



Welcome to the Early Years DSL Network 11TH June 2025



Welcome!

John Matravers

Head of service for Safeguarding and partnerships.

Kathryn Bouchlaghem

Head of Service, Early Years

Catherine Smith

Programmes Manager

Agenda

| Time | Agenda Item | Presenter |
|-------------------|---------------------------------------|-----------------------------|
| 9:30am – 9:40am | Welcome and Introductions | John, Kathryn and Catherine |
| 9:40am – 10:00am | Equation Training | Sue Walmsley |
| 10.00am – 10:05am | Training Opportunities and Evaluation | Catherine Smith |
| 10.05am – 11.00am | Safeguarding Reforms | Karen Shead |
| 11:00am - 11:05am | Comfort Break 5 mins | |
| 11:05am – 11.30am | NCSCP: Local & National Updates | Ben Osifo |

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 raise awareness and understanding of.....





TAKE CARE OF YOURSELF

Understanding and Responding to Domestic Abuse in Early Years

Sue Walmsley

CADA Co-ordinator

sue@equation.org.uk

   equation.org.uk



About Equation

Support for
men and
LGBTQ+



Domestic
abuse
recovery



Training for
professionals and
community



Education
in schools



Perpetrator
programme



Awareness,
campaigns and
safety resources


equation

equal relationships free from abuse

Aims of CADA (Children Affected By Domestic Abuse)

Child health and wellbeing:

Increased wellbeing, reduced mental distress, improved sense of self and self-care and coping, enhanced social relations and social wellbeing

Feelings of safety:

Improved (understanding of) safety, CADA and non-abusing parents' increased understanding of abuse, freedom to go about daily life

Improved CADA access to support:

CADA have a voice, increased capacity to engage in school and social activities

Aims of CADA

Early years professionals:

have increased understanding of and ability to identify and respond to DVSA/VAWG

Family relationships:

CADA and non-abusing parent have improved relationships, Caregiver emotional health and wellbeing improved, carers have greater understanding of abuse, parenting confident self-care and coping.

Why is Domestic Abuse Training Important?

- The Domestic Abuse Act in 2021 introduced that children and young people are survivors of domestic abuse 'in their own right'.
- Historically, we believed that if babies, toddlers and young children 'don't see' incidents of DA – they won't be impacted. However, we now know differently.
- Being able to identify, recognise and respond effectively to someone who discloses DA can help survivors of DA access specialist support.
- Agencies in Nottinghamshire are supporting child survivors as young as 2 years old.

We want you to know about them

Victims in their own right?

Babies, children and young people's experiences of domestic abuse

Nicole Jacobs 2025



“Specialist training for every frontline professional who may work with babies, children and young people”

[dac_bcyp_main-report_FINAL-DIGITAL.pdf](#)

Local Statistics

41% of adults disclosing via the CSEW reported children were present

46,500 Nottinghamshire residents are likely to have experienced DA in the last year

Children were likely to be present in 19,000 cases

Nottinghamshire Police recorded 4,236 DA crimes in 21/22 in which at least 1 child was present

Nottinghamshire DA commissioned services supported 3,000 adults and 280 CYP experiencing DA in 2021

Non commissioning services supported another 300 CYP.

Content of Training

- Context and Statistics
- What is Domestic Abuse? – Physical, Sexual, economic and coercive control
- Impact on the Unborn child
- Impact on Parenting
- Domestic Abuse and Trauma
- Why Early Years provisions are so important
- Good Practice for Early Years Settings

Early Years Practitioners will:

- Gain a shared an understanding of DA and the impact this may have on survivors
- Learn about indicators of domestic abuse (both Adult and Child)
- Learn how to respond effectively to disclosures
- Learn some good practice points which support children in Early Years Settings
- Find out about the work from partners agencies and learn how to make effective referrals
- Receive free resources

Children Affected by Domestic Abuse Early Years Guide



Training Session Options

Training sessions can be delivered to your staff teams at your convenience.

We offer:

- 2 x 90-minute sessions (minimum)
- Full days (best option)
- Evenings
- Inset days
- Weekends



Feedback

What Early Years Settings say about the training



“Informative, a real eye opener to the way a perpetrator sees the home and dangers within. A good inset session, I would recommend to other EY settings.”

Feedback from CADA training

“The training was incredibly informative from individuals who had a breadth of knowledge and experience. They demonstrated a dedication to a difficult role and subject to teach. Our staff felt well informed and more confident to identify cases in their work moving forward. It built on everyone's knowledge in some way or another and made this as highlighted as all other areas of safeguarding. We proactively display the help posters in the public toilets to support us reach more people and have become J9 approved as well”.

Feedback from CADA training



equal relationships, free from abuse

“Course was amazing. Understanding a lot more about domestic abuse and how to support families”.

Feedback from CADA training

"This training opened my eyes to the possibility that people I know could have previously experienced domestic violence but have not felt strong enough to share their experiences until now. This training gave some of our team members the confidence to open up about their own experiences and it made them feel like they didn't need to be ashamed, but instead be proud that they got them and their family away from the violence."

Feedback from CADA training

Feedback

Follow on Surveys

Early Years settings were contacted 6 months after the training took place. These were the findings from the responses we received.

66.6%
of respondents said they
felt more confident in
responding to domestic
abuse

66.67%
have put helpline
posters /support
numbers up in their Early
Years setting

88.33%
said they have given
someone information
about Domestic Abuse
Services

Any Questions?



For further Information,
please contact:

training@equation.org.uk

or

sue@equation.org.uk

About Equation

Support for
men and
LGBTQ+



Domestic
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Training for
professionals and
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Education
in schools



Perpetrator
programme



Awareness,
campaigns and
safety resources


equation

equal relationships free from abuse

Training Dates

| Course | Date | Time | Venue | Fee |
|--|--------------------------------------|-----------------|------------------|-----|
| Introduction to Safeguarding Children | Friday 20 th June 2025 | 9.30-11.45am | Online | £15 |
| Safeguarding Children Refresher | Tuesday 24 th June 2025 | 13:00 – 15:00pm | Online | £10 |
| Designated Safeguarding Leads Training | Wednesday 30 th June 2025 | 9.15am- 12.30pm | Castle Cavendish | £30 |

Evaluation and DSL Questionnaire

<https://forms.office.com/e/qSWF6DqxxY>

Early Years DSL Network: Tuesday
11th June 2025



EARLY YEARS SAFEGUARDING REFORMS 2025





Session Aims

- To provide an overview of the Early Years Reforms to be implemented with effect from September 2025
- To provide settings with useful and helpful tips and guidance relating to implementation of the Reforms
- Consider the next steps and any other action(s) required



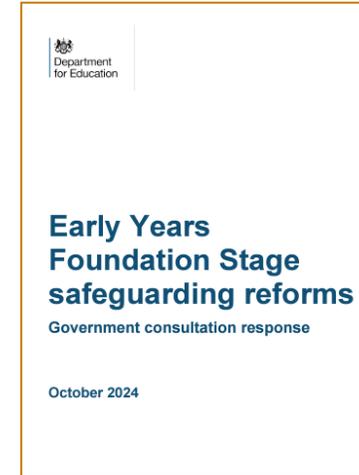
Context to the Reforms

Consultation

[EYFS framework](#)

[consultation outcome](#)

<https://www.foundationyears.org.uk/files/2024/10/Summary-of-EYFS-changes-for-publication-PDF.pdf>



WHAT WAS CONSULTED ON ?

Amendments to promote safer recruitment

Amendments to Paediatric First Aid training requirements

New requirements in relation to children's absences

Creation of a safeguarding training matrix

Amendments relating to children's privacy during changing and toileting

New requirements to ensure safer eating



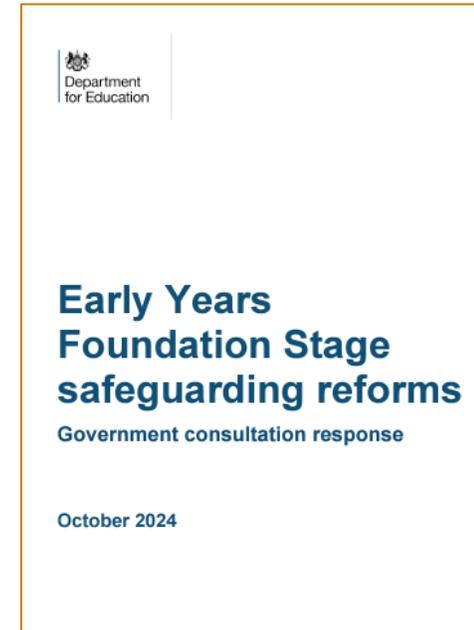
CONSULTATION OUTCOMES

Proposed changes to the EYFS safeguarding requirements would improve children's safety and align with current best practice in early years settings.

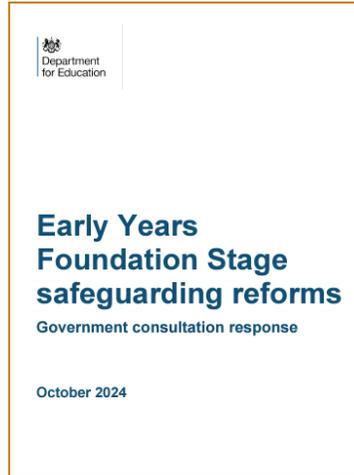
Also to be implemented;

- New whistleblowing requirements
- New expectations to provide references

Reforms implementation from 1st September 2025



Changes to promote safer recruitment



- Requirement to obtain employment references
- Expectation to provide employment references
- A requirement for safeguarding policies to include procedures to help ensure that only suitable individuals are recruited



Safer recruitment – references

From Sept 2025, providers **must** obtain a reference *before* employment. Providers should:

- not accept open references e.g. to whom it may concern
- not rely on applicants to obtain their reference
- ensure any references are from the candidate's current employer, training provider or education setting and have been completed by a senior person with appropriate authority
- not accept references from a family member
- obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed
- secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children).



Safer recruitment- references

- If the applicant has never worked with children, ensure a reference is from their current employer, training provider or education setting
- ensure electronic references originate from a legitimate source
- contact referees to clarify content where information is vague or insufficient information is provided
- compare the information on the application form with that in the reference and take up any discrepancies with the candidate
- establish the reason for the candidate leaving their current or most recent post, and
- ensure any concerns are resolved satisfactorily before appointment is confirmed



Safer recruitment- providing references

- References should be provided for previous employers upon request in a timely manner
- When asked to provide references, providers should ensure the information confirms whether they are satisfied with the applicant's suitability to work with children
- Provide the facts (not opinions) of any substantiated safeguarding concerns / allegations that meet the harm threshold*

References should not include information about concerns/allegations which are unsubstantiated, unfounded, false, or malicious



Record of vetting checks

From Sept 2025, group and school-based providers are required to record information about:

- staff qualifications
- identity checks
- vetting processes
- references that have been completed
- the criminal records check reference number, the date the certificate was obtained and details of who obtained (saw) it



Known as a Single Central Record (SCR)



Changes to Paediatric First Aid (PFA) training

Early Years students and trainees are required to have PFA training in order for them to be included in ratios at the level below their level of study



Paediatric First Aid

- Settings are responsible for selecting your own suitable provider for PFA training
- HSE's guidance – www.hse.gov.uk/pubns/geis3.htm



Changes to children's absences

- Requirement for a provider to follow up if a child is absent for a prolonged period of time
- Requirement to have an attendance policy that is shared with families
- Providers should hold additional emergency contact numbers for each child

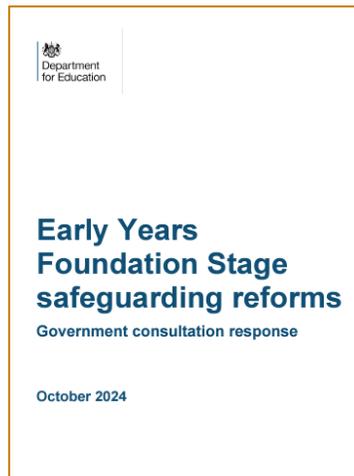


Changes to safeguarding training

A new Annex C setting out minimum requirements for effective safeguarding training

Safeguarding training renewal of every two years

For safeguarding policies to include details of how safeguarding training is delivered, including how practitioners are supported to put it into place



Changes to safeguarding training

What to do if you're worried a child is being abused:
Advise for practitioners

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Change of title from Lead Practitioner to DSL



Annex C - Criteria for effective safeguarding training

- 1. Training is designed for staff caring and for 0-5 year olds and in appropriate to the age of the children being cared for**
- 2. The safeguarding training for all practitioners must cover the following areas;**
 - What is meant by term safeguarding
 - Main categories of abuse, harm and neglect
 - The factors, situation and actions that could lead or contribute to abuse, harm or neglect
 - How to work in ways that safeguard children, from abuse, harm and neglect
 - How to identify signs of possible abuse, harm and neglect at the earliest opportunity which may include;
 - Significant changes in children's behaviour
 - A decline in children's general well being
 - Unexplained bruising, marks or signs of possible abuse or neglect
 - Concerning comments or behaviour from the children



Annex C - Criteria for effective safeguarding training

Inappropriate behaviour from adults working with or around the children

Any reasons to suspect neglect or abuse outside the setting e.g. in the child's home

How to respond, record, and effectively refer concerns or allegations related to safeguarding in a timely and appropriate way

The settings safeguarding policy and procedures

Legislation, national policies codes of conduct and professional practise in relation to safeguarding

Roles and responsibilities of practitioners and other relevant professionals involved in safeguarding

3. Training for the DSL should take account of any advice from the local safeguarding partners or local authority on appropriate safeguarding courses



Changes to support whistleblowing

New whistleblowing requirements to make it clearer, when and how to escalate safeguarding concerns and support practitioner confidence with regards to whistleblowing



Changes to support whistleblowing

MUST;

- Put appropriate whistleblowing procedures in place for staff to raise concerns about poor or unsafe practice in the setting
- Ensure all staff are aware of the settings whistleblowing procedures
- Ensure all staff feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously by the senior leadership team



The NSPCC Whistleblowing Advice Line



**I'm worried malpractice
at work is affecting children.**

Contact the Whistleblowing Advice Line

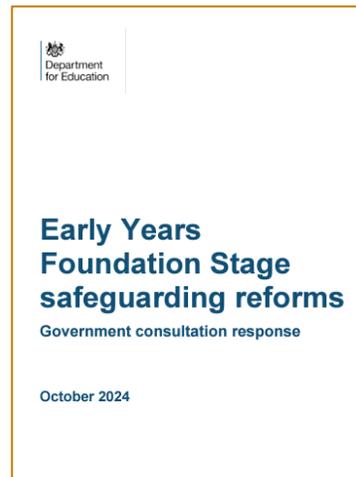
Call: 0800 028 0285

Email: help@nspcc.org.uk



Changes on toileting and privacy

Amendments to ensure that children's privacy during nappy changing and toileting is considered and balanced with safeguarding considerations



Changes on toileting and privacy

MUST ensure that ;

There is an adequate number of toilets and hand basins

There should usually be separate toilet facilities for adults

There are suitable hygienic changing facilities for children in nappies

Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting

There is sufficient supplies of clean bedding, spare clothes ,towels etc



Changes to promote safer eating



New 'Safer Eating ' section ;

Including new requirements around allergies and anaphylaxis, introduction of solid foods and choking prevention



Safer eating practises

Choking can be completely silent

- Whilst children are eating there should always be a member of staff in the room with a valid PFA certificate
- Children must always be within sight **AND** hearing of a member of staff whilst eating
- Also consider food play – pasta, cereals ,



Safer eating practises

- Staff should sit facing children whilst they eat
- Any choking incidents should be recorded
- Records should be reviewed and analysed for patterns
- Action should be taken to address any concerns
- Consider food play



Safer eating practises

Before a child starts at the setting providers **MUST**;

- Obtain information about any dietary requirements, allergies, intolerances
- Obtain information about any specific health requirements
- Share this information with **ALL** staff involved in preparing and handling food
- Be clear who is responsible for checking food meets individual requirements
- Have ongoing discussions with parents/carers, health professionals etc



Safer eating practises

- Information should be kept up to date
- Staff should know about allergies and anaphylaxis
- Staff have regular discussions with parents about weaning and solid foods
- Assumptions must not be made based on age and each child should be at the right stage for them and their individual needs
- Foods from home
- Weaning issues – 6 mths plus



Policies and Procedures

- All policies and procedures must be updated to reflect the changes, and all staff must be trained and aware of these changes
- Training must reflect the changes
- All policies and procedures must be fit for purpose and reviewed when necessary and at least yearly
- They must be available and accessible for all parents/carers to view any time



Actions for settings

- Stay focussed on the child
- Know the changes and implement into practise
- Ensure policies and procedures are updated, and staff aware of changes and understand them
- Action plan



Early Years Implementation Plan

- Attending Managers and CM network
- Principles of Safer Recruitment training – 18th September 2025
9.30am Castle Cavendish
- Updated training materials
- Communications
- Tools and resources developed
- Continued review of plan as new info about the Reforms comes out over summer term
- Early Years workers



Questions ?



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Pause



NCSCP Safeguarding Updates

Ben Osifo
Business Manager NCSCP

[@NottinghamCSCP](#)

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



NCSCP Updates

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

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

NCSCP Updates

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

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

Publications & Support Information

- [Transitional Safeguarding](#)
- Guidance on Audits
- Guidance on Rapid Reviews, learning Reviews and the Local Child Safeguarding Practice Review for schools and education settings
- [What you need to know about child sexual abuse | CSA Centre](#)
- [Raised by relatives: Experiences of Black and Asian kinship carers](#)
- [Signs That a Child Is Suffering From Mental Health Issues | NSPCC](#)
- [How to support a child with depression or anxiety | NSPCC](#)
- [Recognising Abuse and Neglect](#)
- [Parents with Mental Health Problems](#)
- [Parents with a mental health problem: learning from case reviews | NSPCC Learning](#)
- [Signs of Safety - Nottingham City Council](#)
- [Health For Teens | Everything you wanted to know about health](#)
- [Health For Kids](#)
- [Mental Health Support | NottAlone - Services For Teachers](#)
- [Victims in their own right? Babies, children and young people's experiences of domestic abuse](#)

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

Resources for developing a whole school or college approach

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



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

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

Schools and Reviews: What is the Partnership Expectation

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

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

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

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

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

General tips:

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

(Guidance Document will be sent out after presentation)



Recent Learning Review Case Study

Circumstances leading to Learning review:

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

Partnership Learning Points

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

Schools and Partnership Audits: What is the Partnership Expectation

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

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



Learning from Audits: Strategy Discussions

Introduction

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

Audit process

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

Identified Learning Themes:

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

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

Website update

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

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

2- [Early Years - Nottingham City Council](#)

Contact us



NOTTINGHAM CITY
Safeguarding
Children
PARTNERSHIP



Email



safeguarding.partnerships@nottinghamcity.gov.uk



Telephone



0115 876 4762

Next DSL Network :

Wednesday 12th November 2025
Start time 9:30am
Online

Evaluation and DSL Questionnaire

<https://forms.office.com/e/qSWF6DqxxY>

Early Years DSL Network: Tuesday
11th June 2025

