



Final DSL forum of the academic year

Over 90 schools attended the joint DSL forum on 9 June. We had some really interesting discussions around eating disorders, which are on the rise, file sharing with our two Sixth form colleges – do please get your safeguarding files to them in good time. The main focus of the event was Harmful Practices,

including forced marriage, Honour based violence and FGM. Our speaker, Subha Mukherji from the Asian Women's Resource Centre, was fantastically engaging and shed some much needed light on these issues. I was particularly interested to learn the difference between forced and arranged marriages, that these can affect primary aged pupils as well as secondary and that we should see Harmful Practices as a form of violence against women and girls globally –and not typical of a specific culture.

Dos

- Be Non judgemental
- See harmful practices as a form of violence against women and girls globally - and not typical of a inferior/backward 'culture'
- Use the lens of equality, social justice, human rights and safeguarding
- Accept unconscious bias and promote a healthy cross cultural exchange, reflection and learning
- Validate children's experience of migration, intergenerational conflict and experience of abuse
- Use interpreters where applicable (not family or children) and discuss safeguarding duty, UK law and your duty of care
- Be facilitating and acknowledge how within these communities harmful practices are being opposed - be an ally
- Follow safeguarding procedures and make referral to specialist services

Donts

- Do not label or 'other' childrens experience of harmful practices/stereotype that 'these practices' happen in their culture. Validate the risks and reassure children that their safety will be prioritized
- Do not over promise. Lay out the boundaries of confidentiality and support in age appropriate ways
- Do not highlight 'criminality' and that parents/guardians will be in trouble with the law
- Do not make assumptions based on stereotypes/ popular belief about cultures and seek specialist knowledge/support
- Do not use interpreters from the community/family/children - this can aggravate risks to child/victims
- Do not assume there is one perpetrator as in harmful practices often there are multiple perpetrators/ family/ community leaders are involved

Support for victims of domestic abuse

Richmond borough – Refuge (Independent Domestic Violence Advisor(IDVA) and Outreach Service) **020 8943 8188** Monday – Friday 9am-5pm

Kingston Borough - Domestic Abuse Hub, support and advocacy for survivors of DA: **0208 5476046** (Mon – Fri 9.30 – 5pm)

Concerned about a child, call the SPA: **0208 547 5008** (Mon – Fri 8am-5pm)

DSL Forums 2021-2022: Dates for your diaries. 10am-12.30

Autumn term

Maintained schools: 29 September

Independent schools: 13 October

All Schools: HSB/Everyone's Invited

Extra 1 hour forum November date TBC

Spring 2022

26 January

02 February

Summer 2022

All schools: 08 June

Sexual abuse and harassment in schools

The [Ofsted](#) review of sexual abuse in schools very much aligns with what we are experiencing in Kingston and Richmond. This is an enormously challenging issue that requires a huge cultural shift and a multi-faceted response from all partner agencies that work with children and families as well as parents. A whole-society approach is required to recognise these behaviours are occurring systemically, sometimes unconsciously, rather like the mass awakening we all experienced following the murder of George Floyd and The Black Lives Matter movement. The murder of Sarah Everard and the Everyone's Invited movement has made us realise the huge prevalence of sexual harassment towards girls. All schools at every stage have a role to play.

This is an issue for Primary schools as well as secondary schools. Ofsted says that even without evidence of Harmful Sexual Behaviour in your school you must assume it is happening because the behaviours are so widespread and commonplace girls most often don't report it. Around 15% of disclosures on the Everyone's Invited website involve Primary school children. There are currently over 45,000 disclosures.

Language and attitudes need to be challenged **as they emerge** in young children. Body shaming, sexualised comments, even if they are meant as compliments, are unacceptable. The issue with passing these off as "banter" or "boys being boys" results in a culture where inappropriate or problematic behaviours become normalised and can escalate.

We live in enlightened times and the Everyone's Invited website movement, a bit like the #metoo and #BLM movements, has focussed our minds on young people's behaviours, the guidance they need early on in order to understand what healthy relationships and acceptable communications look like. With younger children there is work to do around subtle gender stereotyping - such as telling boys they are brave not to cry and assuming

they would prefer Blue to pink or a toy train to a doll. We need to work to get parents on board by Minimising risk and blocking mobile Phone access to adult websites and alerting them to the risks of social media, alcohol use and unsupervised house

| Normal | Inappropriate | Problematic | Abusive | Violent |
|---|--|--|---|---|
| <ul style="list-style-type: none"> • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making | <ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal | <ul style="list-style-type: none"> • Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity | <ul style="list-style-type: none"> • Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure victim compliance • Intrusive • Informed consent lacking, or not able to be freely given by victim • May include elements of expressive violence | <ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism |

parties. Our Police need to recognise the risky places and spaces our young people use outside of school, and schools must acknowledge the hotspots on the school site, such as busy corridors, toilets and school buses. It is important to have a whole school approach where the behaviour expectations in the corridors match the relationships teaching in the classroom. This is a complex societal issue. The Ofsted report makes several recommendations to the Government for tighter controls and better guidance for schools...which is forthcoming. Please do share this description of Harmful Sexual Behaviour with all your staff and look out for training, which we are currently planning and I will keep you informed. We will re-visit the topic in the DSL forums in the Autumn term.

Harmful Sexual Behaviour...continued

We have developed some case study resources and materials to help you with this challenging topic (sent out with this newsletter) and training will be announced in due course. [This website](#) has good HSB resources for schools and offers a free toolkit.. These resources are also good:

- [EVAW](#) Schools Guide
- Give and Get Consent [Guidance](#)
- [Speak Up / Out](#)
- [AVA](#) Prevention Platform
- [NSPCC](#) Underwear Rule
- [Space for Self](#): The Therapeutic Model of Rape and Sexual Abuse Support Centre

Thank you to all the schools who have completed the survey about Everyone's Invited and HSB. If you haven't done it yet please do so before the end of term at the latest, [here is the link](#).

Message from the Police about supporting pupils while police investigate

We have had questions following our HSB (Harmful Sexual Behaviour) school survey about what school staff can do to support young people involved in Police investigations, or to make decisions regarding education. School staff should not shy away from supporting pupils in fear of interfering with a Police investigation. **No person should ever be discouraging victims to receive counselling.** If School counsellors (or trusted adults) wish to give counselling to victims (anonymous or supportive identified victims) they can (and should). No specific notes are required to be taken during any work or account given beyond those that would normally be taken. Staff may wish to consider whether students should be separated in school, eg attending different classes or making decisions regarding suspensions. Again, this work can be undertaken and the Police Officer involved in the case can assist.

DI James Dickson-Leach SWL BCU

Holiday safeguarding risks

With longer days and easing of restrictions please be aware of the extra risks for children and young people over the long summer break. Do talk to them about [water safety](#), [substance misuse](#) and remember that [Female Genital Mutilation](#) is often planned during school holiday time so listen out for any special events that are being planned in the holiday time. This [video](#) is a good reminder of the mandatory duty for teachers to report to the police on 101 when they suspect a child is at risk of FGM.

This [website](#) has lots of useful safety advice sheets for parents.

[The Getting it On](#) website is really good for 13-19 year olds on mental health and emotional wellbeing support, alcohol and substance misuse and healthy relationships. Do share this with your parents and young people.

Removing nude images from the internet

Nude images can be removed from the internet by following the steps [here](#)

Mindful about missing education

Schools have a key responsibility in identifying children missing education or at risk of missing education. Their statutory responsibilities are set out in detail, in the DfE document '[Children missing education](#)'. There are many reasons a child may miss school. Under section 175 of the Education Act 2002 and Part 3 of the Schedule to the Education (Independent School Standards) Regulations 2014, all schools have a safeguarding responsibility to investigate unexplained absences. If a child or young person is missing education in a concerning pattern, consideration should be given to referral to the SPA and MARVE (Multi Agency Risk and Vulnerability to Exploitation) panel as a missing child.

Domestic Abuse News



The Domestic Abuse Bill has now achieved royal assent on the 29th of April, 2021 and become The Domestic Abuse Act. More information can be found [here](#). It is particularly important to note the change in classification of children who witness domestic abuse as victims in their own right therefore a need for local partnerships to identify appropriate support provision.

Women's Aid have collaborated with Yves Saint Laurent to educate children and young people about intimate partner violence (IPV). They have updated their Expect Respect Healthy Relationship toolkit which can be found [here](#).

Kingston Council have gone live with a **survey around the safety of women and girls in public spaces** in Kingston. The survey is open to all (not only women and girls) who live, work, study and/or visit in Kingston and asks for their views on the safety of women and girls. The link to the survey can be found [here](#). The survey is part of a wider **community engagement plan around VAWG** and will be used to inform a new VAWG strategy for the borough. More information about the engagement plan can be found [here](#). Please encourage staff to complete the survey.

The Kingston DV Hub and the Refuge Tech Abuse team are delivering training to professionals within Kingston around **Tech Abuse and Awareness** and is aimed at professionals who work with families to help them identify different ways in which technology can be used to facilitate the abuse. The workshops are on Friday, 18th June (10 - 12pm) and Friday, 25th June (10-12pm). To sign up, please email nadia_khaliq@refuge.org.uk.

This [survey](#) about **sexual harassment** for the Kingston & Richmond Youth Council is for young women and girls in secondary school and college. Please encourage participation. The survey will close on 16 July 2021

The Kingston MARAC (Multi Agency Risk Assessment Conference) is looking for an education rep to join the panel. It involves attending a meeting once a month for half a day and following up on some actions in between the meetings. Email [Kavitha](#) if you are interested or would like to find out more.



Harmful practices

These are a kind of domestic abuse that are presented by perpetrators as an acceptable cultural practice and include practices such as forced marriage, faith based child abuse, Female Genital Mutilation and So Called Honour Based Violence, breast ironing, acid attacks, corrective rape and other abusive practices. As professional we need to be culturally competent: recognise that culture and faith are important parts of peoples lives and not alienate families, whilst at the same time recognise potential harms.

Do you have Young Carers in your school?

If you know a child is in a caring role, refer them to the local Young Carers groups for Kingston and Richmond. Caring responsibilities have a huge impact on young people and these groups can offer valuable support.

020 3031 2754 Kingston Young Carers Project
020 8867 2383 Richmond Young Carers Project



Cruse Richmond Bereavement Support Service



Cruse has a strong, experienced group of volunteers, all having moved across to providing telephone and Zoom support, to new and existing clients. They can offer regular support to people within weeks of having registered with Cruse Richmond and are able to support families and children through bereavement. All volunteers undergo an extensive training programme and are experienced in providing emotional support to the bereaved - whenever and however that bereavement occurred. Leave a voicemail on **07495 777401** or email referrals@cruserichmonduponthames.org.uk. They will respond within 24 hours (not including weekends) to offer initial support and explain how to get regular telephone or Zoom support sessions with one of their volunteers.

Kingston Bereavement Service

Please contact us on 020 8547 1552 or email

info@kingstonbereavementservice.org.uk

For immediate help, you can call the CRUSE National Helpline on 0808 808 1677

LADO Service

If you have any concerns about an adult working with children you can contact the LADO service on 020 8891 7370 or 07774 332 675 or email:

LADO@achievingforchildren.org.uk

The LADO referral form is now online and can be accessed here:

<https://docs.google.com/forms/d/e/1FAIpQLSdYVca4qbvFJS71sD2PzYr8mhyot9GrOdzsHUUYOmJeM7uCKA/viewform>

When making a LADO referral remember that if there is a safeguarding concern for a child you will also need to make a SPA referral for the child.

Job opportunity

Stanley School is [recruiting](#) for a Deputy Safeguarding Lead. This is a support staff position and is a fantastic opportunity for the right person. The general intention of the post is for someone with experience of the Safeguarding arena who will be able to support vulnerable children and families in the school. There is a large focus on 'attendance' in the role as there are often correlations between the vulnerable and low attendance.

Traveller children

Gypsy, Roma and Traveller communities have significantly lower educational outcomes than the rest of the school population, with just over 10% of Gypsy and Roma children, and 21% Irish Traveller children achieving GCSEs at the end of KS4. The Traveller Movement cites discrimination and marginalisation experienced at school, and teachers mention their frustration at long periods of unexplained absence from their schools, and problems of holding onto their students for long enough for them to complete their GCSE courses and take their exams.



school represents these communities best chance of providing their children with the skills which will make them economically useful, and enriching their lives with wider opportunities to participate in the world around them. Ofsted sets out expectations for schools in its [Provision and Support for Traveller Pupils](#) (HMI 455, 2003), that schools should promote and affirm the culture and lifestyle of Gypsy, Roma Traveller pupils in a way that reflects recent legislation on race equality, and urges schools to take greater responsibility for promoting and sustaining links with GRT families. The highly mobile lifestyle of GRT families is exacerbated by the shortfall in site provision, and families will often have substantial periods of time on the road to take up seasonal employment. Gypsy Roma Traveller children have a home school, known as their base school, where they are registered and where they are expected to spend at least 200 days of education. It is the responsibility of the base school to track families onward to the schools where children may be temporarily resident.

Research undertaken for The Traveller Movement's Good Practice Guide (April 2019) identified some key findings in schools which have successfully worked with their local Gypsy, Roma, Traveller (GRT) community:

- These schools make extra effort in building relationships and welcoming the parents of the GRT pupils, including working with families to find a common understanding of expectations regarding punctuality, uniform etc
- They are aware of topics that GRT parents might be sensitive about and willing to discuss those with them
- They take care to accommodate parents with low literacy skills, and proactively think about effective ways to communicate information
- 3/4 of these schools have had GRT TAs or Interns who act as a link between the school and the families (there are some real success stories with schools which have been able to follow this pattern)
- They include Gypsy, Roma and Traveller history and culture in their curricula
- These schools tackle bullying proactively, and GRT children are not disproportionately targeted than any other children in these schools – including the use of exclusions.

Operation Encompass

This is a Police scheme for all schools which shares information regarding domestic abuse incidents with a child's school to enable them to receive silent support. It does not replace any safeguarding processes but is an additional means of supporting children who may be exposed to domestic abuse. The school are notified via their Designated Safeguarding Lead of any incidents when a domestic abuse incident has occurred and a child is present and police are called to the venue. The information is sent securely via the Box cloud based system. It is operated in the MASH and any further queries are dealt with by the Local Authority via their usual safeguarding pathways.

To sign up to Operation Encompass: Please send the email address of 2 (Two) Designated Safeguarding Leads (DSL) to: SWMailbox-.MASHKingston/Richmond@met.police.uk

You must supply the full address of the school so we can assure the right folders are set up. The MASH will then create a folder for your school on BOX. The MASH will then send a BOX invite. Please check your junk folder and accept invite. MASH will then upload a test document to make sure you can view the files.

Peer supervision training- REMINDER of fantastic free offer

We have won funding to provide training to a senior member of staff to provide peer supervision for the DSL. The training is in two parts, with Part 1 this term and Part 2 next term. There are several dates to choose from [here](#). This training is delivered by a professional mental health at work organisation called Health Minds at work and is delivered by psychotherapists with supervision in education expertise and experience

Why you should consider it

DSLs carry an emotional burden in their role and it is an indicator of effective safeguarding (according to the Ofsted Inspection Handbook) to provide the DSL with supervision. We believe it is only a matter of time before supervision of the DSL will become a statutory requirement so we are hoping to make settings ready for forthcoming legislation. We have had fantastic feedback. It is most suitable for a member of your SLT or SENCO who has 1-1.5 hours available once a month to run supervision sessions and has strong interpersonal qualities in listening, being empathic, being non-judgemental and building relationships. Clearly, professional supervision by a qualified therapist is the best way to support your DSL. As most schools have no budget for this, we are making this offer, which is seen as a good solution for schools who do not have the budget for professional therapeutic DSL supervision support. This training, delivered by the professional Psychotherapist consultancy Healthy Minds @ Work will equip someone in your setting with the skills to run Peer Supervision.

If you already run peer supervision in your school,

This training would be hugely beneficial because it will add to your supervisor's skillset and improve the quality of the support you receive.

Headteacher surgeries – please tell your Head about this

As part of this project we are really pleased to be able to offer six Headteachers the opportunity to have an individual (1:1) 90 minute supervision session with a Healthy Minds at Work psychotherapist. This is open to any Headteacher who has dealt with a particularly challenging safeguarding case. For more information, email [Lucy](#) MacArthur

Mothers Against Muggings

Mothers Against Muggings is a local action group that was co-Founded by two passionate mums, Barbara Lingle-Elliott and Felicity Barkus to tackle the youth mugging situation in Richmond and beyond, working with the local police and community safety teams.



Barbara & Felicity deliver and provide age appropriate, live or digital assemblies to primary and secondary school students, that educate and empower our young people on how to stay safe on the streets. The school programmes provide young people with helpful hints and tips on how to stay safe (when they are alone or with friends) and what to do / who to call if something happens.

If you are interested to know more, please contact info@mamedu.co.uk

Poverty and supporting families with new need

As a result of the pandemic many families have new financial needs and may be ashamed or self conscious about asking for help. Do publicise local services for those in financial need, such as food and essential [Kingston](#) and [Richmond](#) for vulnerable (including SEND) families in need or for universal help the [Citizens Advice Richmond](#)

AfC's programme of activities for children in receipt of FSM or in high need of support is [here](#). An overview of support from the Richmond voluntary sector is [here](#) and Kingston Voluntary sector is [here](#).



Thank you to our Education Reps

I can't believe it has been two years since Sophie Cavanagh (left of pic) from The Kingston Academy and Sophie McGeoch (right of pic) from Meadlands Primary began their tenure as Education Reps on the Safeguarding Children Partnership's Strategic Leadership Group.

We are enormously grateful to them for their wisdom and insight – and the inspirational contributions they have made to our work. Both are stepping down from the Partnership at the end of this term. Thank you to them both.

Have you signed up to Operation Encompass?

This is a Police scheme which shares information regarding domestic abuse incidents with a child's school to enable them to receive support. If you have not signed up yet, please send the email address of 2 (Two) Designated Safeguarding Leads (DSL) to:

SWMailbox-.MASHKingston/Richmond@met.police.uk

You must supply the full address of the school so the right folders are set up. The MASH will then create a folder for your school on BOX. The MASH will then sent a BOX invite. Please check your junk folder and accept invite. MASH will then upload a test document to make sure you can view the files.