



Rivermead Inclusive Trust

Edition 2



All Children
deserve to feel...



A way for our Trust community to stay updated with Safeguarding news.

Most of all- a place to get ideas and build confidence & positivity!

MESSAGE FROM THE TRUST SAFEGUARDING TEAM

Thank you for ensuring all pupils and staff continue to feel safe. Contextual safeguarding continues to be focus for Rivermead Inclusive Trust. It is important to remember that our young people are vulnerable to abuse in a range of social contexts beyond the family environment.



Useful websites:

Medway Safeguarding Children Partnership's (MSCP)
[Medway Education Safeguarding Resources: MSCP](#)

MSCP Free e-learning courses

A selection of course linked to safeguarding for professionals
https://www.kscmp.org.uk/data/assets/pdf_file/0006/105279/KSCMP-and-MSCP-E-Learning-Courses.pdf

Youth Services Medway

Medway Youth Service provides programmes and activities for young people ages 8 to 19, and up to 25 with additional needs.
https://www.medway.gov.uk/homepage/317/youth_services_directory/

Safer Working

Remote Learning and Safeguarding

In April 2020, the Safer Recruitment Consortium published an addendum to their Guidance for a Safer Working Practices document. The addendum was written to consider the issues around remote online learning.

The addendum can be downloaded here:

[Safer Working in Schools](#)

Bereavement Infor for Schools

<https://sudden.org/information-for-schools/>

COVID 19 Safeguarding Links: The Education People

<https://www.theeducationpeople.org/blog/covid-19-online-safeguarding-resources-for-educational-settings-and-parents/>

County Lines

<https://www.childrenssociety.org.uk/what-we-do/our-work/child-criminal-exploitation-and-county-lines>

<https://www.safe4me.co.uk/portfolio/child-criminal-exploitation-county-lines/>

Child Protection and Safeguarding;

Everybody's business,
Everybody's concern,
Everybody's responsibility

Worried about a learner or child?

Don't assume that someone else will do

something. Speak to a DSL immediately.

If a child is in immediate danger, call 999



FitFix is a healthy lifestyle course for 13 to 17 years who live or go to school in Medway. Over 12 weeks friendly instructors will help learners to make better food choices and cook healthier versions of everyday meals from breakfast to fast food.

Learners will be offered five 1-2-1 personal training sessions and an hour of fun exercise sessions every week. There is also the offer of a free gym membership for up to a year after completing the programme.

2021 start date: 7 January 2021, 4.30pm to 6pm

Call 01634 337 214 to book a place for a learner

County Lines continues to be a cause for concern in Medway and Kent

The key message is that it is crucial for professionals in agencies, educational establishments, NGOs, charities and communities to share appropriate information on vulnerable people to allow intervention with early support packages. If there is appropriate sharing of information and intelligence on gangs and drug dealer activity, police services and other agencies will be better able to act on it and better protect those who are vulnerable.

The link below tells the story of county lines through the voice of a child – well worth a read:

<https://www.bbc.co.uk/news/uk-england-54570803>

TRUST DSL MEETING: 19.11.20 0- 14.00

DSLs from each school attend a regular Trust DSL meeting- if you have anything that you wish to raise please speak to your Safeguarding Team or email me directly:

quare043@rivermeadinclusivetrust.org

HOT TOPICS!

Unconscious Bias

6 Things School Staff Can Do to Interrupt Unconscious Bias

"Bias is a universal human condition that must be recognized and managed, not a personal defect. We all carry biases from swimming in the waters of a racialized, inequitable society."
- Shane Safir, educator and author of *The Listening Leader*

"Biases are the stories we make up about people before we know who they actually are."
- Vernā Myers, inclusion strategist and author of *Moving Diversity Forward*

- 1 Notice:** In order to interrupt our racial and other biases we must first become aware of them. If you find yourself struggling with a particular student, parent, or colleague, take a 10-second pause to ask yourself: "What are my biases toward this person? How can I disrupt my autopilot thoughts so that I can genuinely see and listen to them?"¹
- 2 Listen:** Slow down your interactions and deeply listen, not to solve, correct, or fix, but to take in someone's story. Notice what's said and unsaid—tone, body language, and emotions. "Listening helps us take in a person's multiple stories and disrupts biased thinking."²
- 3 Reflect:** Read, discuss, journal—ask yourself: "Where do I see implicit biases playing out in our school? What fear or apprehension do I have about addressing this issue?"³
- 4 Connect:** Build in time for dialogue in classroom and staff spaces through circles, small groups, or one on ones that create openings for students and staff to talk about race and identity. "How am I getting to know students as complex individuals? How are we building trust?"⁴
- 5 Affirm:** Intentionally embrace and affirm students' identities around race, class, gender, sexual orientation, immigration status, etc. to counter stereotypes and bias. Ensure students see themselves reflected in the diversity of staff, culturally relevant curriculum, and visual landscape of the school and classroom.
- 6 Act:** 1) Practice slowing down, noticing your biases, and looking for options to interrupt your patterns.
2) Call on colleagues to listen, reflect, and learn about their own biases.
3) Choose an equity challenge in your classroom or school and work with students of color and those most impacted as co-creators, trainers, or evaluators.

¹⁻⁴ Safir, Shane. (2016, March 14). 5 Keys to Challenging Implicit Bias. Retrieved March 28, 2019, from <https://www.edutopia.org>

Disguised Compliance

Disguised compliance involves parents and carers appearing to co-operate with professionals in order to allay concerns and stop professional engagement. This can mean that teachers, social workers and other practitioners may be unaware of what is happening in a child's life and the risks that they face may be unknown to local authorities.

A parent's or carer's behaviour can make it difficult for school staff to recognise abuse or neglect at an early enough stage or delay reporting it. Disguised compliance involves care-givers presenting an appearance of being co-operative and supportive in order to avoid scrutiny, suspicion or concern. These behaviours may include:

A parent or carer can disguise or hide signs of abuse or neglect for pre-arranged home visits by school staff.

Improving practice

- Keep records of discussions and meetings and build a chronology that can help to identify parenting capacity over time
- Don't accept presenting behaviour as fact: seek evidence to make sure that you get a balanced view of what is happening
- Challenge the views and beliefs of staff: being overly optimistic of what parents can achieve means that support is offered too late
- Be child-focused: keep the child at the centre of planning and information gathering and always seek and record their perspectives



