**DDSCP Safeguarding Update: 5th June 2024**

| **Theme** | **Source** | **Message** | **Link and/or document**  |
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| **DDSCP Updates** | Amanda Ratcliffe, Policy, Procedure & Regulation Officer | **Updates to the DDSCP Procedures**Updates to the DDSCP Procedures, please share widely within your agency.* [Child Protection Conferences](https://derbyshirescbs.proceduresonline.com/p_ch_protection_conf.html) - This chapter has been updated in line with local procedure.
* [Implementation of Child Protection Plans](https://derbyshirescbs.proceduresonline.com/p_imp_cpp.html) - This chapter has been updated in line with local procedure.
* [Abuse of Disabled Children](https://derbyshirescbs.proceduresonline.com/p_abuse_disable_ch.html) - This chapter has been updated in line with the UK Social Work Practice in Safeguarding Disabled Children and Young People report.
* [Managing Individuals who Pose a Risk of Harm to Children](https://derbyshirescbs.proceduresonline.com/p_managing_individuals.html) - This chapter has been updated throughout in line with updated Statutory Guidance Multi-agency Public Protection Arrangements (MAPPA) and College of Policing Introduction to Managing Sexual Offenders and Violent Offenders. Information has been added in relation to Category 4 – Terrorist or terrorist risk offender. Section 1, Introduction has been updated to include information on the extension of the duty to co-operate under the Police, Crime, Sentencing and Courts Act 2022.
* [Safeguarding Children and Young people against Radicalisation and Violent Extremism](https://derbyshirescbs.proceduresonline.com/p_sg_ch_extremism.html) - This chapter has been refreshed and links added to additional guidance in Related Guidance. It has also been updated in line with local guidance.
* [Agency Roles and Responsibilities](https://derbyshirescbs.proceduresonline.com/p_agency_role.html) - Information has been added in relation to Serious Violence Reduction Orders.

Updates to the DDSCP Library* [Derbyshire Managing Allegations Information Leaflet](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.proceduresonline.com%2Fderbyshire%2Fscbs%2Fuser_controlled_lcms_area%2Fuploaded_files%2FDerbyshire%2520County%2520LADO-Information-Leaflet-Updated%2520May%25202024.docx&wdOrigin=BROWSELINK) – updated leaflet.
* [DDSCP Guidance on wording in Child Protection Medicals for Paediatricians](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.proceduresonline.com%2Fderbyshire%2Fscbs%2Fuser_controlled_lcms_area%2Fuploaded_files%2FDDSCP_Guidance_on_Wording_in_Child_Protection_Medical_Reports_for%2520Paediatricians_March%252024%25201.docx&wdOrigin=BROWSELINK) – amended.
 | <https://derbyshirescbs.proceduresonline.com/index.htm>  |
| **Local Agency Updates** | Amy Jones, Parenting Relationships: Reducing Parental Conflict Project Co-ordinator, Derby City Council | **Positive parenting relationships newsletter** Newsletter with information on available training on Positive Parenting Relationships. Can you please share with staff in your organisation |  |
|  |  | **Free online courses available to parents in Derby supporting their children**Family Hub Derby has partnered with Derbyshire Healthcare NHS Foundation Trust and Solihull Approach to offer free access to online courses for those with a Derby postcode. These courses are developed by psychologists at the Solihull Approach in partnership with health experts, schools and psychotherapists as well as parents. Some courses include:* Understanding pregnancy, labour, birth and your baby
* Understanding your baby
* Understanding your child with additional needs
* Understanding your preterm or sick baby now your home
* Understanding your child: from toddler to teenager
* Understanding your child’s mental health and wellbeing
* Understanding your teenager’s brain
* Understanding your feelings – for teenagers only
 | <https://www.derby.gov.uk/news/2024/may/free-online-courses-available-to-parents-in-derby-supporting-their-children/>  |
|  | Tracy Coates, Senior Community Safety Officer, Derbyshire County Council | **Anti-Social Behaviour Awareness week – rearranged for 18-24 November 2024**Anti-Social Behaviour Awareness Week scheduled for 1-7 July 2024, has been postponed due to the General Election and will now take place from 18-24 November 2024 instead.The long summer days and school holidays often lead to increased levels of Anti-Social Behaviour, so there will still be local communications activity happening to raise awareness.  | Ideas of how schools can support this are available on the [SchoolsNet](https://schoolsnet.derbyshire.gov.uk/news/anti-social-behaviour-awareness-week.aspx) website or contact tracy.coates@derbyshire.gov.uk (county) or jack.hassall@derby.gov.uk (city)  |
|  | Circulated on behalf of the East Midlands Reducing Parental Conflict Working Group | **The Differences between Domestic Abuse and Parental Conflict webinars** We are excited to invite you to this year's The Differences between Domestic Abuse and Parental Conflict webinars presented by Emily Nickson-Williams from Amity. Learn to identify and differentiate between signs of domestic abuse and parental conflict, which often appear similar but require different approaches in response. This knowledge is crucial for effectively supporting families in crisis and ensuring the appropriate support is offered.Webinar Dates:* Thursday, 13 June 2024, 11:00 AM - 12:30 PM
* Tuesday, 6 August 2024, 9:15 AM - 10:45 AM
* Wednesday, 6 November 2024, 12:30 PM - 2:00 PM
* Thursday, 6 February 2025, 2.30 PM - 4.00 PM

Tickets are free to East Midlands professionals from any sector and organisation. Spaces are limited, so please ensure you book your place as soon as possible to avoid missing out on this opportunity. We look forward to seeing you at the webinar and are excited to provide you with insights and tools to better support the families you work with. | Register now by scanning the QR code in the attached flyer or visit this link - <https://qrco.de/bf36Ro>  |
| **Key National Guidance, Consultations etc** | DfE | **Statutory guidance: Keeping children safe in education 2024**For information only, pending publication of the final version, which does not come into force until September 2024. You should continue to use ‘Keeping children safe in education 2023’ until 1 September 2024.Please also see * Free Webinar (17 minutes) from Andrew Hall about KCSIE 2024 explaining the changes and what you could do next here: <https://event.webinarjam.com/channel/kcsie2024info>
* LGFL KCSIE resources - The draft of Keeping Children Safe in Education 2024 (to apply from and not finalised until September 1) was published last week, and we have checked it out for you. You will be relieved to know the changes are minimal. We have looked at the changes and compiled 11 slides below which will help you with training and reflection in school. The changes are presented alongside questions for safeguarding teams and for all staff <https://landing.lgfl.net/hubfs/SafeguardED/KCSIE24/May%20Draft/KCSIE-2024-Key-Changes-Slides-May24-LGfL.pdf>
 | <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>  |
|  | DfE | **Open consultation Review of the RSHE statutory guidance**We want your views on proposed changes to the statutory guidance on teaching:* relationships education
* relationships and sex education
* health education

These subjects are collectively known as RSHE.Your views are important to help ensure that this guidance supports schools to provide high-quality RSHE which meets the needs of children and young people. Consultation ends 11th July 2024. | <https://www.gov.uk/government/consultations/review-of-the-rshe-statutory-guidance>  |
| **Attendance at School**  | Child Safeguarding Practice Review Panel | **Safeguarding children in elective home education**Child Safeguarding Practice Review Panel paper about safeguarding and elective home education. The purpose of this briefing is to share learning from analyses of rapid reviews and local child safeguarding practice reviews (LCSPRs) to inform the work of safeguarding partners.The briefing explores common themes and patterns identified across reviews and highlights practice issues raised by safeguarding partners from across England. | <https://www.gov.uk/government/publications/safeguarding-children-in-elective-home-education>  |
|  | Children’s Commissioner for England | **An Alternative Route: Post-16 support for young people attending Alternative Provision**A report on support and outcomes for children in alternative provision (AP). The report examines the current provision of support for children in AP after 16-years-old and hears from young people, as well as education professionals, through visits and focus groups. It looks at barriers facing young people who have attended AP, highlighting differences in access to resources and opportunities compared to children in mainstream schools. It includes recommendations to ensure that every child in alternative provision is given the advice, guidance, and opportunities they need to thrive. | <https://www.childrenscommissioner.gov.uk/resource/an-alternative-route-post-16-support-for-young-people-attending-alternative-provision/>  |
| **Looked After Children**  | Adoption UK | **Annual Adoption Barometer report 2024**A report on adoption across the UK. The annual report looks at support services and the impact of policy and practice on adoptees and families. It looks at how well-prepared new adopters are in each nation, the challenges they face, and the quality and availability of support. Recommendations include tailored support to be made available to adopted teenagers and their families. | <https://www.adoptionuk.org/news/record-crisis-levels-for-adopted-people>  |
| **SEND** | NSPCC Learning | **Podcast: Supporting d/Deaf children — putting the child at the centre of decision making**A podcast episode looking at how the differing language and communication needs of d/Deaf children can affect their safety and the child protection support they receive. The podcast features a discussion with a panel of experts from the Social Workers with Deaf Children and Professionals Working Group, covering: supporting a d/Deaf child with reporting abuse; potential barriers to identifying safeguarding concerns; and avoiding assumptions around how d/Deaf children and young people prefer to communicate. | <https://learning.nspcc.org.uk/news/2024/may/podcast-supporting-deaf-children> |
| **Sexual Abuse**  | NSPCC Learning | **Harmful sexual behaviour: statistics briefing**A new statistics briefing on harmful sexual behaviour. It looks at data and statistics about harmful sexual behaviour in the UK to help professionals make evidence-based decisions, covering the scale of the issue and what data tells us about children who experienced or display harmful sexual behaviour. | <https://learning.nspcc.org.uk/research-resources/statistics-briefings/harmful-sexual-behaviour-hsb>  |
|  | Childlight | **Into the light – report into child sexual exploitation and abuse** An index report into the prevalence of child sexual exploitation and abuse globally. The report analyses data from various publications and publicly available reports, focusing on the global prevalence of online child sexual exploitation and abuse victimisation; the prevalence of online perpetration; and the global scale and nature of child sexual abuse material online. Findings show over 300 million children have been affected by online child sexual exploitation and abuse in the last 12 months. | <https://childlight.org/light-index-reports> |
|  | Association for Child and Adolescent Mental Health (ACAMH) | **Preventing Sexually Harmful Behaviour of young people – introducing the ‘Inform and the Shore’ initiative** Recording of a webinar on harmful sexual behaviour (HSB) focusing on the work of the Lucy Faithfull Foundation in preventing HSB.  | <https://www.acamh.org/freeview/preventing-sexually-harmful-behaviour-of-young-people-introducing-the-inform-and-the-shore-initiative-recording/>  |
| **Online Safety** | UK Safer Internet Centre  | **UKSIC Insider Newsletter*** [Sextortion](https://saferinternet.org.uk/online-issue/sextortion) - advice page for professionals, parents, carers, and young people
* [Safer Internet Day 2024 impact report](https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2024/impact-report)
* What Is [TikTok Shop](https://saferinternet.org.uk/blog/what-is-tiktok-shop-staying-safe-when-buying-online)? Staying safe when buying online
* The [Revenge Porn Helpline](https://saferinternet.org.uk/blog/revenge-porn-helpline-reveals-women-have-28-times-more-intimate-images-shared-than-men) annual report data looking at the trends and insights seen across 2023. The findings have shown an alarming gender disparity in cases of intimate image abuse, with women disproportionately affected compared to men
* My child is [gaming](https://saferinternet.org.uk/blog/my-child-is-gaming-with-strangers-what-should-i-do) with strangers – what should I do?
 |  |
|  | House of Commons Education Committee | **Screen time: impacts on education and wellbeing**A report on the impact of screen time on children’s educational outcomes and wellbeing. It looks at the effects of screen time on children’s mental and physical health, as well as on their education. It also considers mobile phone use in schools; support for parents; the digital literacy curriculum; and the Online Safety Act. Recommendations include that the Government should do more to protect children from addiction, online harms and the mental health impacts of extensive use of digital devices and introduce formal monitoring to measure the implementation and effects of a mobile phone ban in schools in England. | <https://committees.parliament.uk/committee/203/education-committee/news/201715/stronger-guidance-and-controls-needed-to-protect-children-from-screen-time-education-committee-finds/>  |
|  | London School of Economics (LSE) | **Girls’ experiences of cyberflashing: images that can’t be unseen**A new Parenting for a Digital Future blog post on girls’ experiences of cyberflashing. The blog discusses a study looking at how children use the terms ‘cyberbullying’ and ‘nudes’ and explores the minimisation of gender-based digital sexual violence. The blog also looks at the prevalence of cyberflashing and the impact this has on girls. | <https://blogs.lse.ac.uk/parenting4digitalfuture/2024/05/22/cyberflashing/>  |
|  | CEOP | **CEOP Education June monthly newsletter****New resource for 9 to 12s launching** - designed for pupils aged 9 to 12, Connect aims to develop young people’s understanding of respectful relationships and to ensure that this key transitional age group know how to respond to pressure and inappropriate behaviours online, including manipulation, peer on peer abuse in group chats and grooming. Inclusive of 4 lesson plans and 5 situational films, Connect aligns to the RSE curriculum and covers a range of themes including:- Healthy, respectful relationships- Socialising online- Respect online- Grooming- Harmful online behaviours- Being a positive bystander Connect will be available to download from Monday 24th June. **#SaferSummerTogether** - coming this summer on social media… #SaferSummerTogether! 6 weeks of tips and activities from CEOP Education and partners helping parents and carers to keep their children safer online this summer and beyond. | Follow us on [**Facebook**](https://thinkuknow.us13.list-manage.com/track/click?u=2ae276529dabe14cecc1d261e&id=a12ef7c4dc&e=42e0c97916)(**CEOP Education**) and [**X**](https://thinkuknow.us13.list-manage.com/track/click?u=2ae276529dabe14cecc1d261e&id=8f0bd05a3f&e=42e0c97916)/Twitter (**@CEOPEducation**) for more on how to get involved.  |
|  | NSPCC Learning | **Putting children’s voices at the heart of online safety regulation** A report by the NSPCC and Baringa looking at how children’s voices can be included in online safety regulation. The report assesses the strengths and weaknesses of different ways in which the voices of users are sought, heard and acted upon in regulatory processes. It provides the independent regulator Ofcom with a set of recommendations on how children’s voices can best be heard and incorporated into online safety regulation to ensure that they have a meaningful say in decision-making about online safety. | <https://learning.nspcc.org.uk/research-resources/2024/putting-childrens-voices-at-the-heart-of-online-safety-regulation> |
|  | Digital Futures for Children | **Impact of regulation on children’s digital lives**A report on the impact of legislative and regulatory measures focused on children’s online privacy and safety over the period 2017–24. It finds that legislation and regulation is driving tech companies to make important child privacy and safety changes but further research is needed to assess the full extent of the benefits. It also highlights that companies are relying on tools such as parental controls, yet evidence suggests low levels of use and efficacy, plus risks to child autonomy. | <https://eprints.lse.ac.uk/123522/1/Impact_of_regulation_on_children_DFC_Research_report_May_2024.pdf>  |
| **Emotional Well-being & Mental Health**  | Anna Freud Learning Network | **Recording now available: "So, what is the evidence telling us about prevention for mental health and wellbeing difficulties?"**The Evidence Based Practice Unit (EBPU) is a joint project of Anna Freud and UCL. Their "So What?" seminar series aims to build the bridge between evidence and practice in child mental health by asking "So what does this mean?" in response to research findings, project outcomes and the work of our collaborators.In their recent seminar, they explored evidence from recent research and interventions focussed on the prevention of mental health and wellbeing difficulties. They focused on the impactful initiatives at both national and local levels. | <https://www.youtube.com/watch?v=ybNqLWBS6P0> |
|  | Anna Freud Learning Network | **Gathering school staff wellbeing evidence this academic year**The [Wellbeing Measurement for School Staff survey](https://www.corc.uk.net/for-schools/wellbeing-measurement-for-schools/?mc_cid=12950e223d&mc_eid=b1efe42e94) gathers views on how staff are feeling and their capacity and ability to support children and young people in the school. It also explores school culture that could be affecting their wellbeing.The short 15-minute [survey](https://www.corc.uk.net/media/2565/wmfs-staff-survey-brochure-a5-final.pdf?mc_cid=12950e223d&mc_eid=b1efe42e94), completed by all staff, is then provided as a report with useful data and information for your school to better understand and identify your staff’s strengths and challenges. It can then be shared with staff and governors to inform decisions, areas of priority or indicate progress against your schools targets. Within the report, your data is also compared against data from other schools.Registration is required by 15 July if you’d like your school to receive a [wellbeing staff survey report this academic year](https://www.corc.uk.net/news-and-blogs/gathering-school-staff-wellbeing-evidence-this-academic-year/?mc_cid=12950e223d&mc_eid=b1efe42e94). | <https://www.corc.uk.net/news-and-blogs/gathering-school-staff-wellbeing-evidence-this-academic-year/>  |
|  | Anna Freud Learning Network | **Mental health and wellbeing programmes in schools**The Evidence Based Practice Unit (at UCL and Anna Freud) have published their latest research paper. It provides recommendations on how to sustain mental health and wellbeing programmes in schools. Despite recent investments in school-based mental health and wellbeing promotion in England, the sustainability of mental health interventions remains a substantial challenge.The findings offer a range of recommendations for school decision makers, mental health researchers, intervention developers, and those working in the wider system around schools. | <https://www.frontiersin.org/articles/10.3389/feduc.2024.1397994/full>  |
|  | Anna Freud Learning Network | **Call for school staff with a pastoral role in mainstream secondary schools in England**We are collaborating with researchers at King's College London and UCL on the [RE-STAR](https://www.kcl.ac.uk/research/re-star?mc_cid=12950e223d&mc_eid=b1efe42e94) programme. The team is looking for school staff working in pastoral care to take part in a new research survey.The study aims to understand what priorities, enablers and barriers are important to school staff when promoting the mental health of autistic and/or ADHD students. The focus is specifically on their emotional experiences and ways of managing emotions.  The online survey (co-designed by school staff and young people) should take 30 minutes to complete. Participants can earn a £10 e-voucher, access resources and enter a prize draw for a £100 e-voucher.  | For any questions, email the researchers at re-starinfo@kcl.ac.uk To take part: <https://qualtrics.kcl.ac.uk/jfe/form/SV_a9tWBdrhQGpxxFI?mc_cid=12950e223d&mc_eid=b1efe42e94>  |
|  | Anna Freud Learning Network | **Supporting children transitioning to secondary school**The Evidence Based Practice Unit (at UCL and Anna Freud) published new research that evaluates the experiences of children and their parents/carers regarding the facilitators and barriers to engagement and change, and the perceived impact.The study examines the use of Level Up - a novel, UK-based intervention consisting of five online group sessions, straddling the summer holidays. It provides at-risk children and their parents/carers with skills to manage their behaviour, emotions, and relationships to support their transition to secondary school. | <https://www.annafreud.org/research/research-library/> |
| **Criminal Justice and Youth Violence**  | Children’s Commissioner for England | **Children’s experiences as victims of crime**A report on children’s experiences of the criminal justice system and support services following a crime. The research draws upon interviews with children who have experienced sexual harm, an analysis of transcripts of police interviews and data from police forces across England. Findings include a lack of awareness amongst children about their statutory rights in the Victims’ Code and issues around the conduct of some police interviews, including the use of inappropriate and victim-blaming language. The Commissioner is calling for guidance for professionals to help children and young people access their rights under the Victims’ Code. | <https://www.childrenscommissioner.gov.uk/resource/childrens-experiences-as-victims-of-crime/> |
|  | Youth Endowment Fund | **Behind the knife crime statistics: understanding children who carry weapons**A news story investigating why children carry knives or weapons. It explores statistics on knife crime from 2019-2023 in England and Wales and provides resources on preventing knife crime. These include a toolkit which summarises research on the effectiveness of different approaches to preventing violence; guidance on how to reduce children’s involvement in violence for education settings; and guidance on supporting children who have been arrested. | <https://youthendowmentfund.org.uk/behind-the-knife-crime-statistics-understanding-children-who-carry-weapons/> |
|  | HM Inspectorate of Probation | **The ‘12Cs’ Collective Safeguarding Responsibility Model** A report on the ‘12Cs’ collective safeguarding responsibility model, highlighting how it can assist probation and youth justice services in England and Wales to gain a better understanding of effective partnership and multi-agency working. The report sets out 12 key components which facilitate effective multi-agency safeguarding practice. The 12Cs model can be used to measure and evidence the effectiveness of multi-agency collaboration and assess the impact of collective safeguarding efforts. | <https://www.justiceinspectorates.gov.uk/hmiprobation/research/academic-insights/>  |
| **NSPCC Misc**  | NSPCC Learning  | **Young people’s knowledge, attitudes and behaviours towards abuse**We’ve published a report looking at learning from Together for Childhood, our place-based approach to making communities safer for children. The report is based on insight from children and young people around what they know, think and would do about child abuse. The findings help us to understand more about young people's perspectives on child abuse. | <https://learning.nspcc.org.uk/research-resources/2024/young-peoples-knowledge-attitudes-behaviours>  |
|  | NSPCC Learning  | **What barriers do you face when reporting abuse and neglect?**Our Helplines insight briefing shares experiences of adults working with young people where they faced barriers to reporting abuse. Barriers may include a lack of safeguarding processes and worries about disrupting families. By better understanding barriers, we can consider how they could be removed. | <https://learning.nspcc.org.uk/research-resources/2024/barriers-for-professionals-to-reporting-abuse-and-neglect> |
|  | NSPCC Learning  | **Assess your safeguarding policies** Our free self-assessment tool allows you to audit your safeguarding and child protection arrangements in your own time. Working step-by-step through the guide, you'll be able to identify areas for development and improve your policies with our advice and resources. | <https://learning.nspcc.org.uk/safeguarding-self-assessment-tool/> |
|  | NSPCC Learning  | **The voice of the child: learning from case reviews** A summary of learning from case reviews to support improved practice around the voice of the child. The briefing is based on a sample of case reviews published between 2019 and 2023 where practice issues around hearing the voice of the child were a key factor. Learning includes: understanding what the voice of the child is; incorporating the child’s voice into assessments and arrangements; gaining appropriate skills and knowledge to understand and reflect upon the child’s voice; and building relationships to ensure the child’s voice is heard and understood.  | <https://learning.nspcc.org.uk/research-resources/learning-from-case-reviews/voice-child>  |
| **Misc.** | DfE | **Serious incident notifications: 2023 to 2024**Annual statistics for England on serious incidents that involve death or serious harm to a child due to abuse or neglect, and any death of a looked-after child. | <https://www.gov.uk/government/statistics/serious-incident-notifications-2023-to-2024> |