



Education Safeguarding Update Issue 12

March 2018

Statutory Guidance

Applying corporate parenting principles to looked after children and care leavers



Department
for Education

The Department for Education (DfE) has published [statutory guidance for local authorities and relevant partners in relation to children in care and care leavers in England](#). The guidance sets out seven principles that must be employed when working with looked after children or care leavers:

1. To act in their best interests and promote their physical and mental health and well-being;
2. To encourage children and young people to express their views, wishes and feelings;
3. To take into account views, wishes and feelings;
4. To help children and young people gain access to and make the best use of services;
5. To promote high aspirations and seek the best outcomes;
6. To ensure safety and stability in their home lives, relationships and education or work;
7. To prepare children and young people for adulthood and independent living.

The education attainment of looked after children and care leavers

The DfE have published [guidance on the statutory duties of local authorities in England for promoting the educational achievement of looked after children and care leavers](#).

Designated teachers for children and young people in care and care leavers

Updated guidance has also been published by the DfE on the [role and responsibilities of designated teachers for children and young people in care and care leavers](#). It now applies to academies and to children who have previously been a looked after child.

The guidance also includes the role of the governing body, developing and reviewing the Personal Education Plan (PEP), the voice of the child, raising awareness and staff training, Special Educational Needs (SEN) and mental health. The designated teacher should have a good understanding of attachment issues and should raise awareness of this with their staff/volunteers.

Searching, screening and confiscation

The DfE have updated their guidance explaining the powers that schools have to screen and search pupils and to confiscate the items that they find, [‘Searching, screening and confiscation at school’](#) (January 2018).

Managing allegations

Schools (including non-maintained and independent schools) who have reception aged children are reminded that they are classed as an Early Years registered provider and as such must take heed of the ‘Statutory Framework for the Early Years Foundation Stage 2017’.

In particular please note the requirement for schools to inform Ofsted of any allegations of abuse or serious harm as outlined below:

‘Registered providers must inform Ofsted or their childminder agency of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted or their childminder agency of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.’ (page 17)

Domestic abuse bill: Open consultation

The Home Office and the Ministry of Justice are [consulting on the government’s approach to tackling domestic abuse](#). It seeks to address domestic abuse at every stage from prevention through to rehabilitation and reinforces the government’s aim to make domestic abuse everyone’s business.



Home Office

Responses are welcomed from all agencies and education professionals may be particularly interested in the exploration of how children and young people can learn about positive relationships and be educated about abuse.

The consultation closes on 31 May 2018.

Working Together to Safeguard Children 2018: Consultation

The DfE have published a [response to the recent consultation on changes to the statutory guidance Working Together to Safeguard Children](#).

The document reports that;

Throughout the consultation, a significant number of respondents (including many schools) reflected the view that ‘education’ should be included as the fourth safeguarding partner. We have noted these comments, and will seek to give greater emphasis to the role of schools in the published guidance. However, in addressing this point it is important to note that primary legislation (the Children and Social Work Act 2017) defines and empowers the safeguarding partners. The provisions of the Act were developed and approved through Parliamentary process, and statutory guidance is not able to amend the structures set out in law.

Greater emphasis will be given to the role of schools in the published guidance and safeguarding partners must make *‘explicit reference to how the safeguarding partners plan to involve, and give a voice to, all local schools and academies...’*

Children in need of help and protection: call for evidence

The Department for Education (DfE) has launched a call for evidence to understand what makes a difference to the educational outcomes of children in need, how some children in need can achieve better educational outcomes than others and what works in enabling children in need achieve their potential. The call for evidence closes on Friday 1st June 2018.

The DfE are particularly requesting information on:

- How support is delivered or commissioned to help children;
- How this support is measured and evaluated;
- How this support influences educational outcomes.

Surrey County Council guidance and processes



Due Diligence Checks

Under the Prevent duty it is a requirement for schools and colleges to perform due diligence checks on external speakers and those privately hiring the setting's facilities. This will help ensure that any outside organisations or individuals are consistent with the settings' values and do not pose any safeguarding risks.

The Education Safeguarding Team have published [guidance on performing due diligence checks and templates for recording the information](#).

Private fostering

Private fostering is when someone who is not a parent or ‘close relative’ cares for a child under the age of 16 (18 if disabled) for 28 days or more. A close relative is defined as a parent, step parent, legal guardian, grandparent, sibling or an aunt or uncle.

Parents and carers have a legal duty to inform the local authority if a child is being privately fostered. Unfortunately, there is an under reporting of this in Surrey. Schools can play a key part in identifying these children and working with the parents/carers to ensure the local authority is informed. For example, independent school pupils who reside with a host or friend's families during the school holidays for periods of longer than 28 days.

[New guidance for education staff/volunteers and DSLs](#) has been published which outlines how to identify a child who is privately fostered and individual responsibilities. Settings may find it useful to share the guide with their staff and volunteers and to ensure that their safeguarding team are aware of what to do if they know about a child who is privately fostered.

Unaccompanied Asylum Seeking Children (UASC) toolkit

Surrey Virtual School have published a [toolkit for working with unaccompanied asylum seeking children](#) which aims to help ensure they receive the support they need and are able to achieve their full potential. Surrey Virtual School champion the educational needs of our unaccompanied asylum seeking children.

The toolkit brings together information and guidance in a range of areas linked to the education of this vulnerable group, including the support the Virtual School can offer; a bank of PEP targets for new UASC; a directory of ESOL provision in Surrey and surrounding areas; admission and induction into school/college; SEND; Higher Education; REMA and quite a bit more. It is designed for a wide audience of social workers, personal advisors, foster carers and schools/colleges, each of whom has an important role in supporting the educational progress of UASC. It will also be of interest to other teams and external agencies who are involved with the education of these young people.

Return Home Conversations

The process for carrying out return home conversations with children who have been reported missing has changed. The conversations (previously known as 'interviews') will be carried out by the child/young person's social worker if they are a Looked After Child or have a Child Protection or Child in Need plan. For all other children Surrey Family Services will be delivering the service.

If consent is granted by the young person, the conversation report can be shared with their education setting and the Area Schools Officer to ensure all agencies are able to provide holistic support.

Operation Encompass - Key Adult/DSL survey



Operation Encompass was launched on 28th June 2017. In the first six weeks of this spring term alone, over 1500 notifications have been sent out to schools and colleges regarding children who have experienced domestic abuse or who have been reported missing.

As Operation Encompass in Surrey approaches eight months old we are taking the opportunity to evaluate the project so far. To contribute to the project evaluation please find a link below to a survey specifically for key adults and deputy key adults. The questions cover your experience of Operation Encompass, its effectiveness and benefits to your pupils. We also hope to capture the views of children and young people who Operation Encompass is designed to assist through asking about the support you may have put in place and their responses.

<https://www.surreysays.co.uk/csf/5ba55124/>

Guidance from the Child Death Overview Panel (CDOP)

Supporting children with anaphylaxis

Where a child is known to have a severe allergy or anaphylaxis please ensure you are following the Surrey guidance '[Supporting pupils with medical conditions](#)'. As referenced in the guidance all staff, including lunchtime supervisors and catering organisations, should be aware of the child's allergy and be informed about timely interventions.

Please ensure that in a case of exposure and a resulting reaction the care plan held by the school is followed in all cases, and the progress of deterioration monitored at all stages of care. If in doubt about the severity of a reaction use the pre-loaded adrenaline injection anyway. Adrenaline pens should be clearly marked with the child's name and stored in a known location.

The most recent advice, which came into force in October 2017, states that [schools may hold 'spare adrenaline injectors'](#) for use on children with severe allergies in emergencies'. The Department of Health have published '[Guidance on the use of adrenaline auto-injectors in schools](#)' which includes a template letter for a school to obtain an AAI (Epipen) from a pharmacy.

Blue inhalers (Salbutamol)

At the recent DSL network meetings, a setting asked how schools and colleges should monitor blue inhaler use in older pupils who carry their own. This question

arose following guidance that schools should inform parents when a child uses a blue inhaler more than three times in a week.

CDOP have advised that schools and colleges should have a conversation with the child/young person about their asthma. In particular to ask if they have an asthma action plan and whether they would be happy to share it so the school/college can offer support if necessary. Asthma UK provide [useful advice](#) on managing asthma for young people.

The aim of the revised guidance is to ensure that children who are frequently using their salbutamol (blue inhaler) go back to their asthma nurse as they probably need their steroid medication adjusting. In the national review of asthma deaths, the children who died weren't generally children with more severe asthma, they were children with mild/ moderate asthma who weren't properly managing their asthma. Children and adults often don't realise how bad their asthma is as it becomes the norm for them.

Prevent

Demonstrating the Prevent duty and British values

Following feedback from recent Ofsted inspections schools may wish to consider how the Prevent duty is reflected in their procedures and practice. Specific areas that have been highlighted are:

- Ensuring that where Prevent is a standing item on an agenda that it is of meaningful content. For example, sharing issues, emerging themes, practice discussions or ways of working more effectively;
- How can the setting demonstrate that Prevent training has been effective?
- Are pupils knowledgeable about British values?
- Are pupils aware of signs/indicators of radicalisation in their peers (age and stage appropriate)?
- Do pupils know what to do if they have a concern about a peer, member of staff, family member or member of the community?

Online radicalisation

Online radicalisation is increasingly being identified as a factor in Chanel Panel referrals. Settings may wish to ensure that all staff are aware of this online safety risk. Extremist organisations are able to target children and young people on a mass scale through social media and encourage emotional engagement through slick marketing campaigns.

Messages are often packaged as legitimate content which can cause confusion for users and hide the extremist natures of ideologies. Britain First, an extremist far right group in the UK, has 1.8 million likes on Facebook while the Conservatives have just over 500 000 and Labour just under 750 000. Most of those who interact with the page have no clue as to the true nature of the group.

Algorithms used by social media sites and internet search engines then exacerbate the issue by forwarding content similar to what has already been viewed to the user. This can quickly escalate into an echo chamber where opposing views and opinions are lost and extremist and hate views are perpetuated. Darren Osbourne who murdered Makram Ali and injured nine others in Finsbury Park by driving his van into a crowd accessed hate material online in the days before the attack and was 'self-radicalised'.

Further information on the online radicalisation of children and young people is available from [Internet Matters](#), [BBC News](#) and [Prevent for Schools](#).

Young Carers

Together for Young Carers Event

Together for Young Carers is a partnership event to highlight how professionals can work together to identify and support young carers as well as promoting new initiatives and innovations.

Date: Thursday 19th April 2018
Time: 10am – 3pm
Venue: Dorking Halls Cinema
Cost: Free – Refreshments & lunch provided



The event will showcase 'People Like Us' a new film and resource pack which will be available free to Surrey schools. To find out more and book a place please visit the [online event flyer](#).

Young carers snapshot survey

The carers trust have released the results of a [snapshot survey](#) on the impact of caring for family members on children and young people. For children under 10 years old:

- 46% get up in the night to care for loved ones and miss out on their own sleep;
- More than 80% carry out caring duties every day or most days of the week;
- One in ten young carers go the shops unaccompanied to buy essentials for the family;
- Three quarters of children provide emotional support by cheering up family members when they are sad.

Harmful Sexual Behaviour

Addressing Harmful Sexual Behaviour (HSB) in schools

The Contextual Safeguarding team have launched a [harmful sexual behaviour resource for schools](#) with the support of Ofsted and the Care Quality Commission. The resource allows secondary schools and Further Education providers to assess how they are responding to harmful sexual behaviour. This includes a traffic-light tool for self-assessment of a setting's structures, systems, prevention, identification,

response and intervention. The tool is accompanied by a series of webinars that explain how to use it.

Online Safety

Education for a Connected World



On Safer Internet Day 2018 the UK Council for Child Internet Safety (UKCCIS) launched '[Education for a Connected World](#)' with the support of the Department for Education (DfE) and Department for Culture, Media and Sport (DCMS). Education for a Connected World is a framework which maps out the skills and knowledge a child should have at different stages to be able to navigate the online world and technology safely.

The framework covers eight topics and can be used as a guide for settings to ensure their children and young people have the resilience, critical thinking and problem solving skills to be responsible online citizens. It can also be used to identify whether resources and for children, young people, parents and staff meet the needs of the users.

Ken Cornish, Online Safety Director for SWGfL, a contributor to the project, explains in an [interview with the Safer Internet Centre](#) how the framework was developed and why it is so relevant.

The impact of social media and screen use on health

The Science and Technology Committee of the UK Parliament have launched an [enquiry into the impact of social media and screen use on young people's health](#).

The deadline is Friday 6th April 2018 and submissions should be made in writing through the [UK Parliament website](#).

Responses are welcome from children, schools and youth organisations on:

- What evidence there is on the effects of social media and screen-use on young people's physical and mental well-being — for better and for worse — and any gaps in the evidence;
- The areas that should be the focus of any further research needed, and why;
- The well-being benefits from social media usage, including for example any apps that provide mental-health benefits to users;
- The physical/mental harms from social media use and screen-use, including: safety online risks, the extent of any addictive behaviour, and aspects of social media/apps which magnify such addictive behaviour;
- Any measures being used, or needed, to mitigate any potential harmful effects of excessive screen-use — what solutions are being used?;
- The extent of awareness of any risks, and how awareness could be increased for particular groups — children, schools, social media companies, Government, etc;
- What monitoring is needed, and by whom;

- What measures, controls or regulation are needed;
- Where responsibility and accountability should lie for such measures;

Be Internet Legends – Resource for key stage 2

Google and Parent Zone have launched a free curriculum pack, '[Be Internet Legends](#)', for years 3-4 and 5-6 containing PHSE Association accredited lesson plans, stickers and posters. The resources cover five 'pillars' of internet safety and an Internet Legend can also be booked to visit your school to provide an assembly.

1. Think before you share;
2. Check it's for real;
3. Protect your stuff;
4. Respect each other;
5. When in doubt, discuss.

Roblox

The Education Safeguarding Team have been contacted by a number of schools about the popular app Roblox. There are number of resources available for settings and parents/carers which explain how children can be supported to use it safely. This includes accepting friend requests and the potential for children to receive private messages.



<https://corp.roblox.com/parents/>

<https://www.net->

[aware.org.uk/networks/roblox/](https://www.net-aware.org.uk/networks/roblox/)

<https://www.saferinternet.org.uk/blog/roblox-guide-parents>

<http://www.connectsafely.org/roblox/>

<https://www.commonsensemedia.org/website-reviews/roblox>

Childnet Film Competition 2018



Childnet has launched its ninth annual [Film Competition](#). The competition challenges young people aged 7-18 years to create short films to inspire their peers to 'Connect with Respect'.

Delivered as part of its work as one of three charities in the UK Safer Internet Centre, Childnet offers resource packs for schools and youth organisations to support young people in making their films.

Judged by a panel of experts from the BBC, BAFTA, BBFC and BFI, the winning films will be shown at the finalists' event in London and will be used as educational resources in schools across the UK. Entries must be submitted by 11 June.

Engaging with parents – NSPCC & O2 icebreaker series

The NSPCC and O2 have joined forces to produce a series of [six weekly emails for parents](#) to support them to talk to their children about their online worlds. Parents can also take a [quiz](#) to understand how much they know about their children's online lives.

Supporting pupils who experience abuse

Young people's guide to dealing with abuse

The National Institute for Clinical Excellence (NICE) has published a [guide for young people receiving support following child abuse and neglect](#). The guide explains what young people should expect from services, what support they are entitled to and how their feelings and behaviour might change. The guide was written by young people who had experienced abuse and neglect based on their own involvement of seeking support and help.

Supporting pupils who make a disclosure

TES, the education network, have published advice on [supporting a pupil who makes a disclosure about a friend](#). The article highlights the importance of removing the guilt they may be feeling about 'telling' on their friend and allowing them space to offload.

Parenting capacity

Parental mental health and substance misuse

NSPCC The NSPCC have recently updated their content on issues experienced in the family home. This includes [guidance on supporting children living with parents with mental health problems](#) and [children who live with parents who misuse alcohol and drugs](#). Both resources may be particularly useful for settings that are part of an offer of Early Help with children/young people and their families. The content discusses the impact of the issues, assessing the risk for children/young people and intervention and support.

Female Genital Mutilation

Raising Awareness of FGM

To mark the International day of zero tolerance for Female Genital Mutilation FGM on 6th February 2018, The Guardian published two videos which explain what FGM is and its consequences; ['The facts you should know about FGM'](#) and ['Why did you cut me?'](#), where survivors share the pain of FGM. The videos are succinct and

powerful and are useful resources for raising awareness with staff and volunteers. Please note that they contain content which some viewers may find distressing.

Gang and youth violence

Support through primary schools

The Early Intervention Foundation (EIF) has published a report '[Intervening early to prevent gang and youth violence: The role of primary schools](#)' looking at the extent to which young children at risk of gang involvement or youth violence are supported through evidence-based early intervention, particularly within primary schools.

Findings include;

- Some teachers and school staff were very concerned about the direct impact of gang and youth violence on their pupils;
- Confidence of school staff in their ability to spot the early signs of risk varied;
- Some school staff said they needed more training and a better understanding of gang and youth violence.