



Safeguarding children and young people: Early Years Summer 2021

Final DSL forum of the academic year

Thank you to all the practitioners from Early Years who attended the Safeguarding Forum on the evening of 16 June. We had some really interesting discussions around supporting the DSL from vicarious Trauma and the Peer Supervision training we are offering all nurseries and pre schools will help with this. We heard a really interesting talk by Subha Mukherji from the Asian Women's Resource Centre about Harmful Practices including FGM and Faith Based Child Abuse. I reminded you all of the Early Help Resilience Network meetings to assist you with emerging worries and supporting families – more about this in this edition of the Round Up. Here is a simple guide from Subha's presentation about being culturally competent whilst talking with families about practices within their communities.

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

Opportunity for free Peer Supervision training

We are offering peer supervision training by a professional mental health at work consultancy, to a member of your setting's staff to enable them to provide peer supervision to the DSL. The training, delivered by Psychotherapists, is in two parts, with Part 1 this term and Part 2 next term. Supervision is an indicator of effective safeguarding and will help the DSL manage vicarious trauma and emotional overload. You can book [here](#). Click the Training courses box on the left and select Peer Supervision for nurseries. Don't miss this great opportunity.

Early Years safeguarding Forums 2021-2022: Dates for your diaries. 7-9pm

Autumn term
17 November

Spring 2022
2 March

Summer 2022
22 June

Do you have any emerging worries about children and families?

The Early Help Resilience Network meetings are meetings where you can seek professional expertise from multiple professionals who can help develop a support plan for your child or family. The meetings have been really successful in helping Early Years practitioners signpost families to appropriate support and prevent an issue from escalating.

The Early Help Resilience Network Meetings have supported families with challenging behaviours, living in isolation, domestic abuse, supporting asylum seekers and many other issues. The response has been very positive. You can book onto the meeting via AfC CPD Online.. Contacts for the Early Help Leads is below.

Contact numbers/emails for the leads

Kingston

Sharon Karikari- 0-5
07824503363

sharon.karikari@achievingforchildren.org.uk

Next meeting 22nd June 10 - 12
20th July
17th August

Access through [AfC CPD online](#).

Richmond

Ashley Jones- 0-5
07864609557

ashley.jones@achievingforchildren.org.uk

Summer 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](#), Child Safety Week was earlier this month. This [website](#) has lots of useful safety advice sheets for parents. Safe sleep leaflet is available [here](#)

Button battery risks for toddlers

I heard a simple piece of advice from a paediatrician on the news this week as part of a bigger story highlighting the risks of button batteries, which are a serious health risk for toddlers and young children who may swallow them accidentally. According to the Paediatrician from Alder Hey Childrens Hospital on the news, these batteries can start to cause serious damage after 15 minutes of being swallowed. He said that if a parent suspects a battery has been swallowed, they should feed honey to the child (not suitable for babies under 1 year old or anyone known to have a honey allergy) whilst seeking and waiting for medical help. He said the honey will coat the battery and could act as a temporary protective barrier, buying valuable time for medical intervention to begin. The advice was to give honey repeatedly, at regular intervals until medical help is administered. You can read more [here](#).

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](#). You can read about more Early Help resources on our [website](#).

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.

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.

Harmful Practices

Harmful practices 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. This topic was explored at the DSL forum earlier in June. See the front page for tips around cultural competence. More information [here](#).

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)

Challenging behaviours in Early Years

[This Webinar](#) by Anna Freud Centre's Early Years in Mind network, looks at behavioural issues around attachment and how to help children regulate their emotions and speak about feelings.

Do you have Young Carers in your setting?

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.



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

Early Years: is there a role you can play to help combat Harmful Sexual Behaviours in older children

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 and violence towards girls. All schools at every stage have a role to play and I urge Early Years to think about the work they could do with children and families as well. Your children are the Years 5 and 6s of the future and this is where these behaviours start to appear. This article is really interesting –How to raise good feminist boys <https://www.theguardian.com/lifeandstyle/2019/mar/09/how-to-raise-good-feminist-boys-sons>

It doesn't have answers but is interesting to read, especially for parents of boys. Avoid gender stereotypes – try not to assume the doll is for the girl and the robot for the boy. Let boys cry and don't praise them for manning up or being brave. Encourage friendships between boys and girls. I am sure you are already doing all of these things. Another suggestion is the Amnesty First Steps Resource Pack which is a pack of 5 resources looking at themes such as feelings and belonging

<https://www.amnesty.org.uk/resources/first-steps-resource-pack>

Perhaps this could be used to explore what it means to be a boy or girl, being nice to one another and building strong friendships.. Do let me know of any ideas you have that I can share with all the Early Years practitioners. My email is

lucy.macarthur@kingrichlscb.org.uk



Kingston and Richmond

Safeguarding Children Partnership