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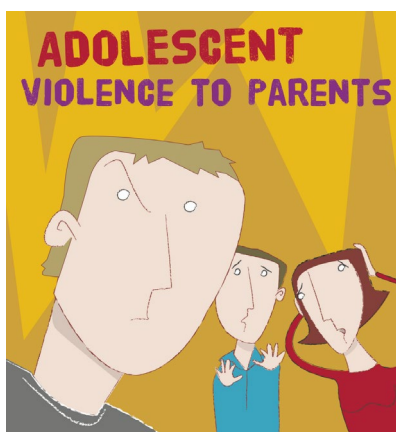
Adolescent violence towards a parent

In our last newsletter we released information that stated domestic abuse was up by nearly 50%. Latest statistics are stating that concerns about domestic abuse towards a parent remain the most common factor at the end of a Child in Need (CIN) assessment. Adolescent violence towards a parent is serious issue and is on the increase.

The following guidance can be offered to parents should they find themselves in this situation:

[Adolescent-violence-to-parents-booklet.pdf](https://www.domesticabuseservices.org.uk/adolescent-violence-to-parents-booklet.pdf)
([domesticabuseservices.org.uk](https://www.domesticabuseservices.org.uk))

Safeguarding is the responsibility of all staff and the situations you uncover can be upsetting but please also think about the number of children you protect by your actions. This is hard to quantify and success stories are not reported but hold onto the thought that every intervention you make in one of our pupil's life may have prevented matters getting worse and in some more serious circumstances you have possibly SAVED them from harm. Equally, the safeguarding concerns you send through allow us to signpost either the pupil or the parent and again this can be just the help a family needs – thanks everyone!



Grooming within organisations – How to keep children safe

The KSCMP (Kent Safeguarding Children Multi-agency Partnership) released a case review that was triggered by the arrest and subsequent conviction of a teacher for sexually abusing a young person at the school where they were employed. The review identified that the abuse of the child was possible because the teacher was able to 'groom' not only the child but also their colleagues and senior staff within the school, and this meant that the safeguarding systems within the school failed.

For more information read the review here and how the teacher groomed colleagues to ensure you that you maintain an attitude of **'it could happen here'** where safeguarding is concerned.

<https://www.kscmp.org.uk/procedures/child-safeguarding-practice-reviews/published-local-child-safeguarding-reviews>

Uncovering Rape Culture BBC Documentary

Before Christmas many of you may have seen the documentary on the BBC and I-Player regarding peer-on-peer sexual harassment and assaults. Titled "Zara McDermott: Uncovering Rape Culture" there is an accompanying article on the [BBC website](https://www.bbc.com/news/health-56888888). The original documentary is [here](https://www.bbc.com/news/health-56888888), and we urge you to watch it.



Sharing nudes and semi nudes – Peer on Peer abuse

We have had a number of disclosures since the delivery of the PSHE curriculum, especially in term 3 when consent was covered. This is a good thing, and shows the curriculum is having impact. Therefore, just a little reminder that if you hear that pupils are sharing nudes/semi nudes or being requested to share then refer to the Child Protection Policy that is on the website or in each staffroom. This document outlines the following: highlight the incident to the safeguarding team on CPOMs, they will then interview pupils, then parents and carers will be informed at an early stage to support their child unless there is good reason to believe that involving them would put the pupil at risk of harm. **Please remember do not view, copy, save or delete the images.** The DSL will need to review whether this is necessary to safeguard further and will also have to have a witness present if doing so as well as record the reasons why.

NEW 'Act Early' Videos

Thanks to everyone for taking time to get your certification for the statutory Home Office Prevent materials.



The Counter Terrorism Police (CTP) have recently launched three new 'letters to my younger self' films as part of its 'ACT Early' campaign, aiming to bring to life real stories of extremism and radicalisation. You can watch the new films [here](#).

The new films tell the stories of John, who fell into the extreme right-wing through social media and was helped through Prevent; Michael, who

became involved with Islamist extremism and tragically lost his life; and Mustafa, who followed multiple radical clerics and is now a spoken word artist working within the NGO sector.

Statistics



Some uncomfortable statistics - **ONE IN 8** of the pupils with a social worker had three vulnerabilities: regularly absent

or excluded from school, had SEND and were from a challenging family and socio-economic environment. **58%** of pupils with a social worker were eligible for free school meals, which is more than **THREE TIMES** the rate of all KCC pupils. **36%** of pupils with a social worker recorded poor attendance at school, which is **THREE TIMES** the rate of all KCC pupils. **9%** of pupils with a social worker had a fixed term exclusion, which is nearly **FOUR TIMES** the rate of all KCC pupils. **21%** of pupils recorded as being permanently excluded from school in 2018/2019 had a social worker in the same year. **24%** of pupils with a social worker had SEN support at school, which is more than **DOUBLE THE RATE** of all year R-11 non-special school pupils. **8%** of secondary school pupils with a social workers had an EHCP, which is more than **FOUR TIMES** the rate of all KCC secondary school pupils.

We support VSK by knowing who our pupils are who have a social worker and who may also be subject to a Child Protection or CIN plan, we have high aspirations for them, we don't treat them differently, we believe in them and advocate for them. We work well with their social workers.

Take a look at the Reconnect site
<https://www.kent.gov.uk/education-and-children/schools/reconnect/reconnect-activities-and-events>

Conspiracy Theories

According to Ofcom, more than six in ten children aged 12-15 said that they found it hard to know what was true and what was false. New guidance by lecturers at the Institute of Education, UCL has been published which aims to provide teachers with general guidance on how schools might approach disinformation and conspiracy theories amongst pupils. It is important to have discussions with young people on conspiracy theories, misinformation, and truth.

Full Fact is a website you may find useful to use directly with young people
<https://fullfact.org/>



Should a teacher ever share their conspiracy beliefs?

In a nutshell the answer is no! It would be inappropriate for a teacher to share a conspiracy belief or widely debunked story. Conspiracy beliefs are quite widespread amongst the population. While one would hope that teachers would avoid belief in some of the wilder conspiracy theories, the large numbers of believers mean that in every school there are likely to be teachers who hold conspiracy theories. Indeed, research has shown this to be the case (Ballová Mikušková 2018)¹⁴ and further that some teachers have even promoted conspiracy theories in their teaching (Berman & Stoddard 2021)¹⁵. Teachers are free to give their opinion on many topics. There are lots of genuinely open questions on which there is no consensus in the academic

community. Most political, moral, aesthetic and philosophical questions are open in this way. In these areas it is acceptable for a teacher to share their opinion, as long as it is clear that it is a personal opinion and not the 'correct' answer. (Also, it is important to only share an opinion in the context in which the teacher is confident that the lesson overall can achieve a balanced examination of different perspectives.)

[Conspiracy and the Classroom
\(teachingcitizenship.org.uk\)](https://teachingcitizenship.org.uk)




Teachers in England to be given guidance on impartiality

You will have seen the news about the DfE's latest guidance for teachers in relation to impartiality. As you know we teach a broad and balanced curriculum,

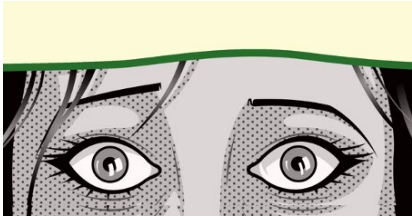


and rightly so we cover some sensitive topics. There are laws surrounding this but in a nutshell you should present different views on political issues in a fair and dispassionate way, avoiding bias. It is preferable, where practical, to present pupils with a reasonable range of views on a political issue. This doesn't mean that different views are always given equal time in teaching or cannot be critically assessed. You should also continue to challenge misinformation and extreme views, such as those based on discrimination and prejudice.

There are some simple steps that you can take to help ensure your teaching is in line with schools' legal duties on political impartiality:

-  Identify political issues covered in the curriculum in advance, so that you can structure your teaching to ensure balance.
-  Think about the age, developmental stage, and existing knowledge of pupils, as well as the complexity of political issues covered, to decide whether teaching is age-appropriate and balanced.
-  Select resources carefully, being mindful of bias and imbalance that might not be immediately obvious. Make sure you review materials and assess the organisations that produced them, before they are used with pupils.

So you got naked online



There are a number of reasons someone might share nudes or semi-nudes, they range from feeling

brave about taking a risky photograph, being encouraged by mates to do it as a dare, thinking it's a good laugh and there's no harm in it. It can be complicated, however, the implications can be harmful and asking for help is the right thing to do! The following link is a great resource that covers what to do in these situations and good practical advice to offer our young people as they will have to manage questions such as how will this affect my future and how to advise friends etc. internetmatters.resource

NO *means* **NO**

A Longer Read: Child Exploitation - Hidden Girls

It is suggested that there is an underrepresentation of females who are exploited by gangs and as such, producer Amanda Kiron aimed to “provide a voice for the voiceless” with her documentary, Hidden Girls, which aired on the BBC earlier this year.

The documentary included the retelling of the harrowing experiences of Kendra Housman, Aliyah Morgan and Rita Jacobs who discuss their own experiences of the dark world of the criminal and sexual exploitation of girls.

The documentary covers a huge amount of information in its 40 minutes. There is reference to gang structure, including ‘tinies;’ children under 10 years old who are used to carry drugs, weapons or other parcels on behalf of older gang members. These children are targeted because

they cannot be held criminally responsible for their actions. The documentary also explores the complex dynamic of how grooming victims can become perpetrators themselves. For example, Kendra was told that the only way to protect herself from rape, was to make sure there were other girls available to the boys and men. There is also reference to contextual safeguarding (the risks to children outside of their home) and the work being done to bring social care practice in line with the changing needs and risks to children in this online world.

Following the documentary KCC staff asked Kendra, Aliyah and Rita; “We know all the ‘typical’ indicators of exploitation, the generic list of changes or concerns to look for, but in your experience was there anything your education setting could have done, or done differently, to help keep you safer?” Their answer was powerful, yet so simple: “Get to know us and our norms, so you can recognise the changes that are personal to us. Listen to what we aren’t saying. Don’t write us off, advocate for us. Refer to social services and push for us to get the help you know we need.”

The feedback was that it is easy for girls to slip through the net of support. There are many reasons for this, but they suggest that girls try to pretend everything is fine, and “keep their heads down” for fear of getting someone, or themselves, into trouble. This is what can make the victims hidden, their behaviour does not demand attention. During the webinar, the team explored the language professionals use when discussing exploited children. Phrases such as, “this underage girl is sleeping with multiple men” indicate a victim blaming ethos. What we should be saying is, “multiple men have raped this child.” He is not an “older boyfriend,” but an “adult perpetrator of abuse.” The documentary has recently won “Most Impactful Multi-Platform Journalism” in the BBC News Awards and can be viewed on BBC iPlayer [here](#).

Worried about a child? Don’t assume that someone will make that call. You could help save a child’s life, call our reporting line on 03000 411 111. If a child is in immediate danger, call 999