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to a safeguarding concern, or would have been if they had not resigned.

Para 242 – There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

Para 163 gives further clarity:

Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- The harm test is satisfied in respect of that individual;
- The individual has received a caution for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and

- The individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Para 96 – This is a legal duty and failure to refer when the criteria are met is a criminal offence.

Para 166. Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

....

Inspecting Safeguarding in early years, education and skills Settings 2019

'Governing bodies, boards of trustees, registered providers, proprietors and management committees should ensure that allegations against members of staff and volunteers are referred to the local authority's designated officer(s) who is/are involved in the management and oversight of allegations against people who work with children. There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been removed had they not resigned. This is a legal obligation and failure to do so is a criminal offence. For example, it is a criminal offence for an employer knowingly to take on an individual in a DBS-regulated activity (such as schools or childcare) who has been barred from such an activity.'

List of 'relevant offences' found [here](#)

Please can all Head Teachers have regard to Section 7 of the London Child Protection Procedures and ensure that if even if a minor allegation has been made regarding a member of your staff, you seek advice from Shrimatie Bissessar, our LADO
Shrimatie.Bissessar@Barnet.gov.uk. O20 8359 4528.

Please always have regard for the 'The London Child Protection Procedures (Section 7) when making decisions regarding outcomes of investigations found [here](#).

12. Office Corner

Congratulations to all school Office staff that have had an Ofsted inspection during the last 3 years as you all passed with flying colours. For those of you that are working in schools that are due an inspection this academic year, please request a Single Central Record health check from me if you feel you need one.

The 2019 Keeping Children Safe in Education and Inspecting Safeguarding in Early Years , has given us some clarity around some key questions.

Information on Safer Recruitment is contained in Part 3 of KCSIE 2019 found [here](#)

Detailed DBS workforce guidance found [here](#)

Clarity on who needs a DBS for over-seas recruits

If your new recruit is not working in regulated activity and you don't need an enhanced DBS you do not need to carry out checks that occurred outside the England if, 'during a period which ended not more than three months before the person's appointment, the applicant has worked:

In a school in England, in a post:

- Which brought the person regularly into contact with children or young person; or
- To which the person was appointed on or after 12th May 2006 and which did not bring the person regularly into contact with children or young person: or
- In an institution of further education in England, or 16-19 Academy'

Section 128 checks – prohibition from management

The guidance clarifies that Section 128 checks should also be carried out on school governors of maintained and VA schools, as individuals subject to the check are disqualified from being a governor.

A section 128 direction prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. A person who is prohibited is unable to participate in any management of an independent school, academy or free school. The term management also includes governors.

Section 128 checks complement DBS checks by looking at the parts of someone's history that may not necessarily be criminal, but would still be worrying.

Para 173 – Governors in maintained schools are required to have enhanced criminal records certificate for any of their governors who do not already have one..... Schools should also carry out a section 128 check for school governors, because a person subject to one disqualification from being a governor. Using the free Employer Secure Access sign in portal via Teaching Regulation Agency's (TRA), school can easily check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 check.

For example (examples taken from The Key):

- Someone who undermines mutual respect for those of different faiths may not be charged with a hate crime, but you still wouldn't want them associated with your school
- An accountant who has breached the code of ethics set out by their professional body by using confidential client information for personal gain hasn't necessarily committed a crime, but you probably wouldn't want them overseeing your school's accounts.

You protect your school or trust's best interests by making sure you have a full picture of someone's suitability to hold a management position.

DBS checks are not mandatory for associate members appointed by the governing board.

Volunteers

Part three of KCSIE 2019 has some very clear advice on the use of DBS and safer recruitment. See Annex F for further guidance in relation to 'regulated activity'.

Para 170 – The school or college should undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity..... Details of the risk assessment should be recorded.

Para 29. Inspecting Safeguarding in early years and education and skills 2019 found [here](#) backs up the need for a risk assessment to be in place:

'Where an early years setting, school or college has recruited volunteers who are not checked, inspectors should explore with senior leaders and governors how the registered provider or school has reached this decision – for example how it has assessed the level of supervision provided.'

Para 172 – makes it clear that barred list information cannot be provided/requested for any person who is not in, or seeking to engage in regulated activity.

If checks are carried out on volunteers, schools should record this on the single central record.

Please use KCSIE page 40 'flow chart of disclosure and barring service criminal record checks and barred list checks'. KCSIE 2019 can be found [here](#).

Requesting to see a DBS

Can I remind schools that it is illegal to request to see the DBS of a professional you do not directly employ. The professional's ID badge is the proof of identity and proof that all safer recruitment checks are in place. If the badge doesn't have a photo you can request to see some form of photo ID e.g. a driving licence.

Checks for new staff

In accordance with Keeping Children Safe in Education (KCSIE) 2016, when appointing new staff members, schools must make any further checks they consider appropriate where a member of staff has lived or worked outside of the UK.¹ In light of this, it is at the discretion of schools to decide which checks should be conducted for UK nationals who have lived or worked outside of the UK.

Guidance within KCSIE advises that the checks should “include a check for information about any teacher sanction or restriction that a European Economic Area (EEA) professional regulating authority has imposed, using the NCTL Teacher Services’ system” (KCSIE, p.33, para.114). The Home Office has guidance available on criminal record checks for overseas applications, which schools can use to find out who can apply, how to apply and contact details for criminal record checks overseas.

The department has also published guidance on the employment of overseas-trained teachers, which provides information on the requirements for overseas-trained teachers from the EEA to teach in England, and the award for QTS for teachers qualified in certain countries.

So, although schools must conduct additional checks, there are no statutory requirements regarding which checks must be conducted, but schools must ensure that any relevant events that occurred outside of the UK have been considered appropriately. (KCSIE, p.33, para.114).

Annex 2. Of Inspecting Safeguarding in early years, education and skills settings 2019 found [here](#) has a section on pre-appointment checks, including Disclosure and Barring Service checks and Secretary of State prohibition orders.

Single Central Register

Tony Lampert has updated the SCR, and instructions, found on the BPSI web-site.

Further guidance on the SCR can be found in Annex 3 of Inspecting Safeguarding in early years, education and skills settings 2019 found [here](#).

All schools and colleges must keep a single central record of their staff members. Multi-academy trusts (MATs) must maintain the single central record detailing checks carried out in each academy within the MAT. Whilst there is no requirement for the MAT to maintain an individual record for each academy, the information should be recorded in such a way that allows for details for each individual academy to be provided separately, and without delay, to those entitled to inspect that information, including by inspectors.

For supply staff, schools and other providers should also include inspectors will are now required to be satisfied that:

- Written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates
- Any enhanced DBS check certificate has been provided for the member of supply staff
- The date that confirmation was received

Independent schools and non-maintained special schools should also include the date on which any certificate was obtained.

What constitutes 'administrative error' during an Inspection

Information taken from Inspecting safeguarding in schools 2019

25. Ofsted has established a definition for 'administrative errors' in relation to the single central record (see below). No allowance will be made, for example, for breaches to the requirements for the Disclosure and Barring Scheme (DBS) disclosures.

26. Administrative errors may be defined as follows:

- failure to record one or two dates
- individual entries that are illegible
- one or two omissions where it is clear that the information is already held by the school or college but the school or college has failed to transfer over the information in full to the single central record.