

DIARY DAT

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NEW: Keeping Children Safe in Education for September '16

On 26 May 2016 the DfE published the new [Keeping Children Safe in Education](#) document which will come into force on 5 September 2016; they have released it now so that we can prepare for the autumn term. I'll be producing more materials shortly, but I've highlighted the key updates below:

- Training must now be 'at least annually' (with regular updates as necessary)
- Concerns about the proprietor of an independent school should be taken to the Local Authority Designated Officer (LADO)
- In addition to reading Part One of the guidance, staff working directly with children must also have read Appendix A 'Further Information'
- All school staff should identify children who would benefit from 'early help'
- Increased emphasis about Peer-on-Peer abuse
- The Designated Safeguarding Lead (DSL) must have this role specified in their job description
- Governing Bodies should utilise 'the experiences and expertise of their staff when shaping safeguarding policies'
- Child Protection policy should reflect the additional barriers that exist when recognising the abuse of pupils with SEND
- Prohibition checks should be undertaken for everyone in 'teaching work', not just those with QTS
- In independent schools (including academies and free schools), further checks should be undertaken to ensure that the person is not prohibited from engaging in a 'management role'
- Checks of the NCTL Teacher Services system for any restrictions imposed by countries in the European Economic Area (EEA)
- Schools must check that an agency worker presenting at the school is the same person on whom the agency has provided checks for
- All school Governors need an Enhanced DBS Check (without barred list, unless they are additional in regular activity)
- Inclusion of information on so-called Honor-based Violence
- Teacher must *personally* report to the police a disclosure that FGM has been carried out (in addition to liaising with the DSL)

Awareness of Type 1 Diabetes

Virtual college have teamed up with JDRF* to offer a free online training course to help professionals working with children and young people to be more aware of Type 1 Diabetes and how best to support those affected.

After completing the course, learners will be able to:

- Know how to manage Type 1 Diabetes
- Understand the implications for not managing it properly
- Spot the signs of low and high blood glucose
- Support children and young people with Type 1 Diabetes

Please follow the link below to access your free course today.

http://www.safeguardingchildren.co.uk/awareness-type-1-diabetes-free-online-course/?utm_medium=email&utm_campaign=LGP%20JDRF%20SCA%20launch&utm_content=LGP%20JDRF%20SCA%20launch+Version+A+CID_1b9c0b39a443cb8185e6c5ca95cde99c&utm_source=Email%20Marketing&utm_term=Click%20here

*JDRF fund research to cure, treat and prevent Type 1 Diabetes whilst giving support and a voice to people with Type 1 Diabetes and their families.

CONSULTATION

Childcare workers: changes to disqualification arrangements

The government has launched a consultation into 'disqualification by association'. At present, anyone in a childcare role working with under-8s, including teachers and teaching assistants may be disqualified from such roles, if someone they live with had been convicted of an offense that would bar them from working with children.

Disclosure by Association has been seen as unfair by many people, and there were certainly some situations that seemed unreasonable. The guidance has not always been applied appropriately and some further clarity is welcomed.

Figures released by Ofsted show that of 3,056 applications received since the guidance was issued in October 2014, 1827 were not required because "the role was non-relevant or the offense was spent or non-disqualifiable" (See [Schools Week](#))

The government are proposing three options:

Option 1: Remove disqualification by association for all childcare workers in schools and non-domestic registered settings.

Option 2: Retain disqualification by association but introduce a new right to make representations to Ofsted.

Option 3: Retain disqualification by association, but reduce its scope, and introduce a right to make representations to Ofsted.

The Consultation document with an explanation of the rationale and the options can be found [here](#).

The online consultation closes on 1 July 2016 and can be found [here](#).

Overseas Checks

The Government guidance provided states that schools/academies must make their own decisions around the checks that should be made, and any checks should be proportionate. In general, people are asked to bring a 'certificate of good conduct' from any country they have been in for 6 months or more in the last 5 years – but that is sometimes easier said than done.

Lists of how to get this information are outlined in the document, please follow the link.

<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

In the absence of a good conduct check, you have to make sure that you have enough other valid sources of information. If they are from a country where checks are easy or easier to obtain, the expectation is that they should do so (or you perhaps should be concerned if they do not produce one).

ALWAYS REMEMBER TO CHECK THEIR RIGHT TO WORK IN THE UK

NEW from Parent Zone!

DigiDog!

Parent Zone's new Online Safety mascot DigiDog is taking the country by storm sniffing out primary schools to visit.

Primary Schools joining Parent Zone as a Digital School will receive a set of classroom resources around the DigiDog story. You'll also receive a stuffed DigiDog for your children to take home and create a DigiDog Diary explaining what they did together online and what they thought about before sharing their online world.

To find out more information about [DigiDog](#) or contact Yasmin at Parent Zone on yasmin@parentzone.org.uk

Focus on: ZAK – a serious game simulation

By Liz Barrett, Deputy Director of FE & Communities



I was first introduced to ZAK at a training event organised by The Centre for Child Protection (University of Kent), at Bilborough College, Nottingham.

This was a training session to support staff working within educational establishments, and their learners, on the way that a person's behaviour changes out of the normal range whilst being radicalised. The training is designed to help us to spot the signs of radicalisation and to put interventions in place to support the individual.

The ZAK programme is designed as a serious game simulation; it follows the same format as Facebook in the way that interactions are made through photographs, timelines and comments. The player is able to read the comments and use the integrated traffic light system to record evidence of a change in behaviour and/or signs of radicalisation and at what level: Red, Amber or Green.

This programme is aimed at 16-18 year olds but does have a place for the older learner, in terms of being able to support younger relatives, friends and to become more aware of where and how we share personal information.

Facebook is used by many and it is through social media that extremists/groomers can learn many facts about you. The discussions integrated with ZAK naturally lead onto internet safety as today's communication is mostly via the web. Account security and privacy settings within the users account are discussed to ensure that participants can protect themselves.

As you follow Zak's story through the photographs posted, the impact of what he does becomes clear and is followed with two short clips of different endings depending on the choices he makes.

If you want to learn more about ZAK then please visit [The Centre for Child Protection](#) where you will find out more.



E-Safety: Engage, Support, Empower

By Lisa Barton, Head of Communications

“The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation – technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify intervene and escalate an incident where appropriate.”

Ensuring our pupils are safe online is already a priority for all of us. *“It is essential that pupils are protected from harmful and inappropriate material online”* while still being given opportunities to explore the benefits of the online world. The new guidance outlines in more detail the responsibilities and requirements of schools to ensure this safety. The above extract identifies the areas in which technology can expose children to risks and it is therefore our duty to address these risks. It also states that *‘over blocking’* should not inhibit learning and highlights the importance of children understanding the risks of how to keep themselves safe online.

The guidelines also identify that the *“breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:*

- *Content: being exposed to illegal, inappropriate or harmful material*
- *Contact: being subjected to harmful online interaction with other users*
- *Conduct: personal online behaviour that increases the likelihood of, or causes harm.”*

So how do we allow our pupils to get the most out of the digital world while keeping them safe? Below are some examples of the challenges being addressed throughout our academies to keep children safe whilst online.

- Ensure technical solutions are robust and monitored
- Embed the awareness and understanding of online safety into curriculum and academy life
- Empower staff to be confident in addressing online safety
- Develop skills of etiquette and caution when using social media and interacting online
- Engage with parents to empower them to support their children online

The following initiatives are being used within our academies:

- 360 Degree Safe – self auditing tool to assess current position and provides guidance on next steps
- E-Safety Mark – this can be applied for once a specified standard in above is reached
- Childnet Digital Ambassadors Programme
- Safer Internet Day
- Tootoot
- Safeguarding portal
- A Governor responsible for e-safety should be in place (also known as Safeguarding Governor)

Going forward

- Academies to report on progress through 360 Degree Safe tool and actions needed
- First academies to apply E-Safety Mark
- Trust wide secondary adoption of Childnet Digital Ambassadors Programme following successful pilot
- Case study of Tootoot use across ATT
- Funding for trust wide software to enable the filtering, monitoring and reporting of internet use by all pupils and staff

(All quotes are from the new [Keeping Children Safe in Education](#) document).