

DSL Network

Tuesday 20th May 2025



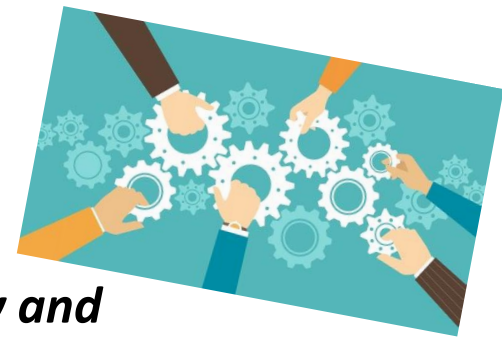


DSL Network Aims and Purpose

- ☐ To promote connectivity with the Nottingham City Safeguarding Children Partnership, other key local authority departments and Designated Safeguarding Leads across the city
- ☐ Act as a conduit for policy updates
- ☐ A network which demonstrates professional behaviours and mutual support
- ☐ Sharing of pertinent local and national updates focusing on safeguarding priorities and emerging trends across the city of Nottingham

Today's objective:

Equip Designated Safeguarding Leads with the skills, knowledge and resources to identify and support students facing mental health challenges.



Network agenda

No		Agenda Items	Speaker
1	09:30-09:40	Welcome and Outline	John Matravers, Head of Safeguarding Children's Integrated Service and Nicholas Lee, Director of Education Services, Nottingham City Council
2	09:40-10:00	National and Local Updates	Ben Osifo, NCSCP Business Manager and Claire Maclean, School and Education Safeguarding Coordinator Nottingham City Council
3	10:00- 11:30	<ul style="list-style-type: none"> <u>Family Help</u> <u>Mental Health Support Team</u> <u>Imara and CAMHS</u> 	<p>Julia Bramble, Service Manager – Early Years and Partnerships, Family Help, Nottingham, Nottingham City Council</p> <p>Maddi Popoola, Service Manager and Charlotte Lewis-Gordon, Mental Health Support Team Manager- Improving Attendance Team (MIAT), Nottingham City Mental Health Support Team (MHST)</p> <p>Cath Wakeman, Imara CEO and Elayne Walker Head of Service, Nottingham City Council</p>
4	11:35-11:45	Section 19 update	Jennifer Hardy, Interim Head of Access to Learning, Nottingham City Council
5	11:45-12:00	Close	Claire Maclean, School and Education Safeguarding Coordinator



**TAKE
CARE OF
yourself**

NCSCP Safeguarding Updates

National Updates

Ben Osifo
Business Manager NCSCP

[@NottinghamCSCP](#)

[Nottingham City Safeguarding Children Partnership - YouTube](#)



NCSCP Updates



[Child Safeguarding Practice Review Panel's annual report 2023/24](#) –

- 330 rapid reviews were submitted to the Panel between April 2023 and March 2024.
- Of the 330 reviews, 49% were deaths, 48% were serious harm incidents and 3% were 'other'
- 53% of parents had mental health conditions, 43% had substance use problems, and 25% had a reported disability.
- The age distribution within the rapid reviews showed that **under 1s were the largest age group represented** (36%), followed by 16-to-17-year-olds (22%).
- Sudden unexpected death in infants (SUDI) and suicide were the most common likely cause of deaths. Nonfatal intrafamilial assaults were the most common likely cause of harm
- 3 themes - **Theme 1 – Children with Mental Health Needs; Theme 2 - Safeguarding Pre-School Children with Parents with Mental Health Needs & Theme 3 - Extrafamilial Harm**

NCSCP Updates

[“It’s Silent”: Race, racism and safeguarding children](#) –

- Examines the impact of race, ethnicity and culture on:
 - Multi-agency practice where children have suffered serious harm or died
- It includes findings from 40 rapid reviews and 14 LCSPRs involving children from Black(15 reviews), Asian (14 reviews) and Mixed Heritage (25 reviews) backgrounds
- This report suggests a need for a sea change in how we address issues about **race, culture and ethnicity** in safeguarding practice.
- This is a vital pre-requisite of **better protecting and helping Black, Asian and Mixed Heritage children** from harm both within their families and in the extrafamilial environment.

- [Transitional Safeguarding](#)
- Guidance on Audits
- Guidance on Rapid Reviews, learning Reviews and the Local Child Safeguarding Practice Review for schools and education settings
- [What you need to know about child sexual abuse | CSA Centre](#)
- [Raised by relatives: Experiences of Black and Asian kinship carers](#)
- [Signs That a Child Is Suffering From Mental Health Issues | NSPCC](#)
- [How to support a child with depression or anxiety | NSPCC](#)
- [Recognising Abuse and Neglect](#)
- [Parents with Mental Health Problems](#)
- [Signs of Safety - Nottingham City Council](#)

Guidance - Promoting and supporting mental health and wellbeing in schools and colleges

Resources for developing a whole school or college approach

- The [mental health lead resource hub](#) was developed by DfE in partnership with education representatives and mental health experts to help mental health leads in their role. It includes evidence-based practical resources and tools for schools and colleges.
- The [targeted support toolkit](#) helps schools and colleges review, refresh and develop targeted support for learners with mental health or social and emotional wellbeing needs.
- Resources are available for staff, parents and carers to [support attendance and mental wellbeing in schools and colleges](#). [Teaching blog](#) includes posts from teachers which can be filtered to find information about student and staff mental health. [Psychological first aid training](#) supports children and young people's mental health during emergencies and crisis situations.
- A list of [senior mental health lead training courses](#) (PDF, 472 KB, 22 pages) is available. As of February 2025, we do not quality assure courses and cannot guarantee their availability.
- The [education hub](#) provides links to organisations that offer mental health support.
- [Mental health and behaviour guidance](#) is available to help schools support pupils whose mental health affects their behaviour.
- To support the [working together to improve school attendance guidance](#), DfE has produced [guidance for schools on when a mental health issue affects attendance](#).
- A collection of resources on [improving behaviour in schools](#) is available to support schools and trusts in developing, implementing and maintaining a whole-school behaviour culture.
- For further information: [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK](#)

Incels & Misogyny



NOTTINGHAM CITY
Safeguarding
Children
PARTNERSHIP

- The recent Netflix TV series Adolescence, starring Stephen Graham, has prompted a flurry of questions about relevance & in particular resources.
- Please utilise your existing processes & expertise to engage learners to discuss these topics in a safe & structured way.
- There are a range of resources from the [Educate Against hate website](#) which are worthy of consideration.
- It is vitally important that you create space for open discussion of challenging, national & local, issues so that learners can ask questions & seek greater understanding of issues that they feel they are bombarded with and may otherwise rely solely on unreliable information sources.



Breakdown: of SIN's, RR's, LCSPR's and Learning Reviews

- **Serious Incident Notifications (SINs)** are made by local authorities to the Child Safeguarding Practice Review Panel, Department for Education and Ofsted when a child has died or is seriously harmed, and abuse or neglect is known or suspected. Local authorities are also required to submit a SIN where a child looked after has died, whether or not abuse or neglect is known or suspected.
- **Rapid reviews** are conducted for each notification. These reviews are undertaken by local safeguarding partners, with the written report to be submitted to the Child Safeguarding Practice Review Panel within 15 working days of the incident notification. The purpose of the rapid review is for partners to identify, collate and reflect on the facts of the case as quickly as possible to establish whether any immediate action is needed to ensure a child's safety and to identify potential practice learning. This includes deciding whether to undertake a Local Child Safeguarding Practice Review.
- **Local Child Safeguarding Practice Reviews (LCSPRs)** are undertaken to provide learning to improve safeguarding practice at both local and national levels and to prevent similar incidents from occurring in the future. When safeguarding partnerships decide to proceed with a local review, there is an expectation that these reviews are completed, submitted and published within six months of the rapid review.
- **Learning Reviews** are undertaken when a case is presented to the CSCP strategic partners as a discussion around SIN criteria. If a case does not meet threshold for a Rapid Review but there is an opportunity for learning then the NCSCP will undertake a learning review. This form of review will take a similar approach to a rapid review but will not be time dependent. Identified themes and learning development will be disseminated through the partnership in the same manner as a Rapid Review.

Schools and Reviews: What is the Partnership Expectation



Below is a brief outline of the form structure and guidance to assist you in completing the Agency / Organisation template for gathering information as part of a rapid review, LCSPR and Learning Review. Following it should enable you to provide the best possible information to support the information process, and avoid additional queries or information being missed. As an education setting you will also be invited to any subsequent panel meeting to discuss your findings within a professional and non-judgemental setting.

- **Agency Details**
- **Subject Details**
- **Summary of case** – This section is completed by the NCSCP Business Office and gives a brief outline of the case details.
- **Scope**
- **Contact**
- **Summary of involvement** - This section allows you to set the scene for your involvement, so the review can see the extent of your involvement, the reason for your organisation's involvement, and glean an understanding of the purpose and type of interventions.

For education settings – following the points above, set out your involvement, include:

A general description of the child / young person. How they engage in school and learning. Comment on peer groups and friendships. Details of their attendance / any exclusions. Engagements / contact with parents. Any previous worries / safeguarding issues / referrals you have had prior to scoping dates. (We don't need lots of detail just enough so we can see when it was, what it was about and what you did. this allows us to cross reference it), Any additional support that has been offered to the child / young person/family.

- **Chronology**
- **Analysis and appraisal**

General tips:

- Wherever possible speak to the workers involved, explore any queries with them prior to submission.
- Make sure you review any relevant documentation referenced, e.g. meeting minutes / referral forms etc.
- Highlight any discrepancies you find.
- Focus on learning/ not individuals.
- Always include details of any roles / names, even if this is through initials. For example: School DSL (JT)
- Before you submit, make sure that it has been signed off by the senior manager with overall responsibility for safeguarding in the School / Academy Trust (usually the Headteacher / Principal unless signed off at MAT level)

(Guidance Document will be sent out after presentation)

Recent Learning Review Case Study

Circumstances leading to Learning review:

The subject child and their sibling have been supported by a child protection plan since June 2023, aimed at addressing concerns related to neglect and domestic abuse. In early September, the school proactively reached out to social care after observing bruises on the subject child's forearm. This prompt action facilitated a child protection medical assessment, which highlighted significant opportunities to enhance the safety and well-being of both children at home.

Partnership Learning Points

- Practitioners understanding of the family's dynamics and ensuring that assessment needs are fully informed to capture the child's lived experience comprehensively.
- The school's vigilance in reporting bruises on the subject child prompted a review of safeguarding responses, emphasising the importance of adhering to appropriate protocols.
- Efforts were made to gather parents' perspectives, highlighting the need to balance these with the children's voices and behaviors, which can serve as crucial indicators of their emotional well-being.
- Enhancing communication between health and education sectors was recognised as a key area for development.
- Cultural competency was acknowledged as vital, with recommendations to improve the interpretation of documents for non-English-speaking families, ensuring parents fully understand expectations and action plans.

Schools and Partnership Audits: What is the Partnership Expectation

- As part of the statutory audit process, we would like schools and education settings to participate in this process.
- This involves audit proforma returns from agencies such as health, police, the local authority and schools to identify best practice and learning.
- School input into audits has been vital to fully appreciate the child's lived experience and to identify gaps or highlight effective multiagency working when a team around the child is in place.
- Please see adjacent process map which outlines the structure and clarifies the ask of school submissions during the audit process

Step 1	Lead Auditor will contact NCSCP business office with children required for information regarding identified audit.
Step 2	Partnership officer will identify lead contact for any schools that identified children attend.
Step 3	Partnership officer will send out an email to identified school lead requesting audit response. Lead auditor is also to be advised of school contacts to ensure that any necessary invites to audit meeting are sent out in a timely manner. NCSCP/NCSP business Office will do this.
Step 4	5 working days before audit submissions deadline, lead auditor is to contact NCSCP business office and advise of any delayed response or advise if any submissions are outstanding. In the absence of the NCSCP Officer to address any issues regarding submissions, it is then to be picked up by NCSCP business office to support any outstanding submissions.
Step 5	Lead auditor is to collate in line with audit process the school submissions. Followed by necessary invites to be sent to school representatives for attendance around Audit discussion meetings.

Learning from Audits: Strategy Discussions

Introduction

- This was the fourth audit undertaken in line with the cross-partnership auditing agreement. It is a
- retrospective, qualitative audit, the purpose being to understand the effectiveness of multi-agency working in response to situations requiring a strategy discussion.

Audit process

A list of ten children to be audited was agreed by NSCP and NCSCP officers with the chair of the joint NSCP and NCSCP audit subgroup. The scope of the sample was for the child to have been discussed at a strategy discussion within the previous 3-month period. Five children from each Local Authority area were then selected at random for the sample. The sample age group ranged from an unborn child to a 17-year-old. Ethnicity, cultural background and religion were also considered regarding case selection.

Identified Learning Themes:

- Agency communication across the partnership
- Recording within agency systems and sharing of documents within Multi-agency settings
- Being more child/ young person centred
- The need to 'Think Family'
- The need to consider the role of the PIPOT (People In Position Of Trust)

These core learning themes continued to be quality assured through the cross-authority audit sub-group and link in with the wider work of the partnership.

Local Updates

- Local Safeguarding Partnership Audit
- Community safety
- Operation Encompass briefings
- KCSIE 2025
- Strategy discussion- half term availability
- DSL Network attendance 2025-2026
- Key websites

Local Safeguarding Partnership Audit

This academic year's online audit opened at the start of the summer term. An email was sent to all Headteachers and the DSL along with a '**support and guidance**' document that should answer any questions to help with completion of the audit and understanding the wider process.

The annual audit opened online on Tuesday 22nd April 2025
The deadline for completion is Monday 14th July 2025

We have attempted to ensure that the audit is as accessible as possible to reduce the time and resources required to complete your submission, this is through feedback from professionals completing it last year, updates to KCSIE 2024 and a working group of educational representatives from the Education Subgroup.

We recommend that Keeping Children Safe in Education 2024 (KCSIE 2024) is at hand whilst completing the audit.

Community Protection guidance

Community protection

We occasionally see and hear of safeguarding and road safety incidents near some of our schools. More specifically incidents where strange vans hover and unknown adults behave badly including what appears to be trying to tempt children into cars etc. These are clearly a significant concern to your school especially if they are arising on the way to and from school. In terms of sharing information we would hope you can follow these steps in the rare event this happens.

- 1) Please try and get as much information about the incident and report directly to the police. Please do not rely on any rumours, we have seen sometimes parents posting something on Facebook which becomes embellished and has little or no evidence. However please let the police know of your concerns. (Call 999 or 101 or call your community officer)
- 2) Please also let NCC know about the incident, email into CP.BDU@nottinghamcity.gov.uk and copy in Claire Maclean, School and Education Safeguarding Coordinator

NCC will ensure that Community Protection, Education and Children's services are aware of the incident and they will discuss your case with the police to get best advice and actions in place. That discussion will look at how to improve protection and manage the situation, maybe increase patrols etc. They may contact you directly. Education will then let you know anything further that you might need to know or actions for your school to take. They will also send out any wider information to help inform heads in nearby local schools and what needs to be communicated to the parents and carers. This might be for example

- a. A letter to send out to families in all schools in the City from the Police
- b. A letter to send out to families in the local area via schools (from the police or NCC)
- c. Information about incidents for Senior staff to know about but suggesting no further dissemination
- d. Simply no further action

It is often difficult to balance reassurances and the necessary alarm, but this way we hope to tread that path sensibly and give you confidence in the action and information you pass on to families and ensure proper protection of children, young people and their families in the City.

Operation Encompass

On 24th May 2024 Royal Assent was granted to The Victims and Prisoners Act. The new Act placed Operation Encompass into law and puts a statutory obligation on police forces to share Operation Encompass notification with schools. See link for further information and useful resources- www.operationencompass.org

It is due to this statutory change that there have been some amendments to the way in which Nottinghamshire Police adheres to the Op Encompass policy. The policy suggests that the police are to take sole responsibility for sending the Operation Encompass notifications to education and health whereas at present the Local Authority lead on the administrative functions connected to this safeguarding process.

Do's and Don'ts

- ✓ Do ensure any conversations are in private and in an area where they feel safe
- ✓ Do Implement appropriate emotional support and address any immediate needs
- X Don't talk to the child about the incident unless they are offering the need to talk about it
- X Don't contact any carers or parents or persons involved



DOs



DON'Ts

Further Training and Support

- National Online Operation Encompass Training** which is available through this link: <https://www.operationencompass.org/operation-encompass-on-line-key-adult-briefing>
- The National Operation Encompass Key Adult training should be completed by any DSL or DDSL in schools and Early Years Settings
- Advice and Guidance line, with no threshold, advice, support and guidance from an Education Psychologist about how best to support your children or an individual child living with Domestic Abuse or other trauma - just **phone 0204 513 9990, 8am to 1.00pm**, and your call will be answered by an Education Psychologist
- The Operation Encompass website also has our latest guides which cover:
 - ways in which schools can offer day to day support
 - teaching of the domestic abuse aspects of the Relationships (and Sex) Education and Health Education curriculum
 - a response to children being recognised as victims of DA in their own right which includes the Child's Victim Code and Continuum of Support
 - how this Code can be put into place

Cluster meetings

Purpose of meeting:

The primary function of the meeting is to improve communication between schools and Social Care and review and monitor complex and high profile cases.

***Please note that all cluster meetings are currently held online via MS Teams- link to be sent by each lead professional named on the chart displayed on this slide. If you need to contact for meeting invite please use one of the contacts under the relevant locality Service Manager.**

Nicole Harris – Head of Service		
John Carter Service Manager Central	Caroline Vallyelly Service Manager North	Tracy Hayden Service Manager South
Michelle Frost Radford/Arboretum/Park	Thomas Beesley Basford/Berridge/Sherwood (b)	Ian Joddrell St Anns
Jodie Stephanou Bilborough	Lisa Statham Basford/Berridge/Sherwood (a)	Nicky Lee Sneinton/Mapperley Dales
Julie French LCS - Aspley/Leen Valley (a)	Sophie Gilby Bulwell	Carol Glaister Clifton
Kate Tolentino Aspley/Leen Valley (b)	Laura Cresci Bulwell Forest	
	Shared between the above teams. Meadows/Bridge Lenton and Wollaton East	

Cluster meetings

Central cluster dates:

October 07th 2025 9.30am

January 20th 2026 9.30am

April 21st 2026 9.30am

North cluster dates:

Weds 2 July 2025 at 1:30pm

Weds 5 November 2025 at 1:30pm

Tuesday 3 March 2026 at 1:30pm

Thursday 2 July 2026 at 1:30pm

South cluster dates:

Clifton and Meadows

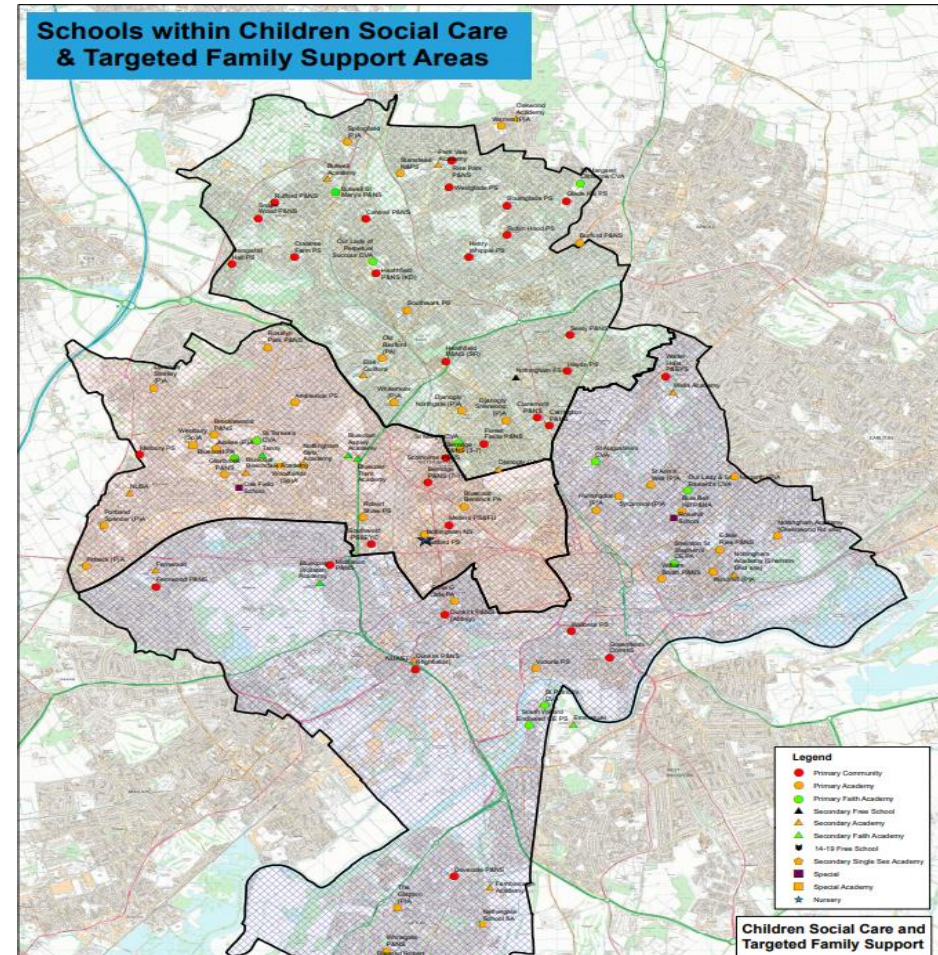
23/07/25 – 10-11am

15/10/25- 10-11am

St Anns and Sneinton

16/07/25 – 10-11am

08/10/25- 10-11am



Ofsted Inspection and KCSIE updates expected in 2025-2026

- ❑ Consultation launched 03.02.25 to 28.04.25 re proposed changes to Ofsted inspection processes

<https://www.gov.uk/government/consultations/improving-the-wayofsted-inspects-education/improving-the-way-ofsted-inspectseducation-consultation-document>

- ❑ Initial reaction is a lot of criticism in terms of similarities of previous grading system
- ❑ Areas rated would include:
 - Leadership and Governance
 - Curriculum
 - Developing Teaching
 - Achievement
 - Behaviour and Attitudes
 - Attendance
 - Personal Development and Well-being
 - Inclusion

Inspection Consultation

- ❑ Safeguarding would not be graded within the five-point scale but instead it would be assessed as either 'met' or 'unmet' under the plans. It is anticipated that safeguarding will be threaded through all of the other areas being rated as appropriate
- ❑ Evaluation areas for early years providers would include aspects such as behaviour, attitudes and establishing routine. The grade will be accompanied by short summaries of inspector's findings in more detail. An overall effectiveness grade will not be awarded
- ❑ Revised processes for inspecting/ monitoring schools which are weak/ weaker than they should be
- ❑ Pilots continue for Autumn 1 with roll out from November 2025- mainstream ? Other providers in sequence eg FE

Our evaluation of this provider

Causing concern	Attention needed	Secure	Strong	Exemplary
	Achievement ⬇	Leadership and governance ⬇	Attendance ⬇	
		Curriculum ⬇	Behaviour and attitudes ⬇	



Inspection Consultation

- ❑ Ofsted have published several inspection 'toolkits'- these docs give further detail around safeguarding criteria for early years, schools, independent schools and further education

<https://www.gov.uk/government/consultations/improving-the-way-ofsted-inspects-education>

- ❑ Safeguarding is set out in six areas:
 - Culture
 - Safeguarding information for all staff to know and act on
 - Management of safeguarding
 - Safer recruitment
 - Safeguarding concerns or allegations
 - Child on child sexual violence and sexual harassment

School inspection toolkit

Contents

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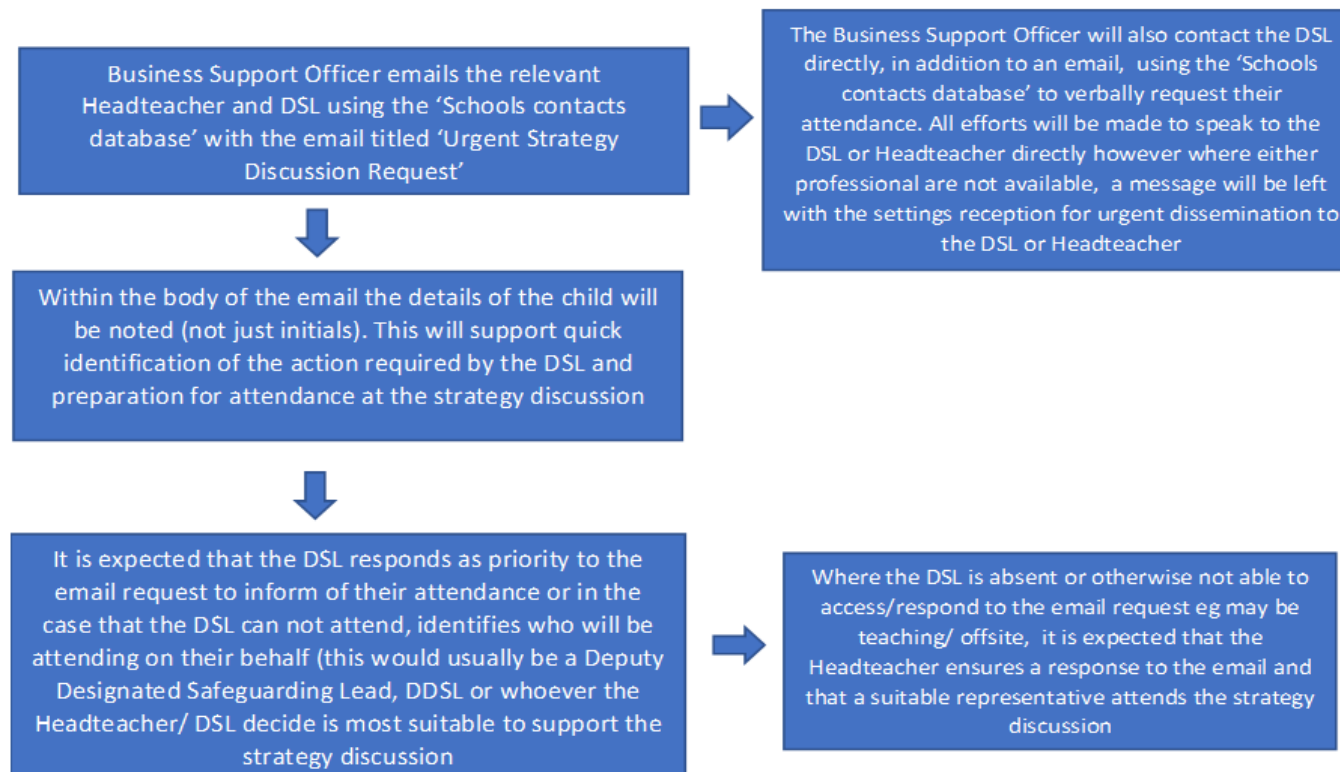
Not met	Met
Culture	
Leaders and/or those responsible for governance have not ensured a culture in which safeguarding is everyone's responsibility and pupils are kept safe and feel safe. There is a closed culture. Leaders are not open to challenge and/or do not learn from issues or incidents. Pupils have little confidence that the school will tackle concerns about safety, including risk of abuse, because leaders have not taken their views seriously and/or dealt with relevant concerns.	Leaders and/or those responsible for governance have established a culture in which safeguarding is everyone's responsibility and pupils are kept safe and feel safe. All staff are vigilant and carry out their responsibilities effectively in keeping pupils safe. Leaders, staff and those responsible for governance are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review.
Safeguarding information for all staff to know and act on	
Leaders and/or those responsible for safeguarding do not fulfil their responsibilities in relation to safeguarding information for staff, as set out in 'Working together to safeguard children' and part one of 'Keeping children safe in education'. Leaders, staff and/or those responsible for governance do not know and/or fulfil their roles in safeguarding pupils. Serious failings in safeguarding practice leads pupils, or particular groups of pupils, to be unsafe.	Leaders, staff and those responsible for governance know and fulfil the statutory requirements for safeguarding. Staff understand the indicators of possible safeguarding concerns and follow the school's systems confidently and consistently.
Management of safeguarding	
Leaders and those responsible for governance do not fulfil their responsibilities in relation to management of safeguarding, as set out in 'Working together to safeguard children' and part two of 'Keeping children safe in education'. Leaders and those responsible for governance do not fulfil their responsibilities under the 'Prevent' duty. Those responsible for governance do not exercise strategic oversight of all aspects of safeguarding and promoting the welfare of pupils.	Leaders and those responsible for governance fulfil their responsibilities in relation to management of safeguarding, as set out in 'Working together to safeguard children' and part two of 'Keeping children safe in education'. Leaders fulfil their responsibilities under the 'Prevent' duty.

Strategy discussions

Education Invitations

Schools and educational settings that support children daily often have vital information that will inform the strategy discussion process and decision making by the team of multiagency professionals in attendance, therefore educational professionals' attendance is essential at strategy discussions. In order to ensure that the strategy discussion assesses and addresses risks to ensure that the child is safeguarded appropriately, the named Designated Safeguarding Lead (DSL) from the relevant setting in which the child attends will be invited to attend the strategy discussion.

The process for inviting an identified DSL to a strategy discussion is as follows:



- ✓ Ensure that your 'front of house' understand the purpose of the call
- ✓ Ensure email response to City MASH as priority to identify who will be attend from your setting for the purposes of teams invite and recording
- ✓ Please make Claire Maclean aware where contact details for the DSL differ to those on our central database **during half terms**
- ✓ Ensure that there is coverage within safeguarding teams over school breaks or communicate accordingly with Claire Maclean where this request can not be fulfilled

DSL Network process change

Nottingham City Safeguarding Children Partnership (NCSCP) has decided to discontinue the issuance of 'DSL Update' certificates for attendance at DSL Networks. Previously, these certificates were given each summer term to safeguarding professionals who attended two or more DSL Networks within an academic year.

Upon reviewing this process and considering the statutory guidance on DSL training expectations (KCSIE, Chapter titled Training, Knowledge and Skills, pg. 174), which states that "The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years," **we have concluded that the DSL Networks do not constitute formal training. Therefore, we will no longer issue or be issuing a DSL Update certificate based on attendance at two or more networks.**

The DSL Networks, held once per term in a conference-style format, aim to disseminate local updates, share knowledge, and discuss key safeguarding priorities at both local and national levels. While these networks are not formal training sessions, we hope they serve as valuable opportunities for safeguarding professionals to refresh their knowledge and skills, stay updated on relevant developments, and collaborate within a multiagency safeguarding environment. We will provide a certificate for evidence of attendance at any single DSL Network which could be used as evidence of ongoing professional development and informal update in the role of DSL/DDSL. For your information a guide to the NCSCP competence framework can be found [here](#).

We encourage you to review your safeguarding training needs for the upcoming 2025-2026 academic year and plan accordingly. **The NCSCP is also reviewing the local training offer and will ensure more dates are available for both the 'DSL Update' and the full two-day 'Designated Safeguarding Lead' training courses.** This will provide further opportunities for city DSLs/DDSLs to access and benefit from local training content.

Our 2025-2026 Safeguarding Children In Education training programme will be shared with all schools later in the summer term, and all courses will remain free of charge for this academic year.

Website update

There are two main websites held by the local authority that will be key to supporting the role of the DSL-

1- Nottingham City Safeguarding Children Partnership-
www.nottinghamcity.gov.uk/ncscp

2- Nottingham Schools- www.nottinghamschools.org.uk

Nottingham City Family Help updates



**Changing Lives.
Changing Futures.**



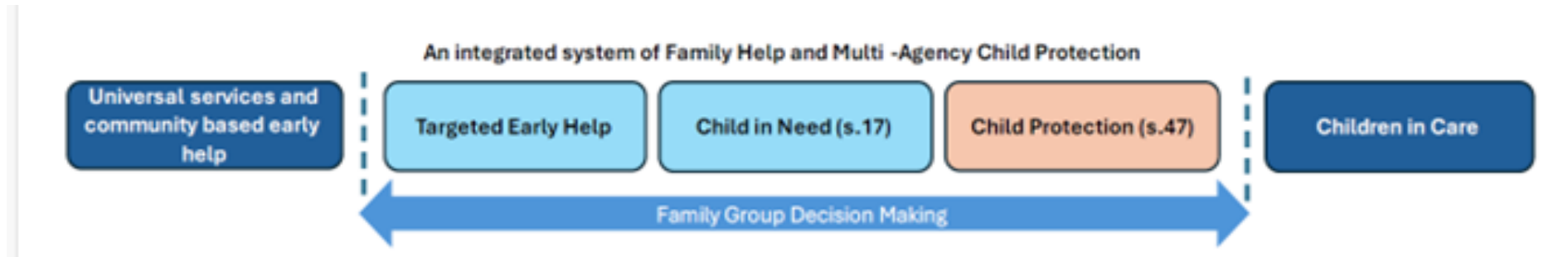
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City Council

Why the changes?

- National reform with a focus on prevention and early intervention.
The new national framework, Families First Partnership Programme and Children's Social Care reforms.
<https://www.gov.uk/government/publications/families-first-partnership-programme>
- Following the end of the Supporting Families funding, and taking learning from what worked well, as well as work completed by Pathfinder LA's, the Families First Partnership programme was developed.
- The aim of the Families First Partnership (FFP) programme is to transform the whole system of help, support and protection, to ensure that every family can access the right help and support when they need it, with a strong emphasis on early intervention to prevent crisis.
- This support will be delivered by skilled, multi-disciplinary professionals from a range of backgrounds who will help families to navigate support by building strong and trusting relationships with them.

Family Help

- Nottingham City Council Transformation based on national reforms, peer reviews and Ofsted recommendations
- The Nottingham City Council Family Help offer is for children, young people and families whose needs are multiple and/or complex, meaning that a family's needs are above the level of universal and community based early help



- Recognising that many children and their families already receive significant support through schools and other universal and community partners. A new dedicated team of Team around the Family workers who will be available to support partners who are offering support to children in universal and community services

Utilising Family Strengths and Networks

- Families will be assigned a Family Help Worker as a lead professional who will assess the needs of the family, coordinate the family plan and draw upon a wider group of professionals to form a multi-disciplinary Team Around the Family (TAF).
- The family plan should have actions for the network alongside professionals to bring about long-term sustainable change
- Family Network Meetings will form part of all Family Help assessments and will:
 - Include wider family, beyond immediate parents and carers, in the development of plans which is critical to supporting sustainable improved outcomes.
 - Utilise genograms and eco-maps during the assessment period to build a picture of the family network.
 - Support the family to help identify solutions and continue to keep children safe, happy and healthy.

Development of Adolescent Family Help

- An integrated model with young people at the heart of it.
- Missing, exploitation, diversion and youth justice delivered via an integrated service delivery model.
- A focus on earlier prevention.
- Retains a youth justice identity for statutory work.
- A trauma aware approach, utilising systemic therapy approaches.
- Informed by a profile of need which will highlight which young people the new team will focus on.
- Community is key to prevention with visible youth staff who know the community and young people.
- Utilises the skills and knowledge of partners.

Referrals for Family Help

- Partners can continue to request support from Family Help and Adolescent Family Help via the Multi Agency Safeguarding Hub (MASH) at Nottingham City Council
- The Multi Agency Referral Form (MARF) will continue to be used for both safeguarding and Family Help requests
- We are aiming to have new partner assessment that will replace the MARF for Family Help requests by September / October 2025
- The new partner assessment will be developed over the coming months in collaboration with partners

Team Around the Family and TAF Workers

- TAF is a supportive multi-agency process that sits under the threshold for Child in Need (CIN). A TAF should be in place for all families where 2 or more agencies (including Family Help) are supporting a family. Consent should be gained from families as part of the assessment process.
- All families should be offered an Early Help Assessment (EHA) by a professional they have an existing relationship with, such as a teacher or health visitor. This person will become the Lead Professional, if the family wish them to do so, creating a TAF multi agency plan.
- TAF meetings should be held every 8 weeks and should include the family, their network, the children (if appropriate) and the professionals involved. It is the responsibility of the Lead Professional to co-ordinate the meeting and submit the agreed plan, but all agencies should play a part in creating actions, taking minutes, chairing the meetings etc.
- TAF Workers, a new role within Family Help, are practitioners who will support external agencies who complete EHAs, plans and lead TAF meetings. They offer support, consultations, check-ins and 'case conversations' (supervision) for external Lead Professionals. They will lead workshops, forums and bespoke support to all external agencies.

Family Hubs and Early Years workers

- Nottingham City will continue to receive DfE funding for Family Hubs 2025/26 and there will continue to be a partnership offer through Family Hubs for children aged 0-19 and their family.
- Updates on Family Hub services and offers can be found on the website <https://www.earlyhelpnottingham.org.uk/>. We continue to promote online offers for families as well as face to face, for example the 'In our Place' app can be accessed via the following link Free wellbeing online courses and information for all Nottingham families <https://inourplace.co.uk/nottingham/>
- Early Years workers will deliver targeted groups for children aged 0-5 within the Family Hubs
- Early Years workers will be allocated children who are invited to group programmes, to track child development through EYFS, supporting early identification of SEND, attachment needs and neglect. They will use their skills to role model good play and learning, coaching parents to enhance the home learning environment.
- Their role will work alongside families to make sure the right support is in place. Where there is early identification of SEND, sensory and drop-in sessions are offered, child development and preparation for school readiness. A child's development is tracked and evaluated, this contributes to 1 & 2yo Health Visitor reviews, preparation for Nursery & School settings and transition to the next stage of their life.

Any Questions?



An Introduction to the Mental Health Improving Attendance Team (MIAT)

Charlotte Lewis-Gordon

Mental Health Improving Attendance Team (MIAT) Manager

Dr. Maddi Popoola

MHST Service Manager, Educational psychologist



MIAT MISSION

Work collaboratively to build strong relationships with children, young people, families, and

Foster resilience, motivation, and connections, our aim is to empower students and families with the confidence and competence they need to succeed which sometimes means embracing change.

Dedicated to supporting schools in understanding the challenges that hinder attendance, helping to create an environment where every child feels empowered and capable of engaging with their education

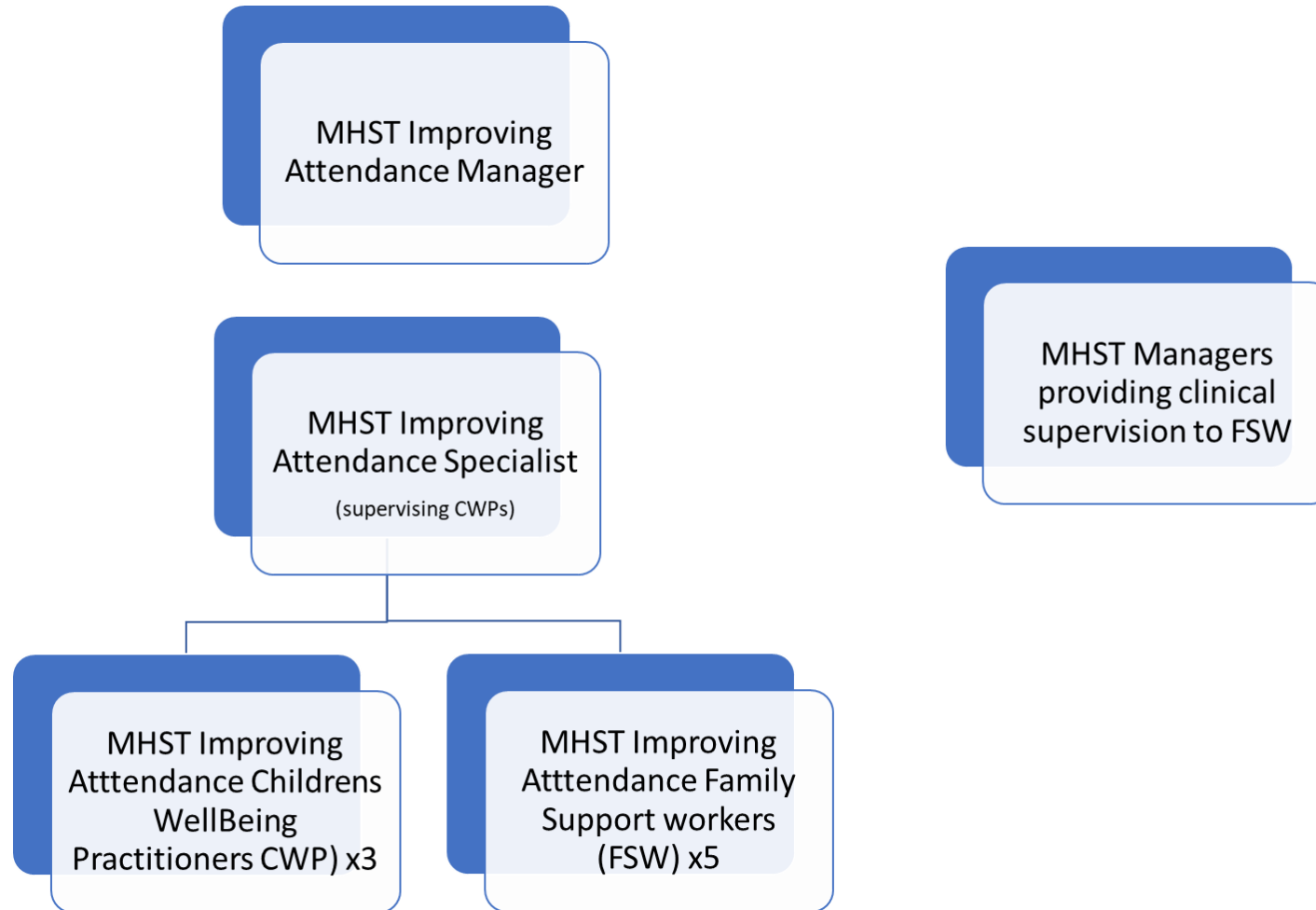
Building on good practice – MHST

- MHST probably already work in your schools, we are adopting many of the same values and approaches but with the additional focus of attendance and attainment
- The referral process is completely different to that of MHST and the work is different from MHST support your school may have accessed in the past.
- MHST can support with early interventions- emotional based school avoidance, whole school approaches to trauma, parenting and these can all form part of the graduated response

Audience Participation

- How many of you already worked with MHST in your schools? And know who your main MHST practitioner is?
- What key work would you say they are doing?
- Have any of you already made a referral to MIAT? A reminder the process is different, so we want to be clear on how you access each.

The MIAT Team



Referral Process - Complex Case Panel

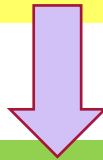
School identify child who are (is at risk of) not attending education for mental health reasons for 15 days or more **and they have exhausted all options of support.**



School complete the referral form via link below:

<https://www.nottinghamschools.org.uk/pupil-support/education-welfare/>

Email it to: educationcomplexcase@nottinghamcity.gov.uk



All referrals should be made after discussion with the designated Education Welfare Officer. If the child has an Education Health and Care Plan, referrals will also need to be discussed with the SEN Service before submission.

A Good Referral Captures...

- The Mental health need
- Shows school have shown a **graduated** response
- For example, a case discussed with the Education Welfare Service (EWS) first or completed the ATTEND framework so we have a rich picture of what school have done and its definitely linked to mental health which often means the reason for non-attendance is:
 - Social anxiety
 - Low mood
 - Separation anxiety



How CAMHS and MIAT work together?

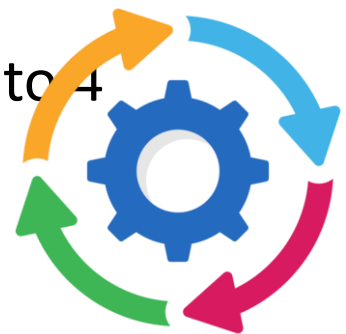
- If a YP is already open to CAMHS, MIAT would ensure that mental health intervention with CAMHS is supported first, CAMHS offer a higher intensity Mental health support service
- If a Young person is going to access community CAMHS that is also a higher-level intensity so a MIAT practitioner would not be assigned

HOWEVER...

- The way we are working in collaboration is that once the CAMHS work is completed, the CAMHS practitioner will let us know that MIAT now have a role. We have some cases this has already worked well.
- CAMHS practitioner completed their work with YP and had a positive relationship so could explain and introduce MIAT service to YP, then that first MIAT meeting held, the CAMHS practitioner attended also as a 'handover'.

Process - once accepted

- Complex case panel inform you of the outcome
- Allocated to most suitable MIAT practitioner
- Assessment with school /child/family
- MIAT meet the child where they are (home) they cant go to XXXXX so we go to them or cannot be seen by MHST because not in school 'bridging that gap'
- Deliver bespoke interventions which are evidence based mental health interventions/ Family support work and intensively a few times a week for up to 4 months.



COLLABARATION OF THIS WORK IS KEY

Case Success

Case 1: 13, learning disabilities, inconsistent attendance. Now attending 100% of sessions, lots of support and adaptations from school, now taking self to mainstream lessons, interacting with peers, walking by themselves to and from school. MIAT provided emotional literacy sessions to build connections in school to express feelings. Great feedback from social worker. Case closing to MIAT now

Case 2: Out of school since year 7 (now Year 10) EHCP – 12 weeks MIAT work, wasn't accessing anything. Now accessing an Alternative Provision (AP) 2 days a week soon to be 3 days a week. Engaging in assessment for literacy skills and able to complete GCSEs in the AP.

Case 3: 15yr. 2yrs out of education, now working with school to access AV1 for remote lessons and plans to sit exams. Family grateful for speed of support, they were unaware of alternative options. They now have a clear plan to return to education.

Audience Participation

- What are the main barriers for attendance in our schools?
- Which year groups do you feel this is more frequent?
-
- Are you seeing particular trends?

Collaborative Results

MIAT Feedback:

‘YP is engaging weekly with MIAT, big increase in confidence and motivation. They are planning to return to school for 1-1 intervention and a view to be completing exams’

School feedback:

‘We can physically and verbally see the reduction of low mood. YP is holding more communication, dressed and ready.’

Young persons feedback:

‘I have liked working with you(MIAT)because you make me feel comfortable, and not just do loads of worksheets. We talk about things to help me. This has helped me go back into school, when I didn't think I'd ever be able to.’

Family feedback:

‘It is great to our daughter interested in day-to-day things again.’

‘Amazing that they are considering sitting GCSE, let alone going back into school, we are so happy!’

‘Were going on a family holiday during half term when previously our daughter had not been leaving the house.’

The Psychology - Why MIAT's approach matters?

- Self determination theory
- Motivation, relatedness, connection
- Trust and relationship building
- Graded exposure – small steps with the person in the MIAT team allow for the reintegration

‘Every child needs a champion’ MIAT staff hope to be the psychological partner ‘do the walk with them’

Which we have all needed at some point in life!



Follow up thoughts/questions

Please email our general enquiries, if you have any further questions:

miatgeneralenquiries@nottinghamcity.gov.uk

Trauma and the Developing Brain

Elayne Walker

iCAMHS Head of Service

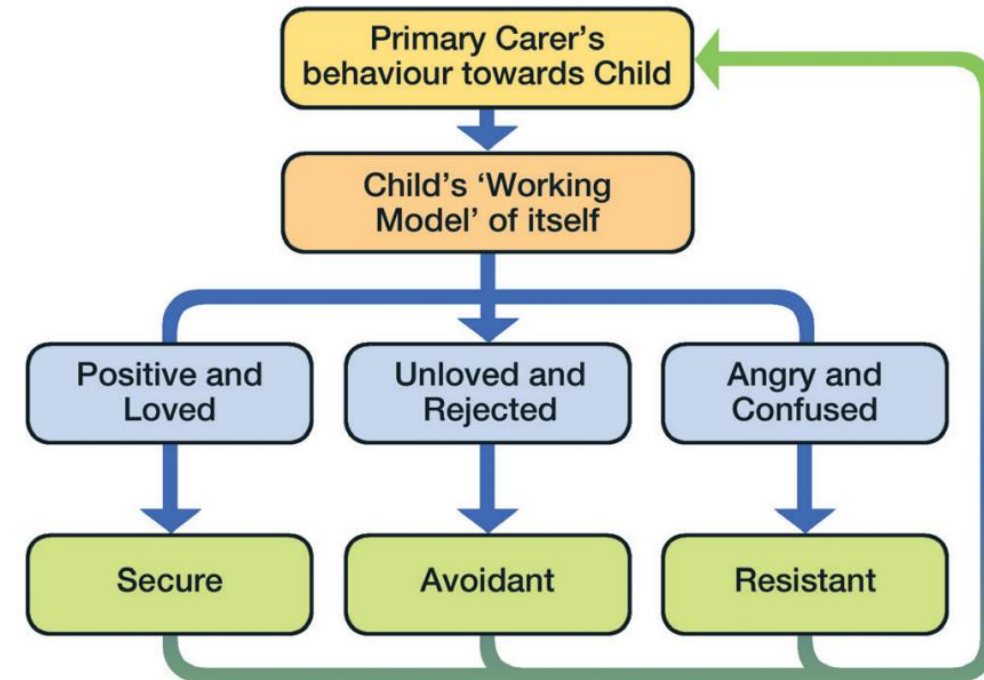
1001 Critical Days

- The first 1001 days, from pregnancy until the age of 2, is a period of uniquely rapid growth
- Babies brains are most 'plastic' or adaptable in this period as many millions of neural connections are made and then pruned, and the architecture of the brain is developed
- The brain is organised to reflect the relationships and environment that a baby is born in to



Secure Attachment and Brain Development

- Low stress environment
- Feels in a physical and emotional place of safety
- Opportunities for learning, with safe base to return to
- Experiencing a range of emotions whereby they are contained
- Experiencing responsive, sensitive caregivers that understand their emotional needs
- We see a set of consistent and reliable behaviours from the caregiver.



Attachment Styles

Secure

- Feeling worthy of love
- Positive attitude toward relationship with caregiver
- Feels safe as uses parent as 'safe/secure base' when exploring
- Positive self-esteem, develops independence and resilience
- Able to manage emotions with support of caregiver (or independently as they grow older)
- Feels safe to communicate their needs

Anxious/ambivalent

- Learns their caregiver is not consistently reliable
- Resists interactions with caregiver
- But also shows strong desire to maintain contact
- Worries that people won't return desire for love
- Negative working model of self and positive working model of others
- Lack of self-esteem
- May seek reassurance

Avoidant

- Avoids interactions with caregiver
- Doesn't appear distressed when separated
- Interacts with strangers in the same way they would interact with caregiver – no preference shown
- Might show signs of turning away/avoiding eye contact
- May appear avoidant of strong emotions/unsure how to manage them

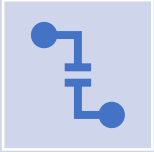
Disorganised

- Reliant on caregiver for safety that they are afraid of them
- Contradictory behaviours – want to love and be loved but afraid to let anyone in. This might look like a push/pull
- Intensely disorganised relationship and behaviour patterns
- Difficulty controlling emotions
- Intense fear of rejection

How Childhood Trauma Affects the Teenage Brain

- Childhood trauma, including Adverse Childhood Experiences (ACEs) such as abuse, neglect, or household dysfunction, can have a lasting impact on brain development, especially during adolescence.
- Because the teenage brain is still developing, trauma can alter the way different brain regions function and interact.

Impacts of Toxic Stress



When the stress response system remains activated at high levels for extended periods of time—without supportive relationships to help calm them—the responses meant to be protective can become harmful, and toxic stress can result.



This type of stress can impair the development of neural connections necessary for healthy brain architecture, especially in the areas of the brain dedicated to more complex skills like language, attention, and decision-making.



It can also disrupt the development of biological systems more broadly, with impacts on learning, health, and well-being across the lifespan.

Impact of ACEs on the Developing Teenage Brain

- **Amygdala (The Emotion & Fear Center)**
 - Trauma can make the amygdala overactive, leading to heightened fear responses, anxiety, and emotional reactivity.
- **Prefrontal Cortex (The Thinking Brain)**
 - Responsible for impulse control, decision-making, and reasoning—this area develops slower in teens.
 - Trauma can weaken its function, making it harder to regulate emotions, manage impulses, and think logically under stress.
- **Hippocampus (Memory & Learning Center)**
 - Trauma shrinks the hippocampus, affecting memory, concentration, and emotional regulation.
 - Teens may struggle with learning, recalling information, or feeling safe in new environments.
- **HPA Axis (Stress Response System)**
 - Trauma disrupts cortisol regulation, leading to chronic stress, hypervigilance, or emotional numbness.
 - Teens may feel “stuck” in survival mode, reacting with fight, flight, freeze, or fawn responses.

What Does This Impact Look Like?

Increased Risk-Taking

→ Impulsivity, substance use, self-harm.

Emotional Dysregulation

→ Mood swings, anger, anxiety, depression.

Trust & Relationship Issues

→ Difficulty forming healthy friendships or romantic relationships.

Hypervigilance or Numbness

→ Always on high alert or emotionally detached.

Learning Difficulties

→ Struggles with focus, problem-solving, and academic performance.



When Referring, Consider:



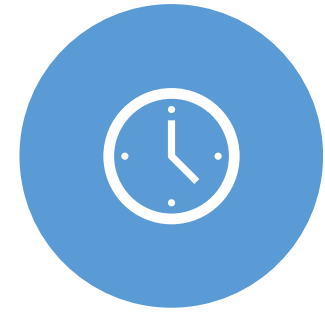
IMPACT



SEVERITY



FREQUENCY



DURATION

Containment

Containment is the process of receiving and holding another's intense or difficult emotions, thoughts, and experiences, without being overwhelmed by them.

It's about providing a safe and supportive environment where they can express themselves without fear of judgment or rejection.

To do the work we do, it's vital we are contained too.



About Imara



Domestic
Abuse
services

CHISVA
service

Arts
Therapies-
individual;
groups;
dyadic art
therapy

Specialist
Sleep and
Anxiety
Resources

Education
Programme

Parents
Support
Group

Campaigning

DART
group

Participation
Group



@ImaraNottingham
www.imara.org.uk

Nottinghamshire CSA Statistics

Far more children are sexually abused than statutory services identify in Nottinghamshire

Child sexual abuse: Data Insights Hub
csacentre.org.uk

49 children placed on a child protection plan due to child sexual abuse

1,224 children assessed at risk of sexual abuse*

1,812 child sexual abuse offences recorded by the police

9,580

children are estimated to be sexually abused every year**

Sources: Home Office, Police recorded crime and outcomes, 2022/23; Department for Education, Characteristics of Children in Need, 2022/23, Welsh Government, Children receiving care and support, 2022/23 *Includes assessments regarding concerns of child sexual abuse and exploitation. **Estimate calculated using single-year prevalence estimates by age group (Radford et al. 2011, Childhood abuse and neglect in the UK today) and the Office for National Statistics mid-year population estimates, 2022. Scale figure rounded to nearest 10.

5.7% of children in Nottinghamshire

16 in a school of 280

At least one in every classroom of 30

"Professionals need to become better at recognising potential signs and indicators of sexual abuse, rather than waiting for children to tell about it"

Glinski, 2021

Ray, Participation Group



“Curious about the world and my place in it”

Connected



“I have to be better than everyone else”

Protected



“I’m never going to measure up”

Disconnected



Polyvagal theory

Trauma is a chronic disruption of connection

Indicators of Children Affected by Domestic Abuse

Children who are victims of domestic abuse may show the following signs:

- Issues in school or trouble learning
- Aggressive behaviour or bullying
- Sudden changes in behaviour such as becoming withdrawn or unsettled
- Abuse of drugs or alcohol
- Regular sickness such as colds, headaches, or mouth ulcers

Joining Up the Dots

Why is this important in schools?

- Being aware of the signs of domestic abuse and/or child sexual abuse is an important first step in protecting vulnerable children from harm
- Education staff often see the same children regularly, so are more likely to notice and monitor changes in behaviour
- Children tell us that they thought that they were displaying signs for teachers to notice e.g. change in dress; attitude; use of language
- Teachers and other staff have access to talk and liaise with other agencies who can support children

Seeing the Whole Picture

Why is this important in schools?

- Sharing information with other staff in school is a good place to start seeing what is going on
- Sharing concerns with other agencies provides another perspective on the child's life (perhaps they are already working with another agency like Imara or CAMHS)
- Support can be put in place more quickly
- Good communication between agencies helps make sure that significant harm is reduced

Communicating Effectively

Why is this important in safeguarding children?

- Simple language is the most useful way of talking with children and young people to understand and be understood
- We may forget that we are using jargon and complicate matters for everyone
- Research tells us that children and young people take on average 7 years to disclose sexual abuse, yet early intervention is key to reducing the risks of child abuse.

Participation Group: Top Tips for Responding to a Disclosure

Take an active and individualised approach to each and every young person – there is no ‘one size fits all’ approach

One Participation Group member said: Even if you feel busy, it's important to make the time to listen and signpost.

Be someone that young people can trust “No matter what I always feel like I could trust her as well, [...] whatever they said they would do they would do it. I never had to second ask them or never had to chase them up about it, like, if they made a promise they'd keep it, and that's a really big thing with trust.” – Abi, Participation Group

The Participation Group member recognized that adults may feel ‘sorry’ for asking questions, however highlighted the importance of asking questions, as long as the professionals then go on to help the young person.

How to Create Safe Spaces Where Young People Can Disclose to You

- Get to know them and show genuine interest.
- Ensure young people know who they can talk to, when and how.
- Have open discussions and teach about healthy relationships and sex education.
- Signpost
- Always be sensitive and supportive
- Boundaries, time and space.
- Be consistent and willing to help.



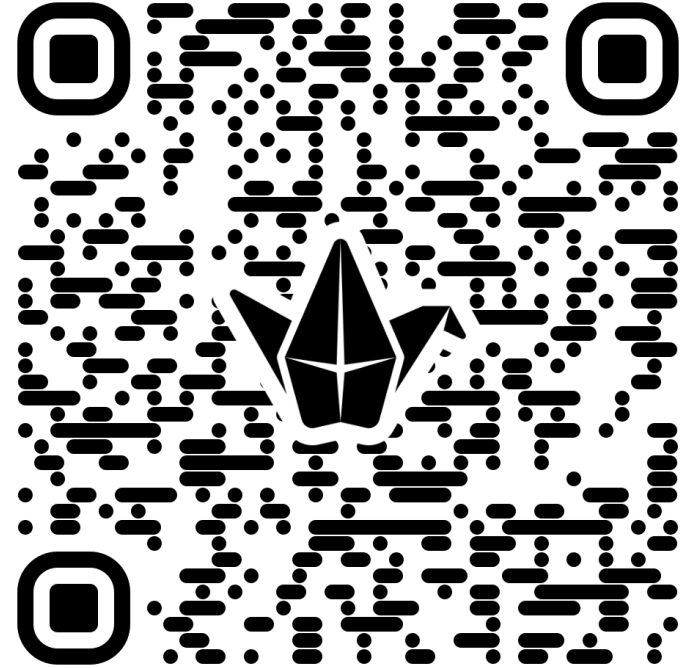


ACHIEVE WELL TEAM
Empowering wellbeing,
elevating achievement

www.achieviewell.co.uk

Awards
Survey
Resources
Signposting
Conference

Mental Health Padlet



DSL network dates 2025-2026

Tuesday 14th October 2025 9.30am-12 (In Person)

Tuesday 10th February 2026 9.30am-12 (Virtual)

Tuesday 19th May 2026 9.30am-12 (Virtual)

- ✓ Must book online in advance- Nottingham Schools website
- ✓ Expectation is that you take back learning, updates and any requests back to the wider team in your setting
- ✓ A certificate will be issued for full attendance at each network

DSL Network, May 2025



We'd really appreciate your feedback from today in response to the content covered alongside any other thoughts on topics you may like to see included at future network events- thank you!