



Designated Safeguarding Lead Support Hub Meeting
Wednesday 1st July 2020 at 8.30am, 11.00am and 3.30pm
Venue: Virtual Meeting Room

1	<p>Due to numbers on the call, we have been unable to go round and do a wellbeing roundup, but if anyone is feeling that they'd like to share anything or wants to chat through any support that they need, please feel free to stay on the line afterwards, or email into GSEP@gloucestershire.gov.uk</p> <p>As ever, if you have queries, or need any support or guidance please email the team at gsep@gloucestershire.gov.uk</p> <p>Notes from today's meeting will be available on the Education pages of the GSCB website along with links to all documents referenced.</p>
2	<p>INTRODUCTION</p> <p>A recap of previous issues:</p> <ul style="list-style-type: none">• Ongoing plea! Emergency Contact Numbers - There is a notice on the bulletin board from MASH. Schools' information can be crucial in the decision making. They are working with very short time scales in the MASH and the Social Workers usually have to make their decisions within 1 working day based on the information available from all the agencies within the MASH, which include Education in order to ensure that children, young people and their families receive the right response at the right time. Whilst it is appreciated that it is not always possible to obtain the information within a few hours during the school holidays, it is extremely helpful to be able to include it wherever possible, especially under the current circumstances.• Please check the bulletin board on Schoolsnet for all info and guidance – this is the “go to” place at the moment.• Bereavement Policy for schools is available on the education pages of the GSCB website.• KCSiE 2020 has been released for information with Annex H outline the substantive changes. Reference must still be made to the 2019 version until September when the new version will be confirmed.• 30 minute bitesize DSL Webinars in the pipeline:<ul style="list-style-type: none">i) Making a referral and a “Good MARF”. Thurs 2nd July: Danielle (working on getting a repeat booked in, and making a recording available for view)ii) KCSiE 2020 update briefing. Thurs 9th July: Lou (details yet to be sent) also, a planned repeat across the early days of Septemberiii) New DSL briefing. Thurs 16th July: George (details yet to be sent), also a planned repeat across the early days of September• TIC+ 1:1 telephone / online drop in service for children and young people struggling with their mental health. Details in notes from last week's meeting on the Education pages of the GSCB website.• We need to keep talking with you! Please tell us what resources would be useful to you, in your role at gsep@gloucestershire.gov.uk <p>For previous updates, please refer to minutes of earlier meetings which are available on the GSCE website www.gscb.org.uk</p>

UK Safer Internet Centre

1. infographic report regarding the impact of UK Safer Internet Day this year, February 11th.

- There were 1,208,676 views of Safer Internet Day films.
- 1,162,501 downloads of educational resources.
- The #SaferInternetDay hashtag was used 63,831 times on Twitter, trending at number 1 throughout the day.

https://d1afx9quaogywf.cloudfront.net/sites/default/files/Safer%20Internet%20Day%202020/Safer%20Internet%20Day%202020%20-%20Impact%20report_0.pdf

2. A guide to Zoom

- How Zoom works
- Things to know before letting your child use Zoom
- Additional features of Zoom
- Privacy and Security
- Other things to be aware of
- Top tips for parents and carers

<https://saferinternet.us18.list-manage.com/track/click?u=8535f411306c2a993fec6e332&id=2e32a3ab29&e=d8bd1f9f15>

3. A report from the Director of UK Safer Internet Centre into the expectations and effect this time has had towards children online during the Covid-19 pandemic in a new full report.

- Evidence of Impact on Children being online
- A survey of 9,913 14-25 year olds conducted by the Duke of Edinburgh Award programme in April 2020 found that “83% are spending more time in front of a screen” and “71% are concerned it will impact their academic knowledge and skills
- Early findings on the impact of Covid-19 on girls and young women was a research briefing published by Girlguiding that surveyed a total of 6,678 girls and young women between 1 to 5 May 2020. The report concluded that
 - i) “it’s no surprise that girls and young women are spending more time on social media during lockdown, with 85% of girls aged 15 to 18 saying this.
 - ii) Many are keeping connected this way with 78% saying they’ve used new apps and games to communicate with friends and family. But with increased time online, they’re facing increased pressures.
 - iii) The 15 to 18 age group reported they feel under more pressure to:
 - Be productive and share the things they’ve achieved on social media (28%)
 - Look a certain way on social media, e.g. lose weight or exercise (26%)
 - Be online all the time (20%)

<https://saferinternet.us18.list-manage.com/track/click?u=8535f411306c2a993fec6e332&id=6aaf47facd&e=d8bd1f9f15>

Mental health resource for parents with a new baby – DadPad.

You might remember ICON, a project launched in reaction to number of non accidental injuries in non mobile infants. The same team have launched “DadPad” in recognition of the roles of males in a new family. The app is designed to help partners cope with theirs and their partner’s mental health problems during pregnancy and in the period following the birth of a baby. We are committed to continually improving the maternity experience for families in Gloucestershire so that every child gets the best start in life. More details at: https://www.gloshospitals.nhs.uk/about-us/news-media/press-releases-statements/dads-gloucestershire-can-now-prepare-parenthood-new-free-app-called-dadpad/?fbclid=IwAR12G7PBJdWVqvRs3BGYWI1bBqoB-cvRh313_Jj0MyipWnxcj-IKWbeqlbkDadpaduk . This FREE app covers a range of issues and hands-on advice. Its aim is to provide new fathers across Gloucestershire with guidance on how to develop the mind-set, confidence and practical skills needed to meet their baby’s physical and emotional needs.

In previous weeks, I have shared the experiences of young people through lockdown. I think these documents have been really important to keep us mindful of what children are actually saying, not how we are interpreting the words that come out of their mouths.

This week, I’ve got a document called #leftinlockdown : Parent carers’ experiences of lockdown. From the Disabled Children’s Partnership

Summary

Our survey found

- Parents reporting an increased caring load, both for themselves and for their disabled children's siblings. Parents feel exhausted, stressed, anxious and abandoned by society. In many cases, the support families previously received has now stopped. Many families are seeing declines in both mental and physical health
- Parents are particularly concerned about the pressure of children's behaviour and mental wellbeing; managing home-schooling; and what will happen to their children if they contract Covid19.
- the little support that had previously been provided for families has often stopped altogether
- Children's friendships; learning and communications; mental and physical health; and emotions and behaviour have all been negatively impacted.
- The lockdown is increasing financial pressures on families.

As the country begins to move out of lockdown, parents were greatly concerned about their child's return to school. The return of their children to school needed to be contingent on it being safe; and needed to be well planned; and carefully managed; with clear communication with parents and children.

Also, We asked respondents if they would be interested in receiving information on any of the following for your child's mental health and well-being – such as

- Mental health
- Preparation for return to school
- Maintaining friendships and peer groups

Report available with the notes from this meeting on the education pages of the GSCB website.

A document from the Early Intervention Foundation and Action for Children:

Covid-19 and early intervention : Understanding the impact, preparing for recovery

‘school closures, social distancing and the lockdown have seriously affected the ability of services to support children and families at the very time that these families are facing even greater challenges.’

As lockdown conditions are eased, services face a double hit, not only from more families needing more support to deal with a wider range of problems, but also from the knock-on consequences of fewer people having received the support that would usually have been available at key moments in their lives.

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As the country starts to draw up and roll out plans to ease the lockdown and inch towards normality, it is clear that early intervention and early help must be an integral part of the Covid-19 recovery.

Also,

- Responding to the challenge of risk assessment and referral in a virtual environment
- **Virtual and digital delivery of early help**
- **Minimising the disadvantage gap on return to school or early years provision**
- **The potential for longer-term, beneficial changes to service delivery models**

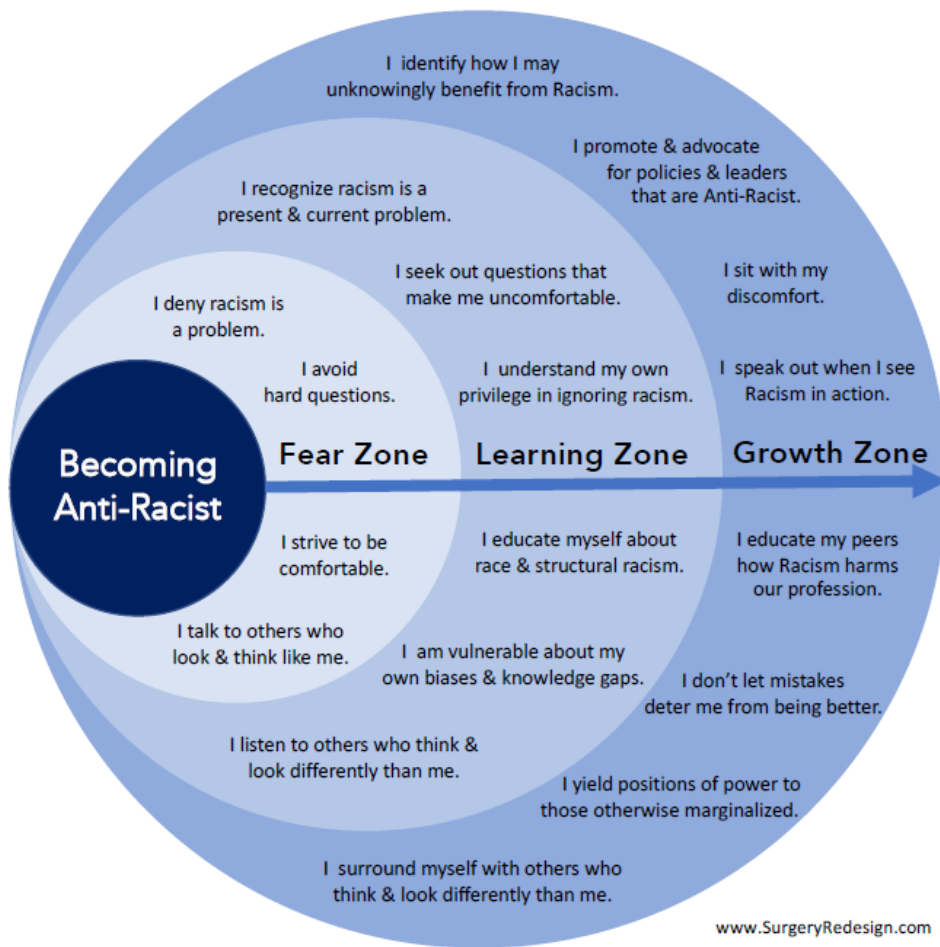
This document will be available on the Education pages of the GSCB website with the notes from this meeting.

Birmingham Children’s Trust; An individual start to thinking about racism....

Toolkit aimed at accelerating action across all parts of the workplace. It is built on the principle that improvement in organisations – for staff and for the people we serve – often needs everyone involved to work together, and that professional in practice can be empowered to shape change and use their professional agency and power, individually and collectively.

This is one example of a wealth of resources to support our own awareness, challenge and change about racism. Is your setting continuing a discussion about how we can collectively and individually be part of this change. It also supports how we actively demonstrate and develop values into action, and how our own actions or inactions contribute to this.

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Training update – Lou Burrige

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Free: **Psychological First Aid training during COVID-19 open to all frontline and essential workers.** Public Health England has launched a Psychological First Aid (PFA) training module, aimed at all frontline and essential workers and volunteers.

- The course is free, and no previous qualifications are required.
- This course has been produced by Public Health England and is based on international guidance from the World Health Organisation, United Nations and partners.
- The course aims to increase awareness and confidence to provide psychosocial support to people affected by COVID-19. By the end of the course, outcomes will include: understanding how emergencies like the COVID-19 pandemic can affect us, recognise people who may be at increased risk of distress and how to offer practical and emotional support.
- The course will teach you the key principles of giving psychological first aid in emergencies.

<https://www.futurelearn.com/courses/psychological-first-aid-covid-19/1>

Suicide Prevention Training

The Zero Suicide Alliance now has two types of awareness training to help you better understand the signs to look out for and provides you with the skills required to reach out to someone who is struggling;

- Gateway Module - a very brief introduction that takes between 5 - 10 minutes to complete https://lnks.gd/l/eyJhbGciOiJIUzI1NiJ9.eyJidWxsZXRpbl9saW5rX2lkljoxMTUsInVyaSI6ImJwMjpbGjIjYlslmJ1bGxldGluX2lkljoiMjAyMDA2MjYuMjM1NDI3NjEiLCJ1cmwiOiJodHRwczovL3d3dy5yZWxpYXMuY28udWsvaHVlZnMvWlNBTWljcm9Db3Vyc2Uvc3RvcnlfHRtbdDUuaHRtbCJ9.QME_nuz82TW3ZlZ9qFSM-CempJUigEzygpAfj11NJ9c/s/742131738/br/80359487524-l
- Suicide Awareness Training - more in depth session which takes approximately 20 minutes to complete and covers 3 scenarios; you're talking to a family member, a work colleague and a stranger <https://lnks.gd/l/eyJhbGciOiJIUzI1NiJ9.eyJidWxsZXRpbl9saW5rX2lkljoxMTYsInVyaSI6ImJwMjpbGjIjYlslmJ1bGxldGluX2lkljoiMjAyMDA2MjYuMjM1NDI3NjEiLCJ1cmwiOiJodHRwOi8vd3d3LmJpdC5seS96c2EtdHJhaW5pbmcfQ.p4YOUUPFXeQoTjuyEdOsN093onHeJzbEO5-Dqj0s7hGA/s/742131738/br/80359487524-l>

Health Education England and Public Health England have put together a 60-90 minute free online suicide prevention training for those who come into contact with members of the public (in any role) so that they know how to spot the signs of mental distress, and are comfortable talking about suicide.

We Need to Talk About Suicide:

https://lnks.gd/l/eyJhbGciOiJIUzI1NiJ9.eyJidWxsZXRpbl9saW5rX2lkljoxMTcsInVyaSI6ImJwMjpbGjIjYlslmJ1bGxldGluX2lkljoiMjAyMDA2MjYuMjM1NDI3NjEiLCJ1cmwiOiJodHRwOi8vd3d3Lm53eWhbGVhc m5pbm cubmhzLnVrL2VsZW FybmluZy9IRUUVU3VpY2lkZVByZXZlbnRpb24vaW5kZXguaHRtbCJ9.2cK_kwV7byezPcXi3bLc1CgV180hKN7bfHwmVpZklpU/s/742131738/br/80359487524-l

Webinar **presentations** available from Local Government Association.

1. The Invisible Children - babies born during COVID-19 – webinar: Tuesday 16 June 2020

- References made to ACEs
- Impact of restrictions on a mother, and the family unit.
- The effects of panic buying, the anxiety for new parents who couldn't get what they needed, or then went on to shop for things that they didn't realise that they needed. Still on-going.
- Medical follow up happens – but in a very different to before.

Positive effects such as

- Time to be a family unit without going out, or endless visits

Stats relating to incidents arising from the stress, confusion and frustration that a situation such as lockdown can bring. **16 domestic homicides happened in the first two weeks of lockdown.**

Addressing risks / understanding families' normality **and** anxiety at this time.

Post Natal Depression – mums and dads

Trauma informed care – Coronavirus is a traumatic event; these are traumatic times.

Case study

How to develop a culture of "Progress and Hope".

If you think that this would be a useful resource for you to make your teams aware of, especially those who you know work with expectant / new parents, link is

<https://www.local.gov.uk/sites/default/files/documents/Babies%20born%20during%20COVID-19%20-%20webinar%20-%20Wendy%20Thorogood%20and%20Lucy%20Williamson.pdf>

2. Domestic Abuse webinar – 23rd June 2020

<https://www.local.gov.uk/domestic-abuse-webinar-23-june-2020>

Priority of monitoring the impact of Covid-19 on DA and supporting third party organisations in their support of victims.

Discussion of the Domestic Abuse bill.

There has been a reduction in referrals from statutory agencies such as schools and GP surgeries, as they have been largely shut, but increases in engagement and calls from concerned neighbours, families and friends.

Personally, I don't think this is a huge resource considering our roles and the specific impact on children (which is a shame, because I'm really focussed on getting something that gives us this) but just to let you know that this is out there if you wanted to access it.

Serious Case Reviews:

I want to draw your attention to three SCRs published by GSCE over the past couple of months. It's likely from these that you can draw some learning to contribute to the annual SG update for your teams. I would urge you not just to gravitate to the specific recommendations for Educational settings, but look at the holistic recommendations for all professionals. We keep coming up against the usual suspects and want to explore what can be done differently to ensure positive outcomes for children and young people:

- Lack of professional curiosity around a situation Eg., Megan and her family situation (Professional Curiosity Briefing)
 - Record keeping that doesn't always hit the mark for accuracy, or the full picture (thinking others will record / different steers on a topic)
 - Culture of (not) escalating professional concerns. Need to move away from viewing this process as a blame culture, or a personal attack on someone's professional practice, and move towards an open dialogue when we are not satisfied that a decision taken does safeguard a child, does make a difference for them.
- i) SCRs Liam, Megan and Family Y: <https://www.gscb.org.uk/i-work-with-children-young-people-and-parents/serious-case-reviews-and-learning-from-reviews-and-audits/serious-case-reviews/> There are full reports, and shorter practice briefings for each of these reviews.
- ii) At-a-glance practice briefing for professional curiosity <https://www.gscb.org.uk/i-work-with-children-young-people-and-parents/serious-case-reviews-and-learning-from-reviews-and-audits/practice-briefings/>
- iii) Escalation of professional concerns guidance document <https://www.gscb.org.uk/i-work-with-children-young-people-and-parents/guidance-for-working-with-children-and-young-people/>

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A SCR that isn't a Gloucestershire child, but commissioned by Waltham Forest SG Board:

“Child C spent all but 3 of his last 22 months out of school and for much of this there was limited adult guidance or supervision in regard to how he spent his time. Time spent out of school, for whatever reason, is recognised to constitute a significant risk to children who are vulnerable to criminal exploitation. Half of Child C's period out of school came while he was the subject of Elective Home Education. In Child C's case the current arrangements governing home education contributed to his vulnerability to criminal exploitation. The approach that underpins the current government guidance in respect of Elective Home Education, an approach of minimum intervention or supervision, does not seem to be compatible with safeguarding children who are vulnerable to criminal exploitation.”

We're obviously, none of us, in a position to change the world overnight, but this report really gives us a renewed focus on this issue.

https://www.walthamforest.gov.uk/sites/default/files/WFSCB%20-%20SCR%20Child%20C%20May%20final_.pdf

Single Central Record

Currently, we are more than happy to check through your SCR by Egressed email. Send this through to gsep@gloucestershire.gov.uk and we will respond with feedback and a checklist sheet for you to keep for your records. (So if your SBMs / admin team want a check before the end of term, please get them across to us ☺)

We are going to revert to operating the SCR drop in sessions after September, but in a virtual format like this meeting room. So, please take this information back to your SBMs / admin teams that we'll be sending out dates for them to book onto, and it'll be a case of emailing the document to us, and we'll discuss it during the session time.

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Covid Summer Food Fund:

A link from schoolsweek.co.uk outlines how it works, what schools need to do: (25th June)

<https://schoolsweek.co.uk/dfe-finally-reveals-details-of-covid-summer-food-fund/>

DfE link to the updated guidance (25th June) for providing free school meals during the Covid-19 outbreak <https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance>

DfE link direct for the Covid Summer Food Fund (25th June)

<https://www.gov.uk/guidance/covid-summer-food-fund>

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NSPCC resource:

We reviewed research evidence to assess how likely it is that the conditions caused by the coronavirus pandemic are heightening the risk of child abuse in the UK.

We looked at data from the NSPCC helpline and Childline, to see what people have been saying to us since lockdown/the pandemic/the outbreak began. We also examined case studies collected from practitioners working in our service centres, about the impact of coronavirus on the children and families they were supporting.

Isolated and struggling: social isolation and the risk of child maltreatment, in lockdown and beyond **Key findings**

We researched the risks children might be facing and the reasons why these might intensify during the pandemic. Our findings fall into three broad categories.

• Increase in stressors to parents and caregivers

The research we reviewed confirms that the risk of child abuse is higher when caregivers become overloaded by the stressors in their lives. There are indications that the coronavirus pandemic has increased stressors on caregivers.

• Increase in children and young people's vulnerability

There are indications that the conditions caused by the coronavirus pandemic have heightened the vulnerability of children and young people to certain types of abuse, for example online abuse, abuse within the home, criminal exploitation and child sexual exploitation.

• Reduction in normal protective services

There is evidence that the 'normal' safeguards we rely on to protect children and young people have been reduced during the pandemic. However social connections and social support can provide a protective effect for children's safety and wellbeing.

Recommendations

We recommend a national and local response from governments and statutory agencies which includes practical steps such as:

- *providing practical support* to parents around income maximisation to reduce stresses caused by financial insecurity
- *addressing digital exclusion*, ensuring all children have access to the technology they need to access school, therapeutic support and other services
- *comprehensive and long-term funding* for children's services, with at least £2 billion a year invested in early intervention and therapeutic services.

https://learning.nspcc.org.uk/research-resources/2020/social-isolation-risk-child-abuse-during-and-after-coronavirus-pandemic?utm_source=adestra&utm_medium=email&utm_campaign=AV3406*&utm_content=NSPCC_Learning+Learning_newsletter_9+Jun20&ac=

ANY OTHER BUSINESS

4

1. Update from Early Help team –
 - An ongoing reminder of the Parentline service available to all parents and carers who may need support – however small – during lockdown. You can find this free helpline through the FIS webpage.
 - Please also be aware that the FIS Facebook page is a wide reaching resource to reach parents and carers at this time, and your school social media could signpost parents to support resources by this method also.
 - Early Help Co-ordinators and Community Social Workers are all available for support and guidance as you would usually make use of them. Particularly, they are keen to help with transitions from Yr6 – secondary school, joining both schools in a TAF meeting to ease the transition for the young person.
 - Please use your CSWs if you need to talk through a concern, or seek guidance around levels of risk or thresholds.
2. Update from Police in MASH – an increasing volume of referrals being seen.
3. Update from CSW team
4. Update from GHLL – Online pupil survey “Home Edition” available for pupils on the survey tab of the GHLL website www.ghll.org.uk
5. Update from Education Research in MASH.
6. DC advised that further weekly hub meetings would be held to share new information and give the opportunity to raise queries.
 - 08.07.2020 at 8.30am, 11am, 3.30pm
 - 15.07.2020

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FINISH