

Solihull EY Team DSL Brief – Autumn 2022

Designated Safeguarding Lead nominated person

While you are waiting...

<https://www.solgrid.org.uk/eyc/news/vrp-free-training-working-with-trauma-in-the-early-years/>

Violence Reduction Partnership (VRP) – Training Dates for Professionals

Working with Trauma in Early Years (2 HRS)

By focusing on Trauma in the Early Years, practitioners will be able to support children in identifying how to stay safe and encourage them to share when they may be struggling.



WEST MIDLANDS
VIOLENCE
REDUCTION
PARTNERSHIP

Solihull Early Years Text Service

Join our new text service!

Receive early years information and updates for all Early Years Solihull practitioners!

More information here: <https://www.solgrid.org.uk/eyc/resources/early-years->

Scan the QR Code with your phone camera to join!

Click below to join! [Early years Text Service Form](#)

Early Years and Childcare

<https://www.solgrid.org.uk/eyc/training/>

LSCP Training – free

See our training page for links or visit

<https://training.solihulllscp.co.uk/Course/CoursesDetailListing.aspx>

Home

Training

Solihull support

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EEF

Summer PVI DSL briefing Agenda

Guest Speakers:

- ❖ Lesley Hudson LADO
- ❖ Nerice Jackson – CSW manager
- ❖ National and Local Safeguarding Updates

Updates KCSIE and Ofsted Safeguarding

- Advice on sexual violence and sexual harassment The DfE's advice on Sexual violence and sexual harassment between children in schools and colleges (DfE, 2021) has been merged. As part of this merger, the term "child-on-child abuse" rather than "peer-on-peer abuse".
- Part one: safeguarding information for all staff Disclosure
- Domestic abuse: has been added to the list of safeguarding issues that all staff should be aware of.
- Part two: the management of safeguarding: Training for governors and trustees
- Human rights legislation
- Equality legislation
- Online safety
- Virtual school head
- LGBTQ+ pupils
- Part three: safer recruitment: Applications and Checks
- Part four: allegations made against/concerns raised in relation to teachers: Learning lessons and Low level concerns
- Part five: child-on-child sexual violence and sexual harassment
- Annexes B,C,F

CASPAR briefing
A summary of changes introduced by KCSIE 2022
Page 1 of 6

**A summary of changes
introduced by Keeping
children safe in education
2022**

Updates KCSIE and Ofsted Safeguarding *cont'd*

Ofsted Strategy 2017–22

2. Keeping children safe

We will have an unrelenting focus on those institutions where we believe young people to be at risk. We will work with others to clamp down on illegal unregistered schools and tackle extremism and radicalisation.



Guidance

Inspecting safeguarding in early years, education and skills

Updated 1 September 2022

1 September 2022

Update to clarify the purpose of this guidance and to reflect 2022 changes to the DfE guidance 'Keeping children safe in education': these include updates to reflect DfE advice on how to prevent and respond to reports of sexual violence and harassment between children, an additional paragraph to clarify that inspectors will consider evidence on whether governing bodies and proprietors do all they reasonably can to limit children's exposure to risks through the setting's IT system, and clarifying that "staff" includes supply teachers, volunteers, tutors and contractors.

Updated information on how inspectors report on safeguarding concerns they encounter on inspection. Clarified that inspection activity is reliant on providers' integrity and cooperation.

Lesley Hudson - LADO

Position of Trust (POT) Process

6. Responsibilities

Local Authority Designated Officer (LADO):

The LADO's responsibility is to provide advice and guidance in relation to all allegations made against adults and volunteers who work with children in Solihull (and in line with the LSCP safeguarding procedures);

Nerice Jackson- CSW manager

- Overview of the role of the MASH team.
- What the MASH can and cannot do.
- DSL role working with the MASH team.

National Context

Children in need

404,310

up 4.1% from 2021 and up 3.9% from 2020. Highest number since 2018.

► [Help](#)

Children in need per 10,000 children

334.3

up from 321.2 in 2021 and up from 323.7 in 2020. Highest rate since 2018.

► [Help](#)

Child protection plans

50,920

up 1.8% from 2021 but down 1.1% from 2020.

► [Help](#)

Child protection plans per 10,000 children

42.1

up from 41.4 in 2021 but down from 42.8 in 2020.

► [Help](#)

Referrals

650,270

up 8.8% from 2021 and up 1.1% from 2020. Highest number since 2019.

► [Help](#)

Completed assessments

645,070

up 3.1% from 2021 but down 3.1% from 2020.

► [Help](#)

<https://explore-education-statistics.service.gov.uk/find-statistics/characteristics-of-children-in-need>

The Department for Education's annual children in need statistics also showed year-on-year increases in the number of children in need at the end of the year (up 4.1%) and assessments during 2021-22 (up 3.1%), on the back of a surge in referrals, which rose by 8.8% on 2020-21, to 650,270.

Referrals had fallen by 7% from 2019-20 to 2020-21 on the back of a drop of a third in concerns submitted by schools, in apparent consequence of coronavirus-linked closures. However, notifications from schools rose by 59%, from 81,180 to 129,090, in 2021-22, in the wake of the removal of restrictions.

Increasing case numbers in 2021-22

- **Referrals to children's social care:** 650,270 (up 8.8% on 2020-21)
- **Children's social care assessments:** 645,070 (up 3.1%)
- **Children in need at 31 March 2022:** 404,310 (up 4.1% on 31 March 2021)
- **Child protection enquiries:** 217,800 (up 9.6%)
- **Child protection plans started:** 64,390 (up 0.9%)
- **Child protection plans at 31 March 2022:** 50,920 (up 1.8%)

Turnaround after years of falling case numbers

The figures mark a turnaround after three years of falling case numbers, which both predated the pandemic and were accelerated by the drop in referrals caused by lockdown

<https://www.communitycare.co.uk/2022/10/31/child-protection-enquiries-reach-record-levels-reveal-official-figures/>

“How we respond to and protect children from the harmful effects of neglect is one of the most pressing and challenging aspects of safeguarding work in this country. Neglect is consistently the most common initial category of abuse for children on a child protection plan, accounting for nearly half of all plans”.

(Complexity and challenge: a triennial analysis of SCRs 2014-2017 D of E 2020)

Local Context

Number of child protection plans

2019= 203 2020=154
2021= 149 **2022 = 192**

Number children in need

2019= 1456 2020= 1477
2021= 1661 **2022 = 1801**

Number of referrals to Solihull social services

2019 = 3339 2020= 3061
2021= 2272 **2022 = 2670**

Children in Care In Solihull in 2021

531 children were looked after, a rate of 111 for every 10,000 children.

This is higher than West Midlands region (85 per 10,000) and is higher than England (67 per 10,000).

Solihull LSCP has three key priorities for 2022/2023

- 1.Implementation of the Neglect Strategy
- 2.Improvement and Learning: JTAI and National Review
- 3.Early Help



Online Safety – Guidance to support practitioners

Guidance

Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners

Published 4 February 2019

Guidance

Safeguarding children and protecting professionals in early years settings: online safety considerations for managers

Published 4 February 2019



Foundation Years vodcast on online safety

NEWS | NCB ADMIN

https://youtu.be/S9AGlh_xNzE

In our ever-increasing digital world, young children have access to devices, both at home and in early years settings. This often causes concern over the amount of screen time young children have, the negative impact of this and the risks associated with young children using devices.

<https://foundationyears.org.uk/2022/10/foundation-years-vodcast-on-online-safety/>



Safer Internet Day 2023 - 7th of February 2023,

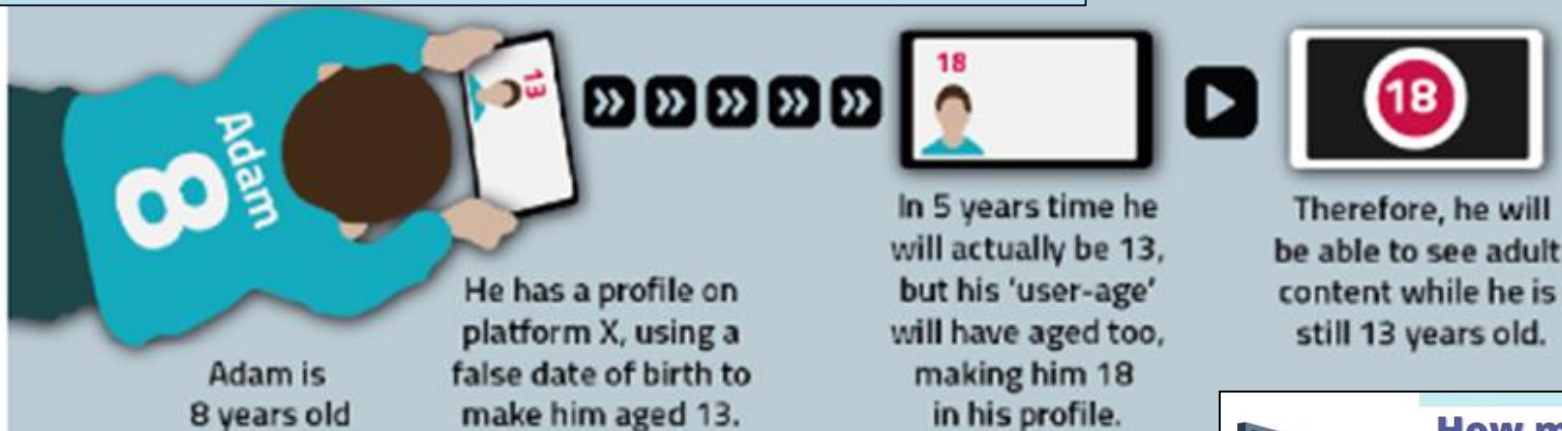
Celebrations and learning based around the theme:

‘Want to talk about it? Making space for conversations about life online’.

<https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers>



Supporting Parents / Carers



What can be impacted with too much

SCREEN TIME?

Negatively Affected Sleep Patterns



Increased Risk of Obesity



Reduced Concentration Levels



Impact on Social & Emotional Development



Delayed Communication Skills



@SolihullHvs

South Warwickshire NHS Foundation Trust

SCREEN TIME



Unstructured

- 3+ hours a day
- Unsupervised use
- Passive watching
- Used at meal times
- Not monitored or child locked



Structured

- Up to 1 hour a day
- Rules and limits are set
- Parents are involved
- Talking and engaging
- No screens at the table
- Educational

How much SCREEN TIME is too much?

Under 12 months

Avoid the use of screens unless video chatting with family and friends

12 to 24 months

Limited, high-quality programming, and watch it with your child to help them understand what they are seeing.

2 to 5 years

Advised 1 hour a day, unless being used alongside education. Parents should co-view media with their child and apply it to the world around them

South Warwickshire NHS Foundation Trust

8 Tips to Reduce SCREEN TIME

1 Reduce gradually

Making small changes can be easier for your child. Start by setting boundaries like 'no screens at meal times' or 'one hour before bed'

2 Go cold turkey

Simply remove devices as part of a digital detox. When you are ready to introduce them back, ensure that rules & boundaries are understood

3 Play fun games

Shared interactive play is not only fun for your child but is also a great learning experience. It will help your child's social and communication skills

4 Get outdoors

The outdoor environment is full of amazing learning opportunities for your child. It also ensures that they are getting the recommended amount of daily exercise they need

5 Be consistent

Once you have agreed to new boundaries and guidelines, stick to them. It will take time to get used to, but the benefits will soon become apparent

6 Watch your screen time

Children learn from adults around them. Be mindful of your own habits and ensure you're being a good role model

7 Play non-computer based games

An evening playing board games or completing a puzzle can help your child's thinking/ brain development, and is also a great family bonding experience

8 Store out of sight

Move tablets, phones, and computer games to a higher cupboard when not being used. Your child is less likely to ask for it. Out of sight, out of mind

If you must...
quality signposting

GOV.UK

[Home](#) > [Education, training and skills](#)

Press release

Early years apps approved to help families kick start learning at home

Families encouraged to support children's literacy and language skills from the home



South Warwickshire NHS Foundation Trust

Teach your child about screentime with this water cup analogy:



@BigLifeJournal



Step 1:

Draw several cups representing your child's **main activities**:



spending time outside / free play



screentime



learning/ homework



chores/family contributions



reading



rest / sleep



Step 2:

Together, fill up the cups based on **how they actually spend their time**.

full cup = just enough or agreed amount



spending time outside / free play



screentime



learning/ homework



chores/family contributions



reading



rest / sleep



Step 3:

Have a **discussion**:

- What cups are **important** for us to be healthy? Happy? Responsible?
- What cups are **overflowing** and how can we tell?
- How can they better **balance** their cups?

@BigLifeJournal



Talk about how an **overflowing screentime cup** can **prevent** them from filling up their other cups and **limit** their ability to do something else that brings them **joy, health, and happiness**.

@BigLifeJournal



Instead of making your child feel **resentful** because you limit their screentime...

...use this approach to teach them important life skills of **setting priorities** and **time management**.

This idea was borrowed from our community member Stacey Larsen

@BigLifeJournal



Trauma

Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as harmful or life threatening. While unique to the individual, generally the experience of trauma can cause lasting adverse effects, limiting the ability to function and achieve mental, physical, social, emotional or spiritual well-being.



New resource to help early years sector recognise the signs of trauma



Katy Morton
Wednesday, November 9, 2022



The Government has published new guidance for the care sector on trauma-informed practice.

<https://www.nurseryworld.co.uk/news/article/new-resource-to-help-early-years-sector-recognise-the-signs-of-trauma>

Guidance

Working definition of trauma-informed practice

Published 2 November 2022

Contents

Background

Trauma

Working definition of trauma-informed practice

Key principles of trauma-

Background

Trauma-informed approaches have become increasingly cited in policy and adopted in practice as a means for reducing the negative impact of trauma experiences and supporting mental and physical health outcomes. They build on evidence developed over several decades. However, there has been a lack of consensus within the health

<https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice>

NSPCC Podcast

<https://learning.nspcc.org.uk/news/2020/march/podcast-infants-and-child-development>



News ▼ Key topics ▼ Research and resources ▼ Training ▼ Services ▼

You are here: [Home](#) » [News](#) » Podcast: infants and child development

Podcast: infants and child development

Last updated: 09 Mar 2020

Topics: [Podcast](#) Type: [Podcast](#)

Overview

Transcript

Understand the developmental needs and vulnerabilities of infants under two to help improve practice

In this month's episode we discuss our learning from case reviews briefing on infants with three social workers. Case reviews are conducted when a child has died or been seriously injured due to abuse or neglect. Reviewing the learning from reviews can help us to identify areas of practice to focus on and improve.

How do you capture the voice of the child in your setting?

NSPCC Learning Podcast

Last updated: 05 Sep 2022

Topics: [Safeguarding and child protection](#)

Latest episode

Episode directory

Episode directory

Listen to the full series

Use the interactive player below to listen to our episodes or browse through the directory for a summary of what each episode is about.

<https://learning.nspcc.org.uk/research-resources/podcast#episode-directory>

Updates

[Home](#) > [Education, training and skills](#) > [Pupil wellbeing, behaviour and attendance](#) > [Safety](#)

<https://www.gov.uk/guidance/making-a-referral-to-prevent>

Guidance

Making a referral to Prevent

Find out how to report any concerns you have about a child, young person or adult learner who you think may be vulnerable to being drawn into extremism.

[Home](#) > [Education, training and skills](#) > [Pupil wellbeing, behaviour and attendance](#)

Guidance

The Prevent duty: safeguarding learners vulnerable to radicalisation

Support for those working in education settings with safeguarding responsibilities.

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>

Evaluation

What would you like to hear more about in DSL briefings?

Please complete our evaluation form on the following link:

<https://forms.office.com/r/sMdVR8bAev>

Safety and security don't just happen, they are the result of collective consensus and public investment. We owe our children, the most vulnerable citizens in our society, a life free of violence and fear.

- Nelson Mandela

- DSL training [LSCP]
- <https://www.gov.uk/government/news/drive-to-reduce-the-cost-of-childcare-for-parents> 1:4 >> 1:5 ratio 2 y/o
- <https://learning.nspcc.org.uk/news/2019/august/podcast-nominated-child-protection-lead>
- <https://learning.nspcc.org.uk/safeguarding-self-assessment-tool>
- <https://learning.nspcc.org.uk/research-resources/leaflets/look-say-sing-play-early-years-resources-parents>

Evaluation form - <https://forms.office.com/r/sMdVR8bAev>