

# DSL Network

Tuesday 19<sup>th</sup> May 2026  
09:30 – 12:00



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City Council



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Changing Futures.



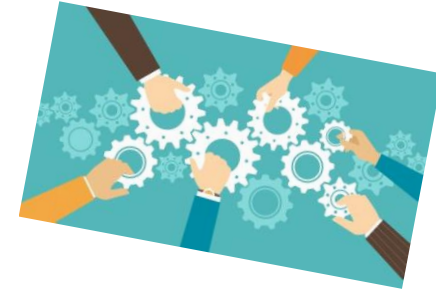
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# DSL Network Aims and Purpose

- 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:

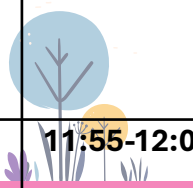
**To brief Designated Safeguarding Leads on the Family First Partnership reforms and the Team Around the Family approach, ensuring clarity on what the changes mean for schools and multiagency working.**



# DSL Network Agenda



| No |               | Agenda Items                                                                          | Speaker                                                                                                                                                                                                                                                              |
|----|---------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | 09:30 - 09:40 | Welcome and Outline                                                                   | Claire Bale, Director of Children's Integrated Services & Education, NCC<br>Claire Maclean, Schools and Education Safeguarding Coordinator                                                                                                                           |
| 2  | 09:40 - 09:50 | MASH updates                                                                          | Gillian Till, Interim Service Manager MASH/EDT                                                                                                                                                                                                                       |
| 3  | 09:50 - 10:30 | National and Local Updates                                                            | Tara Tan, Imara – Senior Art Psychotherapist<br>Melanie Page, Imara – Senior Art Psychotherapist<br><br>Laura Bradley, NSPCC<br><br>Deborah Somerset, NCSCP Training Officer<br><br>Claire Maclean, Schools and Education Safeguarding Coordinator                   |
| 4  | 10:30 - 10:35 | Break                                                                                 |                                                                                                                                                                                                                                                                      |
| 5  | 10:35-11:55   | Family First Partnership reform and Team Around the Family at Nottingham City Council | Jasmine Nembhard-Francis, Families First Lead,<br>Julia Bramble, Partnership and Early Years Service Manager<br><br>Charlotte Idigo, Family Help Team Manager<br><br>Sally Milner-King, DSL at Huntingdon Academy<br><br>John Williams, DSL at Ellis Guilford School |
| 6  | 11:55-12:00   | Takeaways and close                                                                   | Claire Bale, Director of Children's Integrated Services & Education, NCC                                                                                                                                                                                             |



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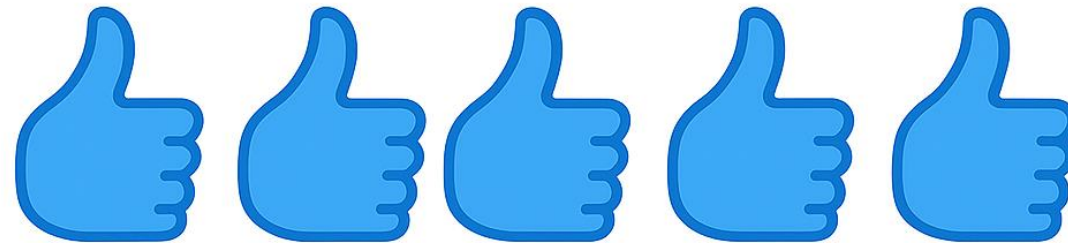


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# Knowledge check

A poll will launch on your screen shortly asking the following question:

***How well do you understand the Family First Partnership programme in Nottingham City?***



Not at all

Extremely well

Once you have answered please click done or X to close the poll





# MASH updates

**Gillian Till**

**Service Manager MASH / EDT**

**Nottingham City Council**



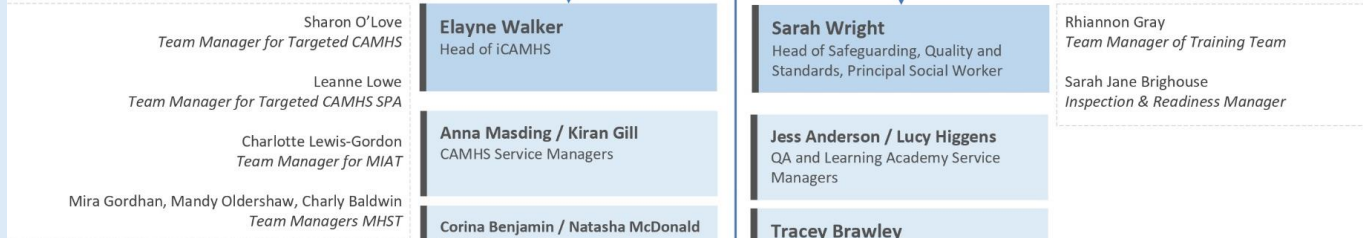
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# Children's and Education Services Directorate

## Children's Integrated Services Department (Family Help)

**Jassi Broadmeadow**  
Interim Director of Children's Integrated Services – Family Help



**Elayne Walker**  
Head of iCAMHS

**Sarah Wright**  
Head of Safeguarding, Quality and Standards, Principal Social Worker

Sharon O'Love  
*Team Manager for Targeted CAMHS*

Leanne Lowe  
*Team Manager for Targeted CAMHS SPA*

Charlotte Lewis-Gordon  
*Team Manager for MIAT*

Mira Gordhan, Mandy Oldershaw, Charly Baldwin  
*Team Managers MHST*

Rhiannon Gray  
*Team Manager of Training Team*

Sarah Jane Brighthouse  
*Inspection & Readiness Manager*

**Anna Masding / Kiran Gill**  
CAMHS Service Managers

**Jess Anderson / Lucy Higgins**  
QA and Learning Academy Service Managers

**Corina Benjamin / Natasha McDonald**  
MHST Service Managers

**Tracey Brawley**  
Child Protection Service Manager

**Rachel Deane**  
NPST Team Manager

**Adesua Osime**  
Safeguarding Children Partnership Manager

**Bex Green**  
Healthy Little Minds Service Manager

**Kirsty Lunn**  
IRO Service Manager

**Matthew Jenkins**  
CAMHS CLA Team Manager



**Michelle Westby**  
Head of Family Help and Partnerships

**Jo Turner**  
Interim Head of Adolescence & Youth Justice

Kerry Reeves and Irvin Shangwa (interim)  
*Family Help MASH/ Front Door Team Managers*

Charlotte Idigo and Simone Ellis (job share)  
*Team Managers TAF*

Rachel Howard  
*Team Manager Early Years, including Best Start Family Hubs*

Bernadette Evans and Ben Matkin  
*Team Managers Core Family Help*

Charlotte Haigh  
*Early Years Supervisor*

Lisa Ash, Lisa Raymond, Cressida Evans, Sharon Ellison, Susie Carter, Jean Faulkner, Rachel Groom, Laura Gavigan & Daisy Skelton (job share)  
*Core Family Help Supervisors*

Lisa Marie Raymond, Jenny Milhouse, Sophie Naphtine, James Roberts, Jacquie Thomas  
*Adolescence Service Team Managers*

Kirsty Davison  
*Exploitation and Missing Team Manager*

Lisa Churchill  
*Family Network Manager*

Joshua Smith  
*MST Supervisor*

Angela Cheadle  
*MST CAN Supervisor*

Zoe Francis, Rochelle Ricketts, Baldish Kaur, Zoe Henstock, Simone Amey  
*Adolescence Family Help Supervisors*

Andrew Haigh  
*Exploitation/ Missing Supervisor*

Chris Gilzeane, Jade Walker  
*Youth Development Supervisor*

**Jonathan Shaw**  
Family Help Manager

**Sonia Burton**  
Adolescence Service Manager

**Julia Bramble**  
Partnerships and Early Years Manager

**Thomas Cullen**  
Adolescence Service Manager

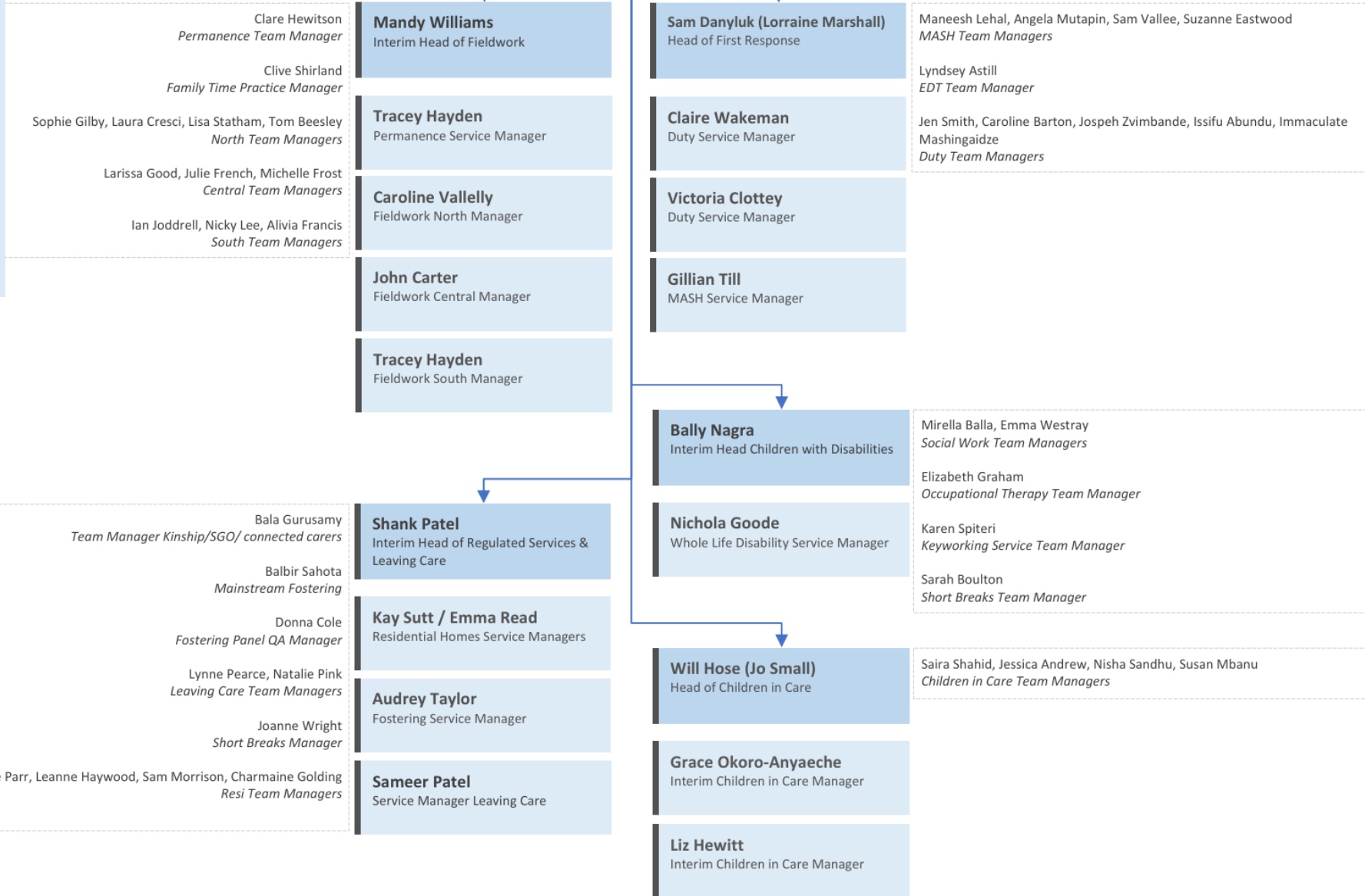


# Children's and Education Services Directorate

## Children's Integrated Services Department

### (Social Care)

**Paula Bexon**  
Director of Children's Integrated Services – Social Care



Ella Lawrence-Cowling, Stacey Dixon, Dino Labatte, Yvonne Parr, Leanne Haywood, Sam Morrison, Charmaine Golding  
Resi Team Managers



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# Day to day management

## **EDT Team Manager**

Lyndsey Astill

## **MASH Team Manager's**

Suzanne Eastwood

Sam Valley

Angela Mutapiri

## **MASH Family Help Service Manager**

Julia Bramble

## **MASH Family Help Team Manager's**

Kerry Reeves

Irvin Shangwa

## **Duty Service Manager**

Victoria Clottey

## **Duty Team Manager's**

Emmaculate Mashingaidze

Issifu Abudu

Tracey Atkins

Caroline Barton



# Volume of Emails into the MASH



Average for this time of year - 4,300 a month  
Roughly 1,100 a week, 200+ a day

## 1595 contacts

- **721 Yellow**
- **810 Amber**
- **64 Red**



## Breakdown

- 229 were from Settings within Education
- 453 were from Health services
- 585 were from Police
- 189 Individual/self/family
- 139 other



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# Ofsted interim visit outcome

[Link - Ofsted report](#)

## Monitoring visit: 10–11 February 2026

This was the seventh monitoring visit since Nottingham City Children's Services were judged inadequate in July 2022. Inspectors reviewed progress against previous concerns relating to the front door, including thresholds, decision-making, early help, and step up/step down processes.

## Overall judgement

- The effectiveness of front door services is improving but remains inconsistent.

## Leadership and stability

- The appointment of a permanent DCS in February 2025 has brought renewed focus, clearer expectations and more visible leadership.
- Improved quality assurance and learning from peer reviews are helping leaders develop a more accurate understanding of practice.

## Strengths

- Strong and timely MASH responses when children are assessed as being at high risk
- Prompt decision-making and swift transfer to Duty services in high-risk cases.





IMARA

**Imara CIO**

19/05/2026



# About Imara

We support children and families affected by sexual abuse and domestic abuse.

We listen and amplify the voice of the child and we believe children.

All our training is informed by our co-production network.

We provide:

- 1:1 creative arts therapy
- CHISVA service (support through the criminal justice process)
- Domestic Abuse Recovering Together groups
- Post-adoption support
- Partnering for Prevention (primary school HSB project)
- Pathways Forward (secondary school prevention project)



# What is HSB?

Harmful Sexual Behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.

NSPCC

# Partnering for Prevention

## Why this project is needed?

- Ofsted 2021 review of sexual abuse in schools – identified high prevalence of peer on peer sexual violence including online & in person.
- Identified increase of HSB concerns in schools (through our referrals, partnership working, increased awareness, impact of online life, national reviews & reports)
- Staff requesting support with school responses to HSB
- Why primary schools - Increase of online activity for younger children resulting in exposure and increase of HSB
- Need to offer preventative intervention prior to secondary school where could become more serious

# Partnering for Prevention

## Why this approach?

- Whole school approach to HSB brings best outcomes for children (Lucy Faithful Foundation)
- Providing a broader preventative impact, rather than just isolating the individual child who harmed as the "problem"
- Promoting healthy relationships culture for the whole school
- Supporting staff with responding to HSB early will prevent future HSB

# Partnering for Prevention

## **The HSB intervention:**

- Funding for 3 year HSB project in primary schools
- HSB consultation for 10 schools
- HSB intervention for 4 schools
- Bespoke intervention based on identified needs of school
- One to one therapy sessions with child who harmed/ or has been harmed / safe family
- Peer group awareness sessions
- Parent group awareness sessions
- Training for staff
- Reflective supervision with staff



# Imara's Training

We provide training on:

- Understanding and Responding to Child Sexual Abuse: Essentials (CPD-accredited) and Deep Dive
- Harmful Sexual Behaviour between Siblings (HSB-s)
- Immersive Therapy (VR)
- Vicarious Trauma

Topics include: creating safe spaces for children to disclose, indicators of abuse & dysregulation, practical tools & techniques

Training packages currently in development:

- HSB Peer on Peer Abuse
- Children affected by sexual and domestic abuse
- Online Child Sexual Abuse
- Vicarious Trauma

Co-produced with survivors

Delivered by practitioners

Creative and experiential

Contact [info@imara.org.uk](mailto:info@imara.org.uk) or follow Imara CIO on Eventbrite



make a referral



IMARA



donate to Imara

# NSPCC

## Let's Talk

Safer behaviour  
and boundaries



Laura Bradley – Hub Relationship Manager

# Let's Talk - Supporting Children Displaying PSB

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**A service to support children who have displayed Problematic Sexual Behaviour (PSB)**

**Helps children understand healthy boundaries, emotions, and relationships in a safe and age-appropriate way.**

**Works with children, and their parents/carers so they can move forward in a healthy, positive way.**

# Understanding the Challenge of PSB in Education Settings

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## **Nature of PSB**

PSB refers to sexualised behavior that is developmentally inappropriate but does not involve abuse or victimisation.

## **Challenges for Staff**

Staff often face uncertainty distinguishing typical, problematic, and harmful behaviors without clear guidance.

## **Impact of Inconsistent Responses**

Inconsistent responses which can lead to under-addressing or overly punitive measures, impacting on children's wellbeing and staff confidence.

## **Support Through Let's Talk**

Let's Talk offers a consistent, preventative service supporting schools to address PSB early and effectively.

# A Targeted Early Intervention Service

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## **Tailored Support Sessions**

Flexible one-to-one and parent sessions adapt to children's age, development, and individual needs for meaningful intervention.

## **Core Focus Areas**

The program emphasizes relationships, emotional wellbeing, personal safety, identity, and future skills development

## **Trauma-Informed Practice**

Grounded in trauma-informed, strengths-based approaches recognizing family context beyond behavior alone.

## **Early Intervention and Prevention**

Designed to complement safeguarding processes, supporting consistent strategies at home and school to reduce repeat concerns.

# Current Status

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## **Pilot Phase and Rollout**

Let's Talk is in the pilot phase in Nottingham with limited capacity and a phased rollout planned.

## **DSL Awareness and Preparation**

DSLs are encouraged to be aware of the service and consider its fit within local safeguarding plans.

## **Future Referral Pathways**

Further communication will provide details on referral pathways, criteria, and engagement opportunities as capacity grows.

## **Supporting Preventative Responses**

The service aims to offer preventative options to reduce school pressure and improve consistency in child safeguarding.

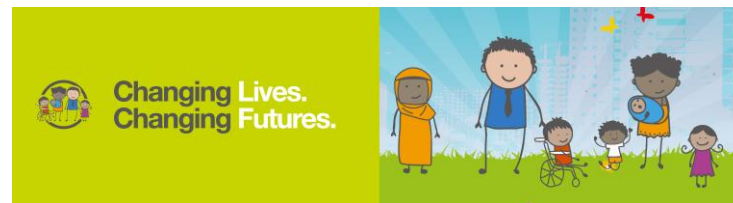
**NSPCC**

Thank You

# NCSCP Safeguarding Updates

**Deborah Somerset**  
**Training Officer**  
**NCSCP/SAB**

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



# Nottingham City Safeguarding Children Partnership



Local safeguarding arrangements in Nottingham City are set out in Working Together to Safeguard Children 2023 (updated 2026)

The Partnership brings statutory partners together:

- Nottingham City Council
- Nottinghamshire Police
- NHS Nottingham & Nottinghamshire ICB

.....who hold equal and joint responsibility for the effectiveness of safeguarding arrangements across the City

.....working with education, early help, voluntary sector and wider agencies to strengthen how we safeguard children together across the city.

# Why the Partnership Exists

Safeguarding partners are responsible for ensuring agencies work effectively together to safeguard children.

In Nottingham City this includes:

- Understanding how well the safeguarding system is working by leading and co-ordinating safeguarding across the city
- Identifying where improvement is needed
- Learning from reviews and multi-agency audits
- Strengthen how agencies work together
- Supporting a confident multi-agency workforce
- Ensure learning leads to improvements notably improve outcomes for children

**The focus is the whole safeguarding system, not individual agencies.**

# What this looks like in Nottingham City

## The Partnership:

- Agrees the city's safeguarding priorities
- Oversees multi-agency practice at the front door and beyond
- Reviews how well agencies are working together
- Identifies where improvement is needed, pressure points, areas of good practice and strengths
- Ensures learning leads to change across services
- Shares learning across organisation
- Supports improvements where practice need to strengthen

# How the Work is Delivered Locally

Delivered through:

- Strategic Leadership Group (SLG)
- Business Management Group (BMG)
- Quality Assurance & Audit activity
- Policy and Procedures arrangements
- Education Subgroup
- Learning & Workforce Development work
- Local Child Safeguarding Practice Reviews

These arrangements help partners understand how well the Safeguarding system is working for children

# Why this Matters for Practitioners

Effective safeguarding in Nottingham City depends on how well we work together around children and families

The Partnership supports practitioners by:

- Setting shared safeguarding priorities for the city
- Setting shared safeguarding expectations across agencies
- Strengthening information sharing and joint working
- Providing routes for escalation and professional challenge
- Sharing learning from reviews and audits

# NCSCP Partnership Priorities 2024–2026

The partnership's shared priorities continue to focus improvement where it makes the greatest difference to children's experiences:

- Exploitation – earlier identification, disruption and protection
- Making the system work – front door and MASH improvement
- Cultural competency and confidence across the workforce
- Domestic abuse – strengthening coordinated responses



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# **Working Together (2026)**

## **What this means for practice in Nottingham City**



# What Working Together (2026) Strengthens

Working Together to Safeguard Children (2026) strengthens expectations that safeguarding partners and agencies:

- Take shared responsibility for how well the safeguarding system is working
- Work together earlier with children and families
- Share information confidently and in a timely way
- Make joint decisions at key safeguarding points
- Keep children lived experience central to practice
- Demonstrate the difference partnership working is making for children

This applies across Children's Social Care, Police, health and education.

# The Strengthened Role of Education within Safeguarding Arrangements

Working Together (2026) gives clearer emphasis to education as part of safeguarding partnership arrangements.

This includes:

- Identifying concerns early through attendance, behaviour and wellbeing
- Sharing safeguarding information confidently with partners
- Contributing to strategy discussions where appropriate
- Working alongside Early Help and Family Help services
- Supporting multi-agency safeguarding decision-making

Education is central to how the safeguarding system works.

# What This Means for the Partnership

Across Nottingham City this supports work already underway to:

- Strengthen decision-making at the front door and through MASH
- Develop Family Help as part of Families First reforms
- Improve information sharing across agencies
- Respond to exploitation and domestic abuse as Partnership priorities
- Ensure learning from reviews and audits leads to improvements in practice

Working Together (2026) reinforces the direction already being taken across the Partnership.

# Working Together (2026): What This Means For You as Practitioners

Working Together (2026) strengthens expectations of everyday safeguarding practice

For practitioners, this means:

- Stronger focus on the child's lived experience
- Earlier support through Family Help
- Confident and timely information sharing
- Clear responsibility to work together across agencies
- Using professional curiosity to understand what is really happening for children
- Appropriate professional challenge and escalation where concerns remain

Safeguarding partners are increasingly accountable for how well agencies work together to protect children.



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# Local Updates

**Claire Maclean,  
Schools and Education Safeguarding  
Coordinator  
Nottingham City Council**



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# Local Updates

- Key websites
- Local Safeguarding Partnership Audit
- Changes to Restrictive Interventions
- Community safety
- Out of hours contact/ safeguarding inbox addresses
- CGL vaping service to launch
- Disclosure and Barring Service workshops
- Partnership Training offer
- Your Notts Directory



# Website reminder

There are several main websites held by the Local Authority that will be key to supporting the role of the DSL-

- [Nottingham City Safeguarding Children Partnership](#)
- [Safeguarding section of Nottingham Schools Website](#)
- [Early Years at Nottingham City Council](#)
- [Achieve Well Team](#)



# Local Safeguarding Partnership Audit (LSPA)



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This academic year's online audit opened at the start of this summer term on Monday 13<sup>th</sup> April.

**The deadline for completion is Monday 13<sup>th</sup> July 2026**

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 2025 and a working group of educational representatives from the Education Subgroup.

We recommend that Keeping Children Safe in Education 2025 (KCSIE 2025) is at hand whilst completing the audit and you fully utilise the 'support and guidance booklet' that was sent in the launch email.



# Restrictive Intervention update

The revised DfE guidance, [\*Restrictive interventions, including the use of reasonable force, in schools\*](#), becomes effective on 1 April 2026, replacing previous guidance. Key updates include mandatory recording and reporting of all significant incidents and seclusion to parents, improved, clearer terminology, and stronger focus on de-escalation and SEND support.

## Key Changes and Updates (Effective 1 April 2026)

- **Mandatory Recording & Reporting:** Schools are legally required to record and report any use of reasonable force and, for the first time, instances of seclusion to parents.
- **Focus on Prevention:** The guidance emphasizes reducing the need for restrictive interventions through proactive, school-wide strategies.
- **Terminology and Definitions:** The revised guidance provides clearer, updated definitions on what constitutes reasonable force and when it is considered a last resort, as noted in this PDF from GOV.UK.
- **SEND Support:** Specific guidance is included to ensure staff better support pupils with Special Educational Needs and Disabilities (SEND).
- **Seclusion Guidance:** The update explicitly provides advice on the use of seclusion.



# Restrictive Intervention update (cont)

## Actionable Steps for Schools

- **Review Policies:** Update existing behaviour and physical intervention policies to align with the new guidance before 1 April 2026, as discussed in [this article from Adoption UK Charity](#).
- **Staff Training:** Ensure staff receive training on the new requirements regarding recording, reporting, and, as highlighted in this [SSS Learning article](#).
- **Record Keeping Systems:** Implement robust systems to ensure all incidents are properly documented and reported to parents.

The previous, interim, and current guidance remains in effect until 31 March 2026, as explained in this, document, on, GOV.UK.



# Other key updates that will impact our safeguarding functions:

[Southport Inquiry Report – Volume 1](#)  
[Southport Inquiry Report – Volume 2](#)

Findings from the Inquiry are:

- **“Absence of risk ownership:** No agency or multiagency structure accepted responsibility for assessing and managing the grave risk posed by the perpetrator.
- **Critical failures in information sharing:** Essential information was repeatedly lost, diluted or poorly managed across agencies.
- **Misunderstanding of autism:** AR’s conduct was wrongly attributed to his autism spectrum disorder, leading to inaction and a failure to address dangerous behaviours.
- **Lack of oversight of online activity:** AR’s online behaviour, which provided the clearest indications of his violent preoccupations, was never meaningfully examined.
- **Significant parental failures:** AR’s parents did not provide boundaries, permitted knives and weapons to be delivered to the home, and failed to report crucial information in the days leading up to the attack.



# Other key updates that will impact our safeguarding functions:

[The Children's Wellbeing and School Act passes into law | Children's Commissioner for England](#)

**The Children's Wellbeing and Schools Act received Royal Assent on 29<sup>th</sup> April 2026 and is now law.**

**Lots of the changes are already incorporated into the draft version of KCSIE, 2026 however potential for further updates to KCSIE following the Southport enquiry findings.**

## **Act includes:**

- A central register of Children Not in School (LA responsibility)
- Qualified teacher in every classroom
- Single Unique Identifier (SUI) for all children across education, health and social care to improve data sharing and identify risks early
- New statutory duty on information sharing between schools and children's social services
- Uniform restrictions on branded items for parents and expanding free school meal eligibility



# Other key updates that will impact our safeguarding functions:

## [Benedict's Law - Benedict Blythe Foundation](#)

### What is Benedict's Law?

Benedict's Law is a set of national protections designed to improve allergy safety in schools. Currently these protections are agreed to come into force in England, but campaigning continues to extend to Wales, Scotland and Northern Ireland. These measures ensure that schools have the policies, training and emergency medication needed to recognise and respond to severe allergic reactions.

The measures were developed following the death of five-year-old Benedict Blythe, who died from anaphylaxis at school in 2021. His family established the Benedict Blythe Foundation and worked with clinicians, allergy charities and policymakers to lead a campaign for government to address long-standing gaps in how schools manage life-threatening allergies. In 2026, the English Government confirmed that the principles of Benedict's Law will be implemented through new statutory guidance on supporting children with medical conditions and allergies in schools, and will also be enshrined in primary legislation, making these protections part of the legal framework governing all schools in England.

### What does Benedict's Law require?

Benedict's Law introduces a consistent national framework for allergy safety in schools. Core measures include:

- **Whole-school allergy policies** setting out how schools manage allergies and respond to emergencies
  - **Staff training** so teachers and school staff can recognise and respond to anaphylaxis
  - **Access to emergency adrenaline auto-injectors (AAIs)** where needed
  - **Individual healthcare or allergy action plans** for pupils with diagnosed allergies
  - **Improved communication and record-keeping** around allergies and allergic reactions
- These measures aim to ensure that every school has the systems in place to respond quickly and effectively to allergic emergencies.

# Other key updates that will impact our safeguarding functions:

## [Every child achieving and thriving - GOV.UK](#)

- Very long-term view of change likely decade reform- starting September 2026
- LA's told to start working in their plans despite consultation not yet complete
- DSL's and SENCO's working much more closely together
- Focus on multi professional approach internally and externally
- Talks about education being fourth safeguarding partner integrated into multiagency teams
- Alignment to Ofsted inspection framework on inclusion with 'support bases' funded by schools and 'specialist bases' funded by LA's
- Update to the SEND Code of Practice with legal requirements for support across all mainstream setting from early years through to post-16
- Three tiers of support- Universal, Targeted and Targeted Plus



# 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](mailto: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.

# Out of hours contact/ safeguarding inbox addresses

## Schools Safeguarding Inbox - Operation Encompass and General Best Practice

We are encouraging schools to set up a generic safeguarding email inbox. It's crucial that professionals and partners can confidently share information without the need to second guess contact details of colleagues in schools. We are hopeful that you will be able to speak to your IT administrators and request a shared inbox be created for the right members of staff to access.

For example - [safeguarding@schoolname.sch.uk](mailto:safeguarding@schoolname.sch.uk)

By doing this you can help ensure:

- **Continuity** - There is no need for schools to update contact lists with the local authority, police or other partners.
- **Security** - Access can be managed and monitored internally via permissions.
- **Assurances** - Schools can be large settings, and a shared inbox ensures that no notification or email is missed.
- **Coverage** - Most settings have more than one member of staff dealing with safeguarding related notifications and emails. A shared inbox would allow all relevant staff to see the same message without forwarding emails.

Although this is not mandatory, we are encouraging schools to adopt this way of working. It is a practical step that has proven to be helpful across the many settings that already have this in place. If your school already has a safeguarding inbox, no action is required. If not, we **highly recommend** schools to do so as part of your safeguarding reviews.



# DBS workshops

The DBS offer free monthly workshops for organisations to learn more about DBS processes and legislation.

You can find out more or sign up here:

[DBS Disclosure and Eligibility Workshop](#),  
[DBS Barring and Legal Duty to Refer Workshop](#)  
[DBS Enhanced Application Process Workshop](#)  
[DBS Harmful Behaviour Outside of the Workplace](#)



Disclosure &  
Barring Service





# Multi-Agency Safeguarding Training Now Available

The 2026–27 NCSCP multi-agency safeguarding training programme is now open.

Sessions include:

- Introduction to Safeguarding Children
- Making a Strong E-MARF Referral
- Child Exploitation Awareness
- Neglect and the Impact on Children
- Safeguarding Children Today briefings



This programme does not replace single-agency safeguarding training provided within organisations. Multi-agency training brings professionals together to develop shared understanding of themed topic, roles, thresholds, decision-making and information sharing, supporting more effective joint working for children and families.

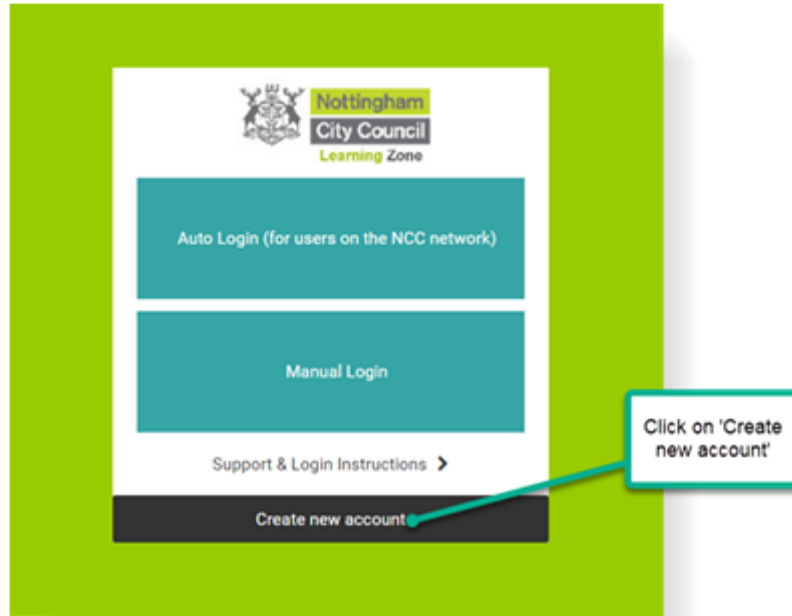
Full details are available via the NCSCP website training page:

<https://www.nottinghamcity.gov.uk/information-for-residents/children-and-families/safeguarding/safeguarding-children-partnership/safeguarding-children-training/>



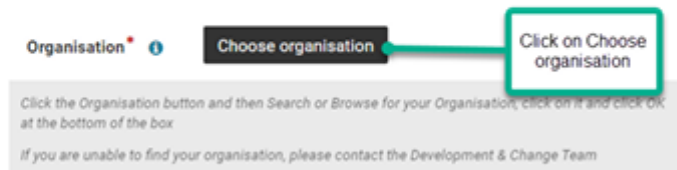
To begin you will need to create an account. To create an account, follow these instructions:

1. Click on the link below to take you to the log in page of the Learning Zone  
<https://nottinghamcity.learningpool.com/login/index.php>



## How to make an account on Learning Zone to access NCSCP training

2. Complete the required information. Please use your email address as your username
3. Choose **'Nottingham City Safeguarding Children's Partnership'** as your organisation. Selecting any other option may delay your request or result in the rejection of your account.



# How to make an account (continued)

Choose organisation (Selected: *Nottingham City Safeguarding Children's Partnership ...*)

Browse Search **1**

Search Nottingham City Safeguard **2** Partners **3** Search **4**

Nottingham City Safeguarding Children's Partnership (197901730466167) **5**


- 1** Click the Search Tab
- 2** Type **Nottingham City Safeguarding Children's Partnership** in the search bar
- 3** Choose **Partners** in the drop-down menu
- 4** Click Search
- 5** Select **Nottingham City Safeguarding Children's Partnership**
- 6** Click **OK**

OK Cancel



# How to make an account (continued)

4. Complete the other required fields as below:



The screenshot shows a form with a dropdown menu labeled 'Other fields' and a text input field for 'NCC Payroll No. (if external, please input 0)'. Below the input field are two buttons: 'Request account' and 'Cancel'. A blue callout box contains the following instructions:

- 1. Type the name of the company you work for. Ignore prompt of inputting 0
- 2. Click Request Account

5. Once your account is requested, you will receive an email asking you to confirm your email address.
6. The next step will be that your account is approved, **this may take up to 48 hours**. If your account is not approved after this time, please email: [developmentandchange@nottinghamcity.gov.uk](mailto:developmentandchange@nottinghamcity.gov.uk)

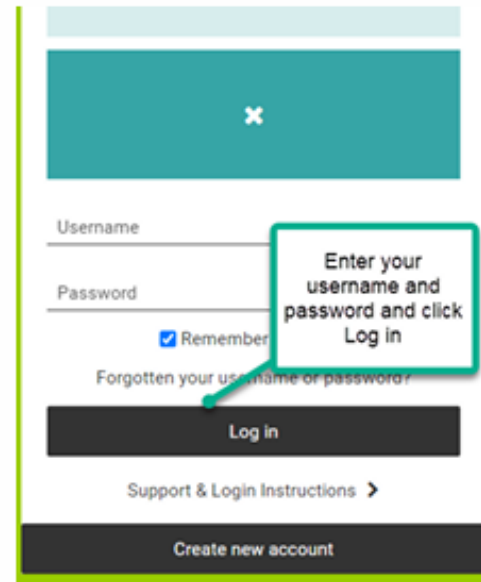


# How to make an account (continued)

To access your account, once it has been approved:

Click on the link to the log in page

<https://nottinghamcity.learningpool.com/login/index.php>



When signing up for training, it will often ask you to choose a manager from a drop-down list.

If you are an external partner, please use 'Daniel Sullivan' in this box

Any questions please contact:  
[ncscbtraining@nottinghamcity.gov.uk](mailto:ncscbtraining@nottinghamcity.gov.uk)

You will be taken to the NCC Volunteers homepage where you will find links to the learning you should complete.

You can read our 'Privacy Statement' on the home page of your account under Help.

# Your Notts Directory is now live!

Your Notts Directory, the new joint information and advice website for Nottingham and Nottinghamshire, is now live.

The site replaces NottsHelpYourself and ASKLiON, bringing information, advice, support services, community groups and activities together in one place for both city and county residents.

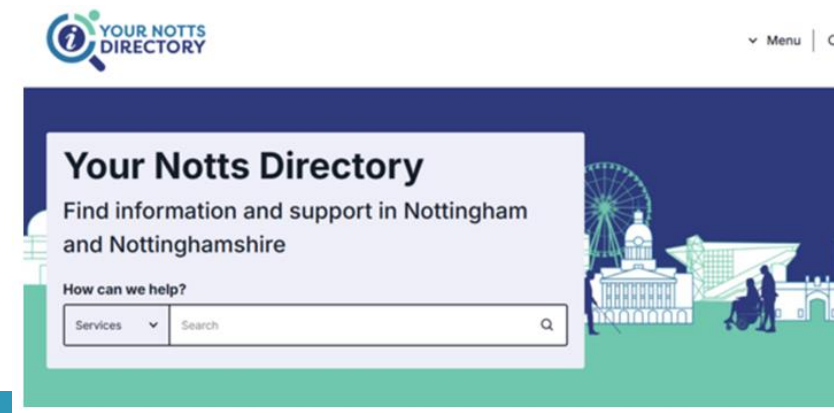
## What's new?

- A single directory for the whole of Nottinghamshire
- Improved navigation and search
- A modern design, optimised for mobile
- Updated provider accounts and listings
- New functionality allowing providers to add images and testimonials

If you have shared links to NottsHelpYourself or ASKLiON anywhere on the intranet, in emails, or in printed materials, there is no need to update them immediately. All old links will automatically redirect users to the new website.

## Where to find the site

Your Notts Directory: [Your Notts Directory](#)





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Grow  
Live**

# The Place

**Nottingham**



Free confidential Substance Use and Impacted  
by Substances Service for u25's

For general information and queries, please contact  
[habib.akhtar@cgl.org.uk](mailto:habib.akhtar@cgl.org.uk)

To find out more information about our school program,  
please contact: [laura.holland@cgl.org.uk](mailto:laura.holland@cgl.org.uk)



**New 12 - 18yr old Service will be launching  
September'26, being delivered by **CGL The Place**  
and **Thriving Nottingham****

**If you have any questions around vaping support and how you can  
get involved, please contact:**

**For outreach, Group work & Training - [habib.akhtar@cgl.org.uk](mailto:habib.akhtar@cgl.org.uk)**

**For 121 interventions - [allison.jackson@thrivingnottingham.org.uk](mailto:allison.jackson@thrivingnottingham.org.uk)**

# Break Time

See you in 5



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# NCC –Families First Partnership Programme update

**Jasmine Nembhard-Francis,**

**Lead Families First Partnership Programme  
Nottingham City Council**



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# Nottingham City's Children and Education Services Vision

## OUR VISION

We are building a future where every child and young person in Nottingham City is seen, heard, and supported to thrive.

Together, we will create a city where services are joined up, relationships are strong, and every child is surrounded by a team that puts their needs first.

**GUIDED BY CHILDREN'S VOICES AND EXPERIENCES. CREATING A FUTURE THAT IS BOLD, INCLUSIVE, AND FULL OF POSSIBILITY.**



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# National Context: Families First and Children's Social Care Reform

## Independent Review of Children's Social Care (2022)

- This review highlighted systemic flaws in the support offered to families and called for a radical reset.
- Shift from crisis-driven intervention to early, preventative support, with families at the centre.
- Set the foundation for national reform and shaped subsequent government strategies.

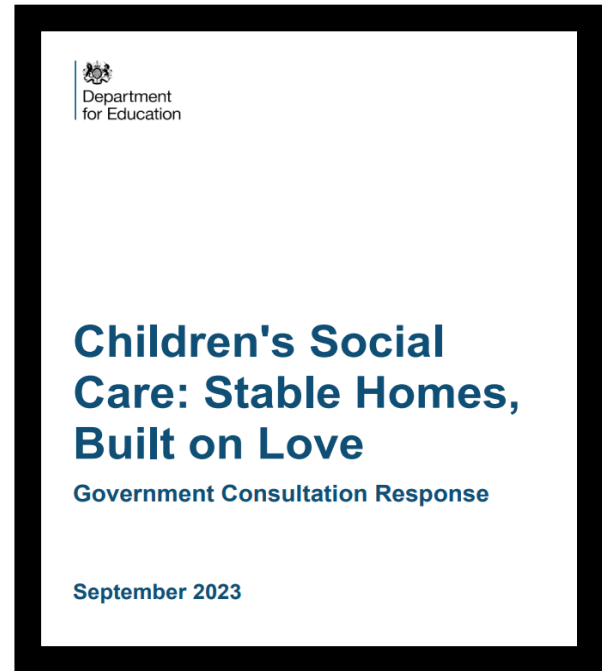


# National Context: Families First and Children's Social Care Reform

Josh MacAlister, who led the Independent Review of Children's Social Care in England, described the proposed reforms as a

***"once in a lifetime opportunity"***

to transform the system and improve outcomes for children and families



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# National Context: Families First and Children's Social Care Reform

## Stable Homes, Built on Love (2023)

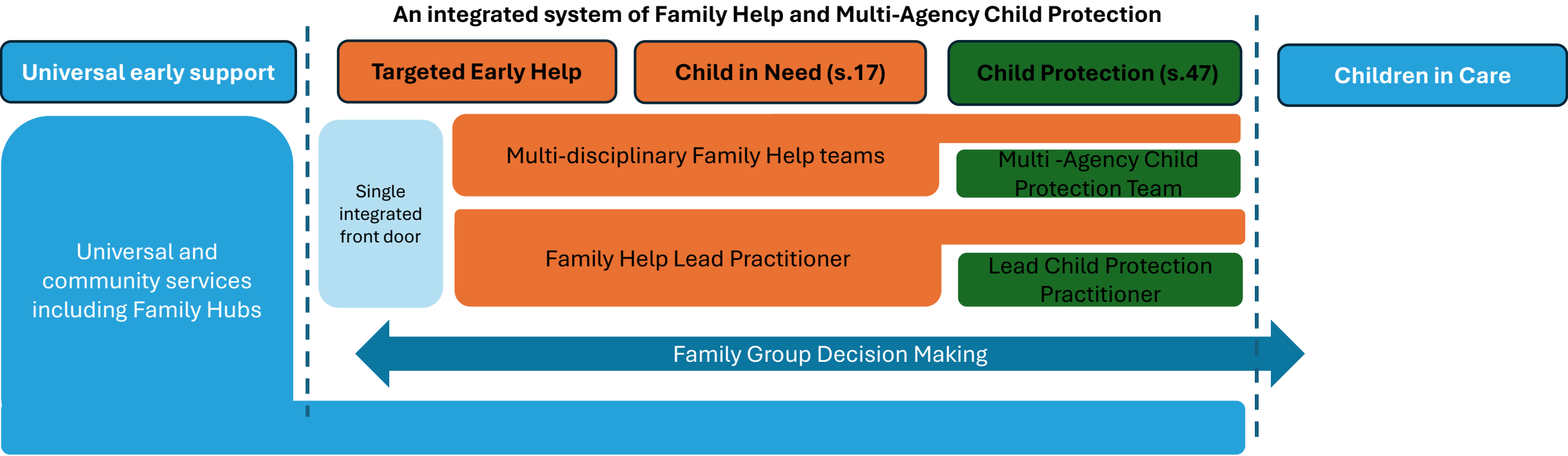
- The formal response to the review, turning recommendations into a strategic plan.
- The strategy recommended creating a system that prioritises stability, love, and relationships, ensuring children grow up in safe, supportive families.

It set out the vision for Family Help, multi-agency working, and investment in early intervention to prevent escalation and ensure families get the ***'Right Help, at the Right Time'***



# A whole-system approach to reform

Locally designed systems that meet the needs of the population with effective, integrated and joined up services with partners and that rebalance children's social care to earlier intervention



Informed by local co-design with children and families, partners, and the community, based on local context, population needs assessments and evidence of best practice.

# National Context: Families First and Children's Social Care Reform

***‘Education and childcare settings will often have the strongest relationships with children, young people and their families and be the first to identify when help or protection is needed’.***

***DfE FFPP guidance 2026-27***



# Expectations from Families First Partnership Programme – Delivery Model

**Family Help**

**Early Family Help**

**Targeted Family Help**

**Family Help Adolescence**



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# Expectations from Families First Partnership Programme – Delivery Model

**Family Networks** – Build on the strengths within a family and their community.

**Family Group Decision Making (FGDM)** throughout the whole children’s system – offered at important transitions points in a child’s life when involved CSC are involved



# Expectations from Families First Partnership Programme Delivery Model

## Multi Agency Child Protection Teams

Establish Multi-Agency Child Protection Teams (MACPTs) bringing together expertise across agencies for decisive, integrated child protection work.

- Create a Lead Child Protection Practitioner role to ensure experienced social workers lead key child protection decision-making.
- Strengthen parental representation, improving access to information, advice, and support for parents involved in child protection processes.



# Practice Framework – Relational Practice Model

Training across the system Solihull  
Approach

Relational / restorative Practice

Trauma Informed

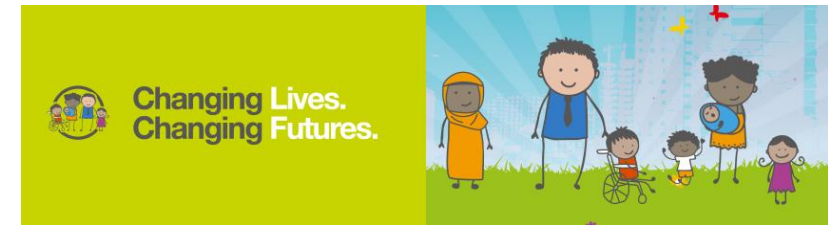
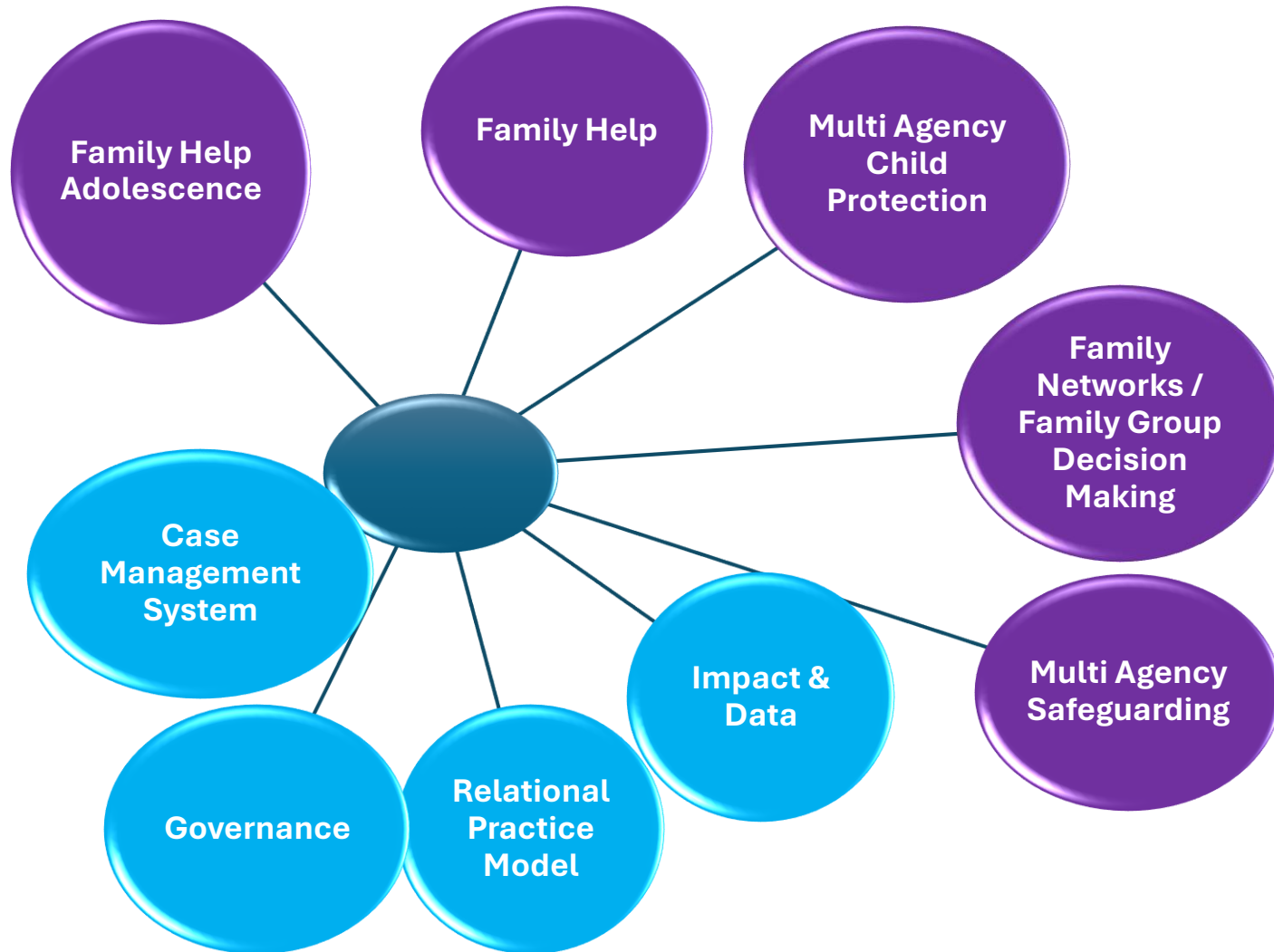


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# NCC – Families First Partnership Programme

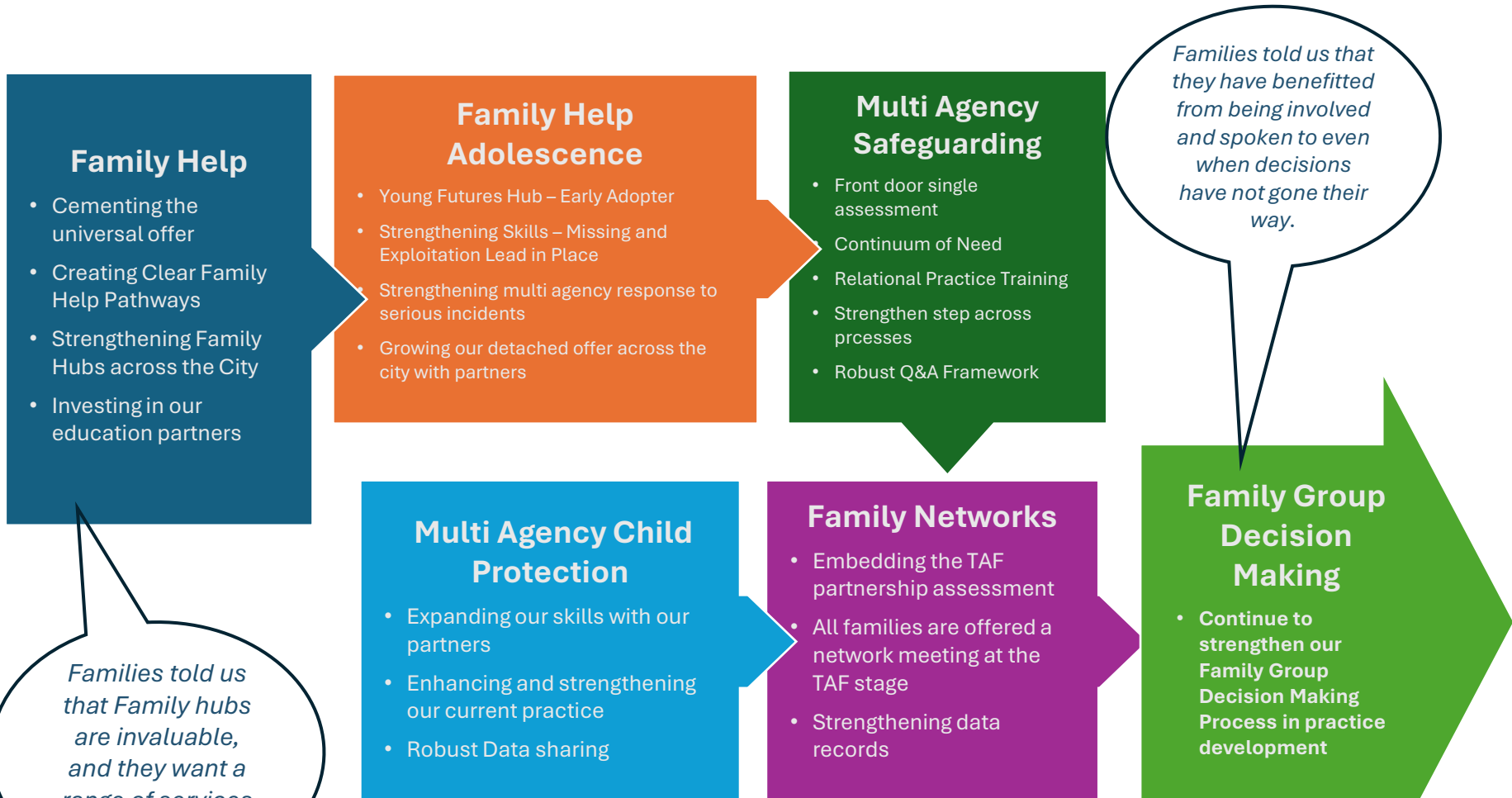


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# Families First Partnership NCC snapshot



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Thank You  
and  
Any Questions?



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**Julia Bramble**  
**Service Manager, Family Help (Early Years**  
**and Partnerships)**  
**Nottingham City Council**



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# Best Start Family Hubs



Best Start Family Hubs continue to expand, with funding for all Local Authorities across the country from 2026.

What's new:

- **New logos** have been developed by the Government
- The **Best Start in Life Strategy** for Nottingham has been published – you can find it here: <https://www.earlyhelpnottingham.org.uk/support-for-families/family-hub-funded-services/ncc-best-start-in-life-strategy-26-28>
- **Best Start Inclusion worker** role is being developed, in line with the SEND reforms, alongside Early Years Speech and Language sessions
- **Best Start Community Network** mapping – to support families who are unable to travel to a Family Hub building or access the virtual offers
- Free **Togetherness online programmes** for families and professionals – you can find the link here:

<https://www.earlyhelpnottingham.org.uk/support-for-professionals/news/solihull-approach-nottingham-inourplace>



# Family Help MASH

Following the transformation of Family Help services in April 2025, Family Help MASH have received 13,648 requests for support for children and their family. This is out of a total of 30,995 contacts made to MASH during this period.

An average of 18% of the referrals received are from schools each month.

Family Help MASH colleagues also process co-working and step down requests from Children's Social Care into Family Help and Adolescents services.

Allocation to Family Help and Adolescents teams is based on the Continuum of need profile for extensive and complex support and where consent from the family or young person is gained.

Where the needs of a child/family are identified early and can be met by a trusted professional in the community that they already have a relationship with, this is known as Early Family Help. A TAF would be recommended where there are 2 or more agencies involved.



# The Continuum of need - purpose



**Shared Language & Clarity:** Creates a common understanding across agencies to support consistent decision-making.



**Right Help, Right Time:** Ensures families receive proportionate support early, preventing escalation.



**Empowers Families:** Builds on strengths and promotes partnership working with children and parents.



**Consistency & Collaboration:** Aligns professionals so families experience seamless, coordinated support.



# Providing effective support to children and families



**Universal Support**

Children are supported by their family and universal services to meet all their needs. This can include early years, education, primary health care, maternity services, public health nursing, housing, community and voluntary organisations, and faith groups.

The majority of children living in Nottingham City are expected to require support from universal services alone to have their needs met.

Support at this level should be open access and universally available.

**Early Family Support**

One or more services provide voluntary support in addition to their universal offer to meet the child and family's emerging needs. Where multiple agencies are involved, this is led by a service that knows the child or young person best, for example school.

Consent is required for the provision of support by individual services, and for any multi-agency coordination of this support.

The Locality may be involved in this work either through the provision of advice and guidance, or through the provision of services through our Family Help service (e.g., Parenting Groups, Youth Work, etc.)

Early Support also includes the provision of Direct Payments to support families caring for a child who has a disability.

Practitioners should talk to the family and carry out an assessment. They should either provide single agency support if they can meet the needs this identifies or engage with other appropriate services to work with them. This should be coordinated through a lead professional that knows the

**Targeted Family Support**

A multi-disciplinary Team Around the Family approach, with involvement from a Local Authority where the needs of the family become multiple and/ or complex and can no longer be met solely by community led agencies. coordinates information sharing, services

This may also include situations where there are specific support needs for a family with a child with a disability. Consent is required for the provision of support by individual services, and for any multi-agency coordination of this support.

**Referral pathway to City via MARF**

**Child in Need**

A child in need is defined under Section 17 of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired without the provision of services, or a child who is disabled.

The request for a step across for support will include an assessment of the needs of individual children, giving due regard to a child's age and understanding when determining what, if any, services to provide. Where assessment identifies support is required at this level, this will be multi-disciplinary help and protection and professionals who know the family best will work alongside Social workers to ensure a joined up and consistent approach to support.

If you identify a child or young person thought to require this level of assessment or support, contact:

**Child Protection and Specialist Child in Care**

Children who need protecting may include those who experience harm in their own family and those who are harmed or exploited by others, including their peers, in their community and/or online.

Suffering or being likely to suffer significant harm is the threshold for child protection enquiries and can take different forms, including:

- sexual, physical or emotional abuse,
- neglect or domestic abuse (including controlling or coercive behaviour),
- exploitation by criminal gangs or organised crime groups, trafficking,
- online abuse,
- sexual exploitation,
- and the influences of extremism which could lead to radicalisation.

If you identify a child or young person you believe to have suffered or be at risk of significant harm, a safeguarding contact. Consent is required unless you believe seeking this would place the child or others at increased risk of significant harm. In an emergency, the agency should call 999.

# The Children's Wellbeing and Schools Act 2026– Links to Family Help and TAF

## **Strengthening the role of education in safeguarding**

- Teachers and educators are often the first to spot warnings of abuse or neglect, and last year, schools were the second largest referrer of cases into children's social care. But currently the law doesn't require all nurseries, schools or colleges to be included in safeguarding arrangements. This means opportunities to protect children can be missed.
- We are placing a duty on the safeguarding partners for local authorities, police and health to give educators a greater role enabling them to influence decision-making at every level.
- This change will see better join-up between children's social care, police, and health services with education, to better safeguard and promote the welfare of all children in local areas.

## **Supporting families to stay together**

- While there will always be cases where children need to go into the care system, with earlier intervention, families can often be supported to stay together.
- Children who stay with their extended family network have better outcomes than those who are put into care, which is why we are making it a requirement for local authorities to offer all parents of children who are at risk of entering the care system the chance to attend 'family group decision making' meetings. These meetings will give all families an opportunity to come together and make a plan, working alongside professionals, prioritising the wellbeing of the child.

Where safe and appropriate, keeping children with their families is the aim.



# Working Together to Safeguard Children 2026

**Nothing is more important than children's welfare. Every child deserves to grow up in a safe, stable, and loving home. Children who need help and protection deserve high quality and effective support. This requires individuals, agencies, and organisations to be clear about their own and each other's roles and responsibilities, and how they work together.**

- Schools, colleges, early education and childcare settings, and other education providers (including alternative provision) all have a pivotal role to play in safeguarding children and promoting their welfare.
- Their insight and co-operation are vital to the successful delivery of multi-agency safeguarding arrangements.
- People working in these settings play an important role in building relationships, identifying concerns and providing direct support to children. They may be the first trusted adult to whom children report safeguarding concerns.

[Working Together to Safeguard Children 2026](#)



# Ofsted Changes for schools

From November 2025, Ofsted inspections use a new 5-point grading scale (Urgent improvement to Exceptional)

Key Expectations (New 2026 Framework):

**Inclusion Focus:** A new standalone inclusion evaluation area assesses how schools support disadvantaged pupils and those with Special Educational Needs and Disabilities (SEND).

**5-Point Grading:** Grades include Urgent improvement, Needs attention, Expected standard (the baseline), Strong standard, and Exceptional.

**Achievement & Attainment:** Pupils' attainment and progress are expected to be in line with national averages, though leaders argue this disadvantages schools in deprived communities.

**Curriculum & Teaching:** Focuses on a broad, balanced curriculum that enables progress from starting points.

**Attendance & Behaviour:** Must be "broadly in line with national averages or show an improving trend".

**Safeguarding:** Remains a critical area, evaluated as met or not met.

**Staff Well-being:** Leadership and governance will be judged on efforts to manage staff workload and well-being.

***Where education providers have been involved in supporting the needs of Children and Families through Early Family Help or a TAF, this will provide evidence to support conversations with Ofsted.***





# Team Around the Family

## Partnership Advice and Support

Charlotte Idigo

Family Help Team Manager

Nottingham City Council



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# Team Around the Family Team



The Team Around the Family Team began in April 2025 and Launched the TAF Approach in September 2025.

We are Multi disciplinary Team with experience in Social Work, Teaching, Supporting Families, Education Welfare, Probation and Early Help Family Support.

Charlotte Idigo (TAF Manager) Alisha Smith (TAF Advisor), Alison Russell (TAF Advisor), Karen Eaves (TAF Advisor), Laura Green (TAF Advisor ) Ruth Bryce (TAF Advisor) and Sarah Prince (TAF Advisor). Sarah Beeby (TAF Advisor) and Simone Ellis (TAF Manager)



# Legislation and Policy Directing the TAF Approach

- The **Families First Partnership** calls for us to work together collaboratively, focusing on early Intervention and Prevention to Identify the needs of children and Families at the earliest stage
- **Working Together to Safeguard Children 2026** sets out the roles and responsibilities of individuals, organisations, and agencies in delivering effective support, safeguarding, and protection for children. The guidance outlines clear expectations for leaders, managers, and Frontline practitioners and specifically emphasises effective multi-agency working, inclusive practice, and the use of collective strengths and resources to meet the holistic needs of children and families.
- **Protecting all babies better- National Review February 2026.** This highlighted key points, emphasising the “Think Family” Approach, which considers the needs of the WHOLE family, Effective Early interventions, Multi agency co-ordinated support, A shared responsibility for safeguarding, underpinned by effective communication and collaboration.



# Legislation and Policy Directing the TAF Approach

**Interim Continuum of need Framework, Nottingham City Safeguarding Children’s Partnership** offers a consistent framework that reflects our shared approach to understanding and responding to children’s needs.

*“Together, we will create a city where support is timely and tailored, services are joined up, and relationships are strong – so that every child is surrounded by a team that puts their unique needs first. Guided by their voices and lived experiences, we’re creating a future that is inclusive, grounded in care, and full of possibility”*



# Team Around the Family Approach

**Phase 1** of the TAF roll out focused on Education settings due to Education providers seeing the majority of our Children in the City on a daily/weekly basis.

- 96% of Schools have now received a Team Around the Family Workshop raising awareness of the TAF Approach
- 81% of Schools have undertaken Lead Professional Training.
- 62 TAF's have been initiated to date by Schools, Alternative Provisions and Public Health

As we role out the **Phase 2** of TAF Approach, we have delivered a number of TAF Workshops and seen 30 Probation Officers, 40 Public Health Nursing Professionals, Approx 60 Early Years Settings, and 20 Education Welfare Colleagues.





# Team around the Family Development

- All Schools and Education Providers have an allocated TAF Advisor. The TAF Advisors offer support to professionals to Implement the TAF model providing alongside providing resources tools and Information on key services to support the TAF.
- A Partnership **TAF Framework** has been designed to provide a clear structure for Partners. The Framework Includes an assessment, co designed with Education and Public Health colleagues, meeting template and TAF plan.
- **The Team deliver TAF Workshops**, designed to raise awareness of the TAF Approach across all Partnerships. Workshops are being delivered across the Partnership to ensure a consistent and cohesive understanding and Identification.
- **Lead Professional Training** has been designed and delivered to provide the tools, skills and knowledge for partners to feel confident to Initiate the TAF process and undertake the role of Lead Professional. We have seen a great commitment across the partnership for this training with 220 colleagues trained to date since September 2025.



# Lead Professional Training

- We have provided Lead Professional Training to 220 Partnership Colleagues.
- As we the roll out of the TAF Approach across the the partnership, multi disciplinary training will take place and we welcome Probation, Schools, Alternative Provisions and Family Nurse Partner, Public Health Colleagues 0-19 onto our next LP Training.
- We value your feedback from our training evaluations, and this feedback will shape our future Newsletters and Training.
  - Information/Workshops on Voice of the Child/Young Carers/Neuro developmental Pathways
  - Safety Planning
  - referral processes,
  - networking of services



# Team around the Family Development



**Promotional Material, Resources and Tools** have been created Including Notts Directory Pages, Newsletters, Leaflets, FAQ's. Links are available on our Newsletters which are shared on Scene

The **TAF CityMASH Family Help Referral Pilot** has taken place with a small cohort of Education and Public Health Providers. The aim of the Pilot is to test the use of the TAF Assessment as a referral form for Family Help support . The Pilot hasn't provided us with the volume of data and outcomes we anticipated. This Pilot is expanding to the wider network where a TAF is initiated.



*'I have held one TAF recently and it was fantastic to work with the TAF advisor - she has been an instrumental part of me understanding how the process works!'*

*The TAF has been extremely useful for the family and it has supported me in being able to identify further support outside of an education capacity'*

**Abbie, Crisp Education**



# Feedback

*The training day initially helped to clarify what the TAF process entailed and the colleagues from other teams also helped with fostering that wider agency working from the outset. The quick access to the resources meant that we could initiate our first TAF almost immediately, and having a linked TAF lead was a great way to problem solve the initial queries and questions to help us know that we were completing the process correctly.*

*It is still a challenge at times to know how far the TAF can span, and also to have all of the contact information to reach out and invite professionals to TAF meetings to benefit the students and their families, but with each case this knowledge and insight grows to support further cases.*

*Gathering the initial assessment information can really help families open up and share their worries and concerns in a safe way to know that everyone in attendance is there to help and support them.*

*We have seen families really welcome the TAF process and thank us for the support they've received. Students at the centre of the process has helped to ensure that we consider what they need to thrive, but also their wider family members, so that they can be happy and safe at home.*

**Sarah Bailey Wiles, Vice Principal-Inclusion, Wells Academy**





**Email:**  
**[askTAF@nottinghamcity.gov.uk](mailto:askTAF@nottinghamcity.gov.uk)**



## Lead Professional Feedback: Sally Milner-King Huntingdon Academy



Huntingdon Academy  
A L.E.A.D. Academy



## Lead Professional Feedback: John Williams Ellis Guilford



**ELLIS  
GUILFORD  
SCHOOL**  
*Creative  
Education  
Trust*



# Spring DSL Network – FFP/ TAF Breakout Room Activity

Before you start, please introduce yourselves with your name, job title and setting

1. What do you offer at your school which you class as early family help?
2. Who helps with the delivery of your early family help? What does that look like?
3. Please share how the early family help you have provided has impacted positively on a child's education. What are you proud of from your Early Family Help offer and impact?

You have **15 minutes** to discuss before we take you back into the main meeting.



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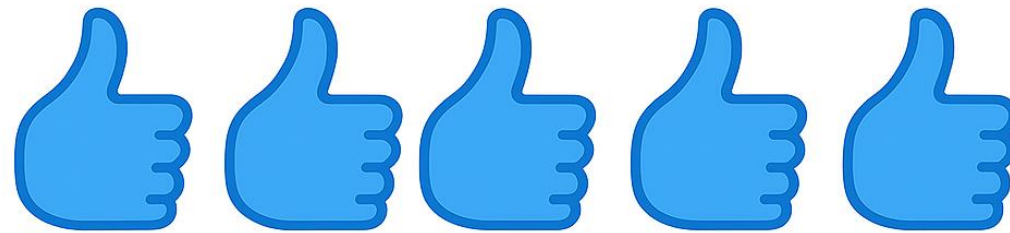
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# Breakout Room feedback

**Welcome back!**

Facilitators - please be ready to feedback on with some examples of the discussions in your room

***Following your participation in today's event, how well do you now understand the Family First Partnership programme in Nottingham City?***



Not at all

Extremely well



# Your next steps as a leader of safeguarding

## Commit to:

- **One takeaway from this session**
- **One thing you'll do by half-term based on this session**
- **One connection/idea you'll follow up from this session in the next 6 weeks.**



# DSL Network dates: 2026-2027

## Save the dates!

**Tuesday 13<sup>th</sup> October 2026 9.30-12pm (face to face, location TBC)**

**Tuesday 09<sup>th</sup> February 2027 9.30-12pm (virtual)**

**Tuesday 25<sup>th</sup> May 2027 9.30-12pm (virtual)**



# Thank you for attending!

Summer DSL Network - Tuesday  
19th May 2026



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!

