



Designated Safeguarding Lead Support Hub Meeting
Wednesday 9th September 2020 at 8.30am, 11.00am and 3.30pm
Venue: Virtual Meeting Room

Welcome to all – may have some new faces here today so Hello! And welcome back to those who have come back for more 😊

As ever, if you have queries, or need any support or guidance please email the team at gsep@gloucestershire.gov.uk

Notes from today's meeting will be available on the Education pages of the GSCB website along with links to all documents referenced. This session will also be recorded to enable others to view it who could not make today's session times.

INTRODUCTION

- Really conscious that today might be a bit of an information dump! Take everything you can from it, notes will be available on the education pages of the GSCB website along with any links or documents to which I reference.
- **Please check the bulletin board on Schoolsnet and information that comes out via Heads Up.**
- Two webinars that we delivered at the beginning of September – KCSiE 2020 update and New DSL briefing – are available to view via a YouTube link. This has been sent out, but if you haven't received it please let me know at gsep@gloucestershire.gov.uk and I'll send it out to you.
- **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

For previous updates, please refer to minutes of earlier meetings which are available on the GSCB website www.gscb.org.uk

Schoolbeat Update –

Schoolbeat officers have been in operation for over 2 years, and are back, fully staffed, covering every area of the county. Summer spent preparing and improving resources for schools, making them Covid secure – Covid friendly lessons! Will be touching base with schools, setting up the scheme again to get back in and deliver the input. So far, well received and Schoolbeat going back into many settings. Anyone who hasn't heard of Schoolbeat – every school should know their Schoolbeat officer – please email schoolbeat@gloucestershire.pnn.police.uk to see what's on offer, to enable an introduction etc.,

Community Social Work team update –

As all children return to educational settings in the context of COVID-19, we are anticipating an increase in demand from practitioners in the community who have safeguarding concerns about a child.

We want to make it simpler for practitioners to get the right support, at the right time, from the right service.

- **If you have urgent safeguarding concerns for a child or young person, please continue to call MASH on 01452 426565 and select option 3.**
- If you work with children and families and have safeguarding concerns which are not of an urgent nature and would like a conversation, please contact the **Community Social Work Team on 01452 426263.**
- Alternatively, if you ring 01452 426565 and select option 2, you will be transferred to the Early Help service for their response. However, where possible, please contact the Community Social Work team in the first instance.
- If you are unable to get through to the Community Social Work Team straight away, please leave your name, contact details, and best time and date to call you back.

It is good practice to inform parents of your concerns and what action you are taking, unless you feel it would place somebody at increased risk of harm to do so.

If you are contacting the Community Social Work Team, they will support you to reflect on your worries, explore what needs to happen next, and complete a follow-up conversation with you at a later time and date to ensure that you feel confident in completing the agreed actions, as well as any support you may require around this.

If you are looking for information on Gloucestershire's Local Offer information can be found by visiting our directory <http://www.glosfamiliesdirectory.org.uk>.

Further information on the Early help Graduated Pathway is also available on the directory. Information is also available by contacting the Family Information Service on 01452 427362.

Neglect Toolkit

“Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs likely to result in the serious impairment of the child’s health or development.....” (Working Together 2018)

- Neglect is characterised by the absence of a relationship of care between the parent/carer and the child; and the failure of the parent/carer to prioritise the needs of their child. It can occur at any stage of childhood, including the teenage years. It frequently poses a challenge for professionals because it requires looking at what ‘has not been done’.
- Child neglect is a prominent feature in many of Gloucestershire’s local reviews as well as appearing disproportionately in national serious case reviews. National reviews highlight the ‘hidden nature of neglect’; and the importance of a structured judgement approach to its identification and understanding which may often be subjective; with professionals varying in their views of what is ‘good enough’.

The Gloucestershire Safeguarding Children Executive (GSCE) promotes the use of the Gloucestershire Child Neglect Toolkit as a consistent multi-agency approach to working with neglect.

(1) Early Help: Supporting practitioners in the use of the Neglect Toolkit

The Multi Agency Child Neglect Toolkit is the tool used by all practitioners in Gloucestershire to assist with the early identification of children and young people at risk of neglect. Using this toolkit will help practitioners reflect on the child or young person’s circumstances; identifying strengths and resources to support families whilst also evidencing the practitioner’s concerns. The toolkit is designed to be used within a multi agency context therefore it is important that practitioners involve all the agencies who are working with the family in the completion of the toolkit.

When practitioners in the community first become concerned about the risk of neglect, they should complete the Child Neglect Toolkit and submit it through a secure route (e.g. Egress) to the Neglect Toolkit Inbox:

neglecttoolkit@gloucestershire.gov.uk

This should be done with the consent form signed by parents/carers.

Once the toolkit and the signed consent form has been received a Community Social Worker will contact the practitioner to offer support with regards to the next steps. If the checklist indicates scores of 4 the practitioner should contact the Community Social Worker as soon as possible to discuss.

However, if the practitioner has an urgent safeguarding concern, contact should be made with the Multi Agency Safeguarding Hub (MASH) immediately on 01452 426565 and select option 3.

(2) MASH Children Services: Returning completed Neglect Checklists

The MASH are asking all professionals who are referring children where neglect is a feature to use the GSCE Multi-Agency Child Neglect Tool Kit and complete and return the Checklist.

The MASH will need a completed Neglect Toolkit Checklist by all referring professionals, this is to:

- Achieve improved compliance with the GSCE Neglect Tool Kit
- Improve the quality of multi-agency referrals and information sharing
- Establish a structured judgement approach to the identification of child neglect
- Provide common tools for partner agencies to work together and in partnership with families to improve outcomes for children.

This is all about improving outcomes for children and families and is certainly not designed to be unhelpful or particularly onerous for professionals.

Neglect Toolkit Training will continue to be offered to all practitioners in the community who work with children and their families. In due course, this training will be available through the GSCE virtual training platform – please watch out for further GSCE Alerts for New dates and how to register your interest

3	<p>STREET have created some safety advice for young people on how to help a friend who may be experiencing domestic abuse or teenage relationship abuse</p> <p>5 ways in which young people can help their friends.</p> <p>This flyer in PDF form will be available on the Education pages of the GSCB website along with the notes of this meeting. -</p>
4	<p>https://www.childrenscommissioner.gov.uk/report/teenagers-falling-through-the-gaps/#:~:text=With%20schools%20closed%20to%20most,more%20'invisible'%20than%20before</p> <p>Teenagers falling through the gaps – a Childrens' Commissioner article –</p> <p>This report assesses the number of teenagers in England, and in each local area, who were already vulnerable and falling through gaps in the education and social care systems before Covid-19. I think it's something we've projected for, and are aware of. New analysis indicating thousands of teenagers in England are falling through the gaps in the school and social care system. Potential risks including persistent absence from school, exclusions, alternative provision, dropping out of the school system in Year 11, or going missing from care.</p> <p>The report highlights the heightened impact of lockdown on the 120,000 teenagers in England – one in 25 of all teens – already slipping out of sight before coronavirus. These children already at risk could be joined by many more who struggle to adapt to a return to 'normal' after six months out of school.</p> <p>You can download the report and the data from this webpage. Helps us to identify teenagers who may fall through gaps in mainstream provision and therefore become invisible to services.</p>

The impact of the coronavirus pandemic on child welfare: physical abuse –

An NSPCC briefing using insight from NSPCC helpline contacts and Childline counselling sessions to highlight the impact of physical abuse on children and young people during the coronavirus pandemic. The NSPCC helpline saw a 53% increase in contacts from people with concerns about children experiencing physical abuse. Experiencing physical abuse can have a long-term impact on a child's mental and emotional wellbeing, and affect their ongoing relationships with parents and carers. THINK ACEs.

Key themes include:

- the impact of physical abuse on children
- physical punishment
- life under lockdown
- young people's behaviour
- protecting younger siblings
- non-recent abuse
- domestic abuse
- speaking out.

"My mum and dad hit me and my younger brother today. Since lockdown my mum and dad have been getting angry with each other and then they end up hitting us. They have punched and hit us on our legs, arms and sometimes our faces. I have got some bruises and marks. It hardly ever happened before lockdown. Nobody else knows about it and my parents have threatened that things will get worse if we tell anyone. I am finding it really hard."

"I am concerned about my son's emotional wellbeing, he lives with his father. My son has told me when he is not well behaved his father hits him with a leather belt. My ex-partner has tried to restrict my son from contacting me by confiscating his phone on regular occasions. I haven't seen my son for a while because of the lockdown and I'm not sure what to do."

<https://learning.nspcc.org.uk/media/2292/impact-of-coronavirus-pandemic-on-child-welfare-physical-abuse.pdf>

Absolutely worth a read. Some adults calling because they have

- heard physical abuse
- children have asked them for help
- children calling as wanting to recognise if they are suffering from abuse

Children's feelings about their experience of abuse:

- expressed feelings of anger - towards their abusers, authority figures (who they believed had failed to protect them) and themselves.
- Some children spoke of an inability to sleep or eat, while others had turned to behaviours such as binge drinking and self-harming as a way to cope.
- Some said they were considering running away from home, or had recently attempted to do so.
- And some young people said they were having suicidal thoughts or feelings.

Home schooling has been a key feature of family life under lockdown. Some children who talked to Childline felt their parents or carers were "stressed" or "controlling" about academic achievement, and this caused arguments which could escalate into physical abuse.

The impact of the coronavirus pandemic on child welfare: sexual abuse –

NSPCC Learning has published a briefing using insight from Childline counselling sessions and NSPCC helpline contacts to highlight the impact of child sexual abuse on children and young people during the coronavirus pandemic.

<https://learning.nspcc.org.uk/research-resources/2020/coronavirus-insight-briefing-sexual-abuse>

Key findings include:

- there has been a threefold increase in the number of Childline counselling sessions about child sexual abuse within the family, from an average of 8 sessions per week before the pandemic restrictions were imposed to an average of 23 per week since 23 March 2020;
- adults contacting the NSPCC helpline since lockdown began are more likely to be worried about sexual abuse that is happening in the child’s own home - this was a concern in 53% of contacts about sexual abuse before the pandemic restrictions were imposed, compared to 77% since 23 March 2020

One child’s view was this:

I do want help making it stop but I am so worried that someone would come to the house and bring in coronavirus and we will all die – it isn’t worth the risk.

With this evidence brought to our attention, this might be the time to highlight the signs and symptoms of sexual abuse in children and young people in a targeted staff meeting, disseminating to all staff – using this report to highlight the current concern.

NSPCC Learning published recently an [updated version of the factsheet on definitions and signs of child abuse](#). I shared this at the end of last term, but I will include the link with today’s notes to help with your discussions with your teams. The factsheet sets out the different types of abuse and describes potential signs that a child is being abused.

<https://learning.nspcc.org.uk/media/1188/definitions-signs-child-abuse.pdf>

Another resource, published in August 2020, by the Centre of Expertise on Child Sexual Abuse is [Key messages from research on child sexual abuse perpetrated by adults](#)

http://www.csacentre.org.uk/index.cfm/_api/render/file/?method=inline&fileID=FC1367AC-8A0F-4CF4-9287FE267B59CEAD

I’ll include the link for this document too as provides good context in the subject and deepens our knowledge about perpetrators. It’s a piece of background reading.

You should be keeping all of your team on task with regard to safeguarding issues, with regular updates. I know some schools have a **“spotlight on safeguarding” segment in the team meetings** etc., A document published in July of this year highlighted the increase in referrals for modern day slavery, publishing statistics showing the number of council referrals of suspected child victims of modern slavery in England to the National Referral Mechanism (NRM), the UK’s framework for referring and supporting victims. NRM figures show that:

- the number of child referrals has risen from 127 in 2014 to 1,971 in 2019, an increase of 1,452%; and
- children accounted for 91% of all referrals (child and adults) made by councils in England in 2019

So – is there more slavery going on, or are we becoming better at recognising it and knowing how to report it? Let’s keep up the momentum of the latter and raise the profile with staff again, using this data along with our existing knowledge.

<https://www.local.gov.uk/1400-cent-increase-child-modern-slavery-referrals-made-councils>

6

7

8	<p>Keeping Children Safe in Education 2020 Quiz –</p> <p>Quiz and answer sheet now available on the GSCE website www.gscb.org.uk . Can be used as part of staff meetings, updates to staff etc.</p>
9	<p>Safeguarding and child protection for tutors –</p> <p>As more and more students return to school, some potentially having been out of school for almost 6 months, it is a possibility that more families will turn to tutors to help their child/young person with their studies. Tutors can become an important part of a child or young person’s life and over time can build up a strong, trusting relationship with children and their families and play a key role in providing support. Like anyone who works with children, tutors have a responsibility to promote children’s wellbeing. It’s important they are able to recognise and respond appropriately to any concerns, and help keep children safe. It’s also vital to make sure children and young people are safe during a tutoring session.</p> <p>Tutors, parents and children need to be clear about professional boundaries and appropriate behaviour to avoid any potential misunderstandings or allegations.</p> <p>https://learning.nspcc.org.uk/safeguarding-child-protection/tutors#legislation-and-guidance</p> <p>The NSPCC have put together some short films and supporting information about the safeguarding and child protection measures tutors need to have in place. In addition on the GSCE website we have a leaflet that can be given to parents regarding ‘when educating children other than in school’.</p> <p>https://www.gscb.org.uk/media/2091348/ehe-child-protection-leaflet-2019.pdf</p>
10	<p>TIKTOK</p> <p>“Gloucestershire Police are aware of a video circulating on TikTok and other platforms such as Facebook, Instagram and Snapchat which shows a male taking his own life. For parents’ awareness, the still of this video is an image of a male with a beard, sat at a desk. Whilst social media platforms have removed the original video, it has been widely re-shared and some users are embedding the video within others to trick other users into watching it. We would like to remind parents that most social media apps, including Snapchat, Instagram and TikTok, are not suitable for people under the age of 13 due to the nature of some of the content shared on these platforms, including this video. We would also urge individuals to report any harmful content they come across on social media to the provider.”</p>

Look at Me: Teens, Sexting and Risks – Youthworks and Kingston University, London.

A report into the online experiences of over 6000 teenagers aged 13-17, that gives an interesting base for a compare and contrast about what adults think about sexting, and what children & young people think about sexting. An interesting read as it allows us to hear what actually happens in the young people's lives, rather than imposing our adult view as fact.

Adults talk about '**sexting**' and believe it is 'endemic'. This often-repeated phrase suggests that it is so widespread that nothing can be done about it. It gives young people a message that 'everyone is doing it'.

Online safety education, designed and delivered by adults, delivers dire warnings not to do this. Teens on the other hand, talk about '**sharing nudes**' and over 1/3 of boys say it is '**expected**' in a relationship. Of girls who shared, 41% did so because they were in a relationship and wanted to. Common reasons for sharing nudes are '**for fun**' or '**because I thought I looked good.**'

- A disconnect is perceived between adults' view of and advice on 'sexting' and young people's view of 'sharing nudes.' As over 3/4 of teens who have shared images say 'nothing bad happened' afterwards, they might disregard adult online safety advice as it does not align with their experience. Despite what adults believe, young people in this anonymous survey told us that sharing nudes is not 'endemic.'

It is most prevalent among those aged 15 and over, 17% of whom said they had shared a nude or sexual photo of themselves.

Sexting is not widespread among all teens but is worryingly prevalent among those who are already vulnerable offline in other ways.

However, almost one in five of the young people in The Cybersurvey who shared a nude were either blackmailed to send more photos, bullied or harassed because of their photo, or found that the photo was re-shared without their consent. Live streaming is becoming more common among all young people, including primary school children. Internet Matters reports that over a quarter of children aged 6-10, and around a third of tweens aged 11-13, regularly or sometimes livestream. This can lead to harm. 1 in 10 children on video chats have been asked to undress say the NSPCC.

- Do we now need to rethink how we pass powerful guidance to our young people around this topic? There is reference in here to the RSE curriculum for 2020: Finding a sensitive and supportive way to discuss this with young people is the goal. These insights from The Cybersurvey may provide pointers to discussions and interventions which consider: the meaning of consent and respect for both parties in a relationship. But also, how images have a value to the sender and a quite different value in the hands of someone else.

Also discusses relationship changes in the digital world, gender identity, young people considered most vulnerable, emotional health, the ripple effect into a young person's offline world, and parental involvement and advice.

Building a country that works for all children post Covid-19 - The Association of Directors of Children's Services Ltd

Discussion paper aimed at putting children, young people and their lived experiences of Covid-19 front and centre in national recovery plans; to articulate what is needed to restore the public support services they rely on; and, to capture the positives and gains made during this complex and global health crisis.

It is primarily a CSC document, however it has captured the holistic situation very well and I think should be shared widely so we all know how we are working together going forward.

Although children have been less affected by the virus in terms of infection and mortality rates, ADCS members share concerns about increased exposure to 'hidden harms' as well as lost learning and the impact of social distancing on children and young people's development, and on their mental and emotional health and wellbeing.

Covid-19 disrupted professionals' relationships with children and families and the longer-term impact is unknown. The sustainability of the early years and childcare sector is of growing concern. It is important to recognise the heightened risk of the workforce experiencing trauma, burnout and fatigue during this period as well as the flexibility and creativity on show; changes to practice that would have taken months or even years to realise have become the norm in a matter of weeks. Opportunities for fundamental and lasting change are emerging. The shared responsibility of safeguarding has been underlined.

Recognises that

- children and young people have sacrificed months of their education on behalf of the safety and wellbeing of society.
- Disrupted access to early education may lead to developmental delays in the youngest children and impact on their readiness for school.
- The loss of routine may be particularly challenging for some children with special educational needs as will the transition back into formal learning.
- Other learners may be disengaged by remote learning options and demotivated as a result, requiring significant support to re-integrate back into a more normalised timetable and school day.
- Transition challenges within and at the end of every key stage are likely to be heightened by disruptions to learning and to settling in and taster sessions.
- The cancellation of formal exams may yet disrupt young people's further study or work plans, most notably for those already at risk of becoming 'NEET' (not in education, employment or training).

Some positives:

- Many families have enjoyed spending quality time together during lockdown
- This time has instilled a greater appreciation of the work of teachers and early years professionals, along with a new understanding about the importance of the home learning environment amongst many parents and carers. For some children, being away from school has been a welcome break from exam pressures and/or inflexible school behaviour policies.
- Some vulnerable children and children of key workers who have continued to attend school regularly have enjoyed the benefits of smaller class sizes and the increased support this brings.

A research brief from The Sutton Trust: COVID-19 and Social Mobility Impact Brief #4: Early Years

Will be a useful read for those bringing new reception and Year 1 children into their setting, and those who represent EY settings.

There is a “key findings” statistical summary at the beginning, such as

- Many parents reported a particularly negative impact on their child’s social and emotional development and wellbeing, including over half (53%) of those who had been unable to return to their provider. Some providers have indicated impacts on physical development for those from deprived homes in particular.

- Most parents have accessed some form of support during lockdown. 43% said they had viewed television programmes like The Baby Club, whilst 37% reported using online resources like Hungry Little Minds, and 31% parenting mobile phone apps. 28% were receiving online support from their setting, with 12% reporting other types of support, such as phone calls.

There are realisations in here that I think are reflective of children, regardless of their age. Recognising this could help you manage the onward journey of these children in your setting. For example:

- There are some children who have been at home with both parents who were trying to juggle work with looking after their child and attempting to home school. These children have not had a positive experience, they have had no social interaction with other children, have lost confidence and have been living in a very stress filled environment.

There is also comment upon the potential impacts on the early years’ workforce, and recommendations for Covid recovery, and long term issues.

COMING UP:

- Series of Webinars - Rapid Reviews / Operation Encompass / a Good MARF for this academic year – calendar of events has been sent out via email. MARF Webinar is on 16th September at 09:00; details sent out this week.
- S175 Audit will be live early December. In preparation you might like to revisit your action plan from last year’s audit. If you would like a S175 audit support visit please email gsep@gloucestershire.gov.uk and one of the team can arrange this.
- Chelsea’s Choice
- In the Net
 - i) Feb 2021 – current YR5s
 - ii) June 2021 – current YR4s

Update from GHLL

The results from Lockdown Survey (University of Oxford) and Yr 6 Move / transition survey are all out and schools / colleges should have received the report.

The RSE curriculum was meant to be statutory from September 2020, however schools have now been given an extension until January 2021. GHLL have got 3 virtual RSE training sessions available for primary schools that can be booked through the GHLL website:

- i) Mon 21st September @ 3.30pm
- ii) Thurs 24th September @10.30am
- iii) Thurs 1st October @ 1.30pm

Sessions will be approximately an hour and a half and a Zoom link will be sent to those wanting to join. Two of the GHLL lead teachers will be delivering these.

All lead teachers working and virtually, please get in touch if any settings require help and support. Please also use the GHLL website, www.ghll.org.uk as so much is available for support for your recovery curriculum and getting students back into a good place so that they can learn and achieve.

ANY OTHER BUSINESS

1. Update from Early Help team
2. Update from Education Research in MASH **reminding DSLs to call in injuries, etc, as they normally would, even if they are aware of police involvement, and recording this.**

14

FINISH