

Edition 4



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

I'll be honest with you, this lockdown 3.0 is hard. Much harder than the last two. It has been incredibly hard on children, teens, parents carers and teachers. And yet, there has been some utterly amazing work done in all our schools to support staff, students and families. Over recent weeks I have been in awe of some of the amazing work done especially in regard to safeguarding and pastoral care.

I hope you are got the rest you deserved at half term and the family time so needed.



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

NEW DfE GUIDANCE: Harmful online challenges and online hoaxes

The DfE have been working with the UK Council for Internet Safety and the Samaritans to provide schools and colleges with support to respond to harmful online challenges and online hoaxes.



If a harmful online challenge or hoax may be circulating tell the Headteacher or DSL immediately:

The DSL will undertake a risk assessment - scale, nature, national/local
Check the veracity of the hoax with the Professional Online Safety Helpline (note the link in the guidance does not work) and local agencies as required.

Advice for ALL Staff

DON'T overreact - keep calm and measured
DON'T name and share the hoax unless in exceptional circumstances - this is how they gain traction and students sometimes look up the things they've been told not to...

If young people are placing themselves at risk of harm the DSL will need to consider how best to address this, perhaps focusing support on an age group or individual children. Weigh up the benefits against the potential harms: is it factual? proportional to the risk? helpful? age & stage appropriate? Supportive?

Where you believe a student may be at risk of significant harm follow your usual safeguarding procedures.

Share accurate and helpful messages with parents to reassure, draw on the information you've previously communicated and to focus on positive and empowering online behaviours such as critical thinking, reporting concerns, blocking content/users and knowing where to get help

Avoid focusing on the latest hoax or craze with students. Keep attention on positive online behaviours, what to do and where to report it. Fact checking by the DSL can sometimes dispel some of the myths and reassure young people.

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



women's aid
until women & children are safe

Women's Aid have released their Expect Respect Healthy Relationships Toolkit - A great

TOOLKIT

Expect Respect is a prevention toolkit that will help you to lead sessions around healthy relationships for children and young people aged 4-18. It contains age-appropriate activities that can be used in a range of spaces, but it can also be used with adults.

Each session in the toolkit is designed to be active, fun and engaging, but also challenging. Whilst not all of the session plans raise domestic abuse directly, they have been written using themes found to be effective in tackling domestic abuse, such as:

Challenging assumptions about gender, power and equality.

Changing beliefs and attitudes about men and women.

Managing feelings and accepting responsibility for one's own feeling and behaviours.

Helping to resolve conflict.

Knowing the difference between abusive and non-abusive relationships.

Promoting the consistent message that abuse is not acceptable.

Understanding that domestic abuse is a crime.

TRUST DSL MEETINGS

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



ONLINE SEXUAL ABUSE

A record number of reports of online child sexual abuse have been processed by the Internet Watch Foundation (IWF). The IWF, a UK charity responsible for finding and removing images and videos of child sexual abuse from the internet, has seen a dramatic 77% increase in the amount of 'self-generated' abuse material as more children, and more criminals, spend longer online in 2020.

In 2020, IWF analysts processed 299,600 reports, which include tip offs from members of the public. This is up from 260,400 reports in 2019. An increase of 15%. Of these reports, 153,350 were confirmed as containing images and/or videos of children being sexually abused. This compares to 132,700 in 2019 - an increase of 16%. 68,000 reports were tagged as including 'self-generated' child sexual abuse content - a 77% increase on 2019's total of 38,400 reports.

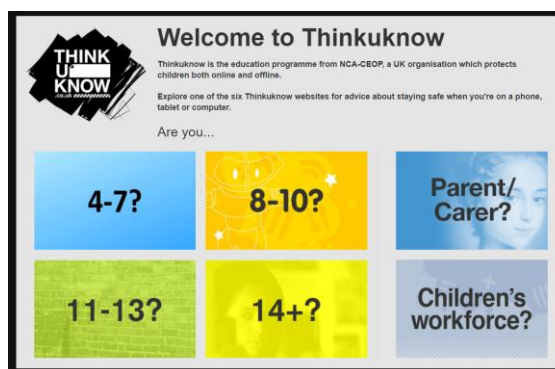
For more information visit: <https://www.iwf.org.uk/news/%E2%80%98grave-threat%E2%80%99-children-predatory-internet-groomers-online-child-sexual-abuse-material-soars>

ONLINE SAFETY TOOLKITS FOR REMOTE DELIVERY

Thinkuknow, the national online safety education programme from the National Crime Agency, has adapted their online safety toolkits for remote delivery. The content includes short activities for use with children aged 5-7-year olds and 8-10-year olds on topics such as sharing pictures, gaming, and livestreaming.

Separately, a short video has been created for secondary school children and young people that explores reporting online grooming and sexual abuse.

For more information visit: <https://www.thinkuknow.co.uk/professionals/resources/online-toolkits-online-version/>



ONLINE BLACKMAIL RESOURCE

Think You Know's brand new online blackmail education resource provides 15-18-year olds with a one-hour lesson session made-up of age-appropriate activities to help to protect them from the threat of online blackmail.

For more information, please visit <https://www.thinkuknow.co.uk/>

SEXTING

Sexting or sending nudes is when someone shares a sexual message, naked or semi-naked image, video, or text message with another person. It does not have to be a nude image of them and could be an image of someone else. They can be sent via phones, tablets and laptops and shared across any app, site, or game, including during a livestream. Many young people also share them on social media sites.

The risks of sexting

Some of the risks of sexting or sending and sharing nudes for children and young people are:

- Losing control of the images, videos, or messages and how they're shared.
- Blackmail, bullying and harm. Content can be shared without their consent.

For more information and advice visit <https://www.nspcc.org.uk/keeping-children-safe/online-safety/sexting-sending-nudes/>

Useful Reminder: TED Questions

Someone asked recently about what to do if a pupil makes a possible disclosure. Remember TED.

In situations where a pupil appears to be making a possible disclosure or has a suspicious injury, it is reasonable to ask open, non-leading questions in order to establish the child's story. Examples of questions are. "That's a nasty bruise, how did it happen? Tell me about what happened? You seem a bit upset and I'm worried about you, is anything troubling you; Can you tell me more about that?"

You may wish to use the acronym 'TED' as a reminder that the child can be encouraged to 'Tell', 'Explain' and 'Describe' the concern. If it is necessary to seek further clarification, staff should keep to open questions such as What? When? Who? How? Where? It is important to remember that questions should only be asked to help clarify whether the child is at risk of harm. Once clarification is achieved, no further questions should be asked.

T - Tell - Tell me what happened/Tell me who was there

E - Explain - Explain what he/she did

D - Describe - Describe the room



Tell me is a useful open question:

1. Suggests, in a direct way that you want to know
2. Suggests that you are ready to listen

With young children avoid multiple questions.

Do not ask leading questions - allegations of abuse may lead to a criminal investigation.

Questions are sometimes necessary to clarify safeguarding concerns. If you need to ask questions ensure to:

- Ask open questions such as 'what', 'where' 'who' and 'how'.
- Remember TED: Tell, Explain and Describe
- Avoid closed questions that elicit 'yes' or 'no' responses
- Avoid 'why' questions
- Avoid multiple questions in one sentence
- Avoid leading or probing questions

