

A photograph of a school entrance featuring a paved path lined with wooden posts and flower baskets. Several flagpoles with various flags stand to the right, and a brick school building is visible in the background under a blue sky with clouds. The image is framed by a blue and gold curved border at the top and bottom.

# Serious Case and Critical Incident Reviews

**CHARLIE FISHER - ASSISTANT HEADTEACHER  
SENIOR DESIGNATED SAFEGUARDING LEAD**



# CONTEXT

- Standalone Academy (2011)
- NoR: 1454
- Age: 11-16 years, co-educational
- Truly comprehensive school
- 18% disadvantaged, 7.2% EAL, 17% SEN register
- Trading subsidiary 'Personal Best Education' International School Award
- Last Ofsted January 2024





# SEE FOR YOURSELF



# Safeguarding is exceptional

A real strength of the school

Passion, drive, robust, support for families, professional challenge, proactive

**Ofsted report** reads...

First-class pastoral care

Exceptionally safe and inclusive learning environment

Pupils feel very well supported and secure

Effective approach to tackling prejudicial behaviour

Provision for pupil's personal development is first class

They learn how to keep themselves physically and mentally healthy and safe

Pupils and parents told inspectors that they really value the school's strong approach to promoting equality





# Safeguarding Team

FIND US IN  
STUDENT  
SERVICES



MRS LOVELL



MRS FISHER



MR JEFFERY



MR MARSHALL



MS CONNORS



MR FENTON



MRS HARPER



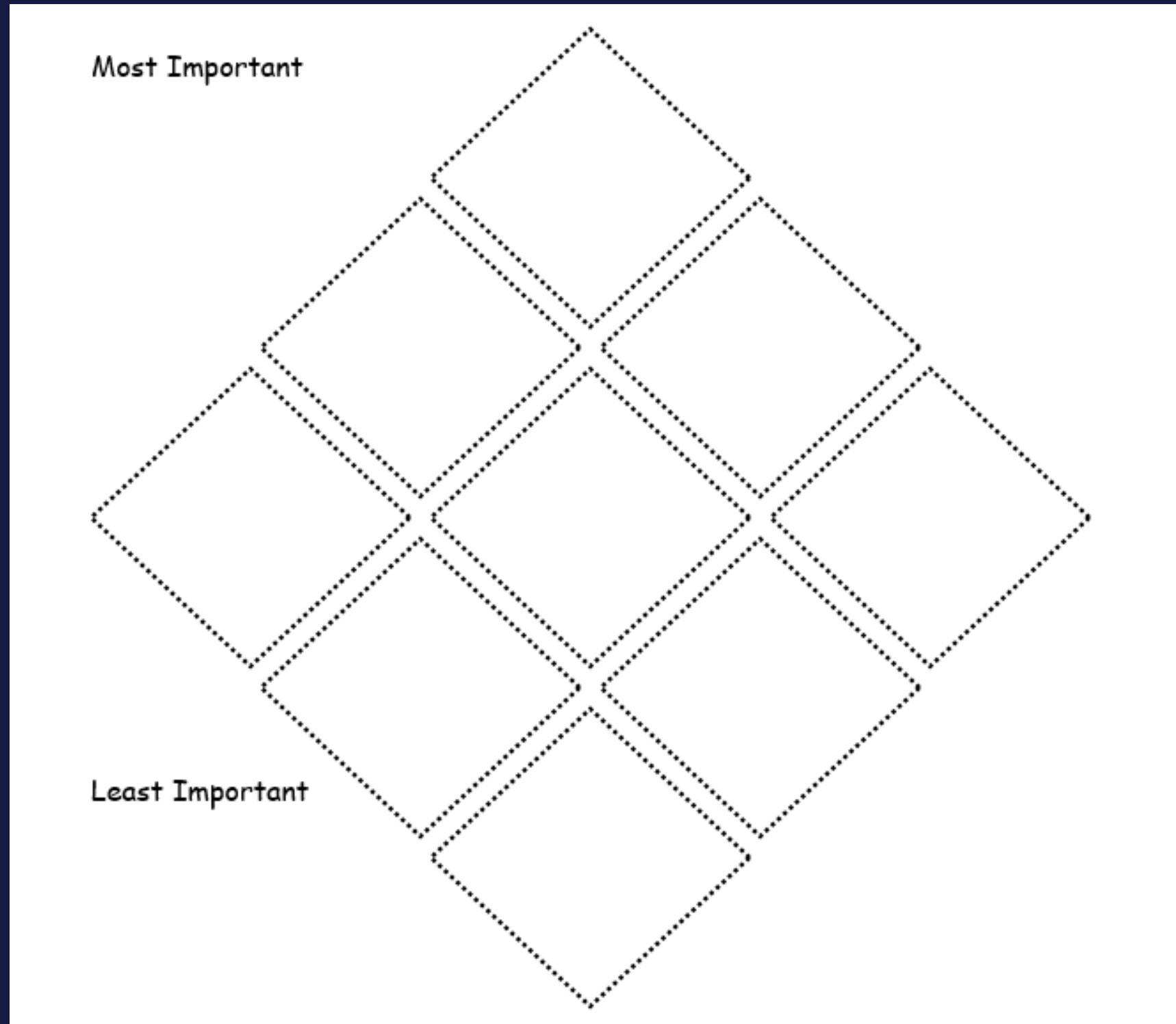
MRS RUSSELL

KEEPING YOU SAFE. KEEPING YOU HAPPY.

## GROWING CAPACITY

- Range of teaching and non-teaching staff – always accessible
- Range of experience and specialism/training
- All involved in case reviews

# WHY DO WE/SHOULD WE CONDUCT CASE REVIEWS?



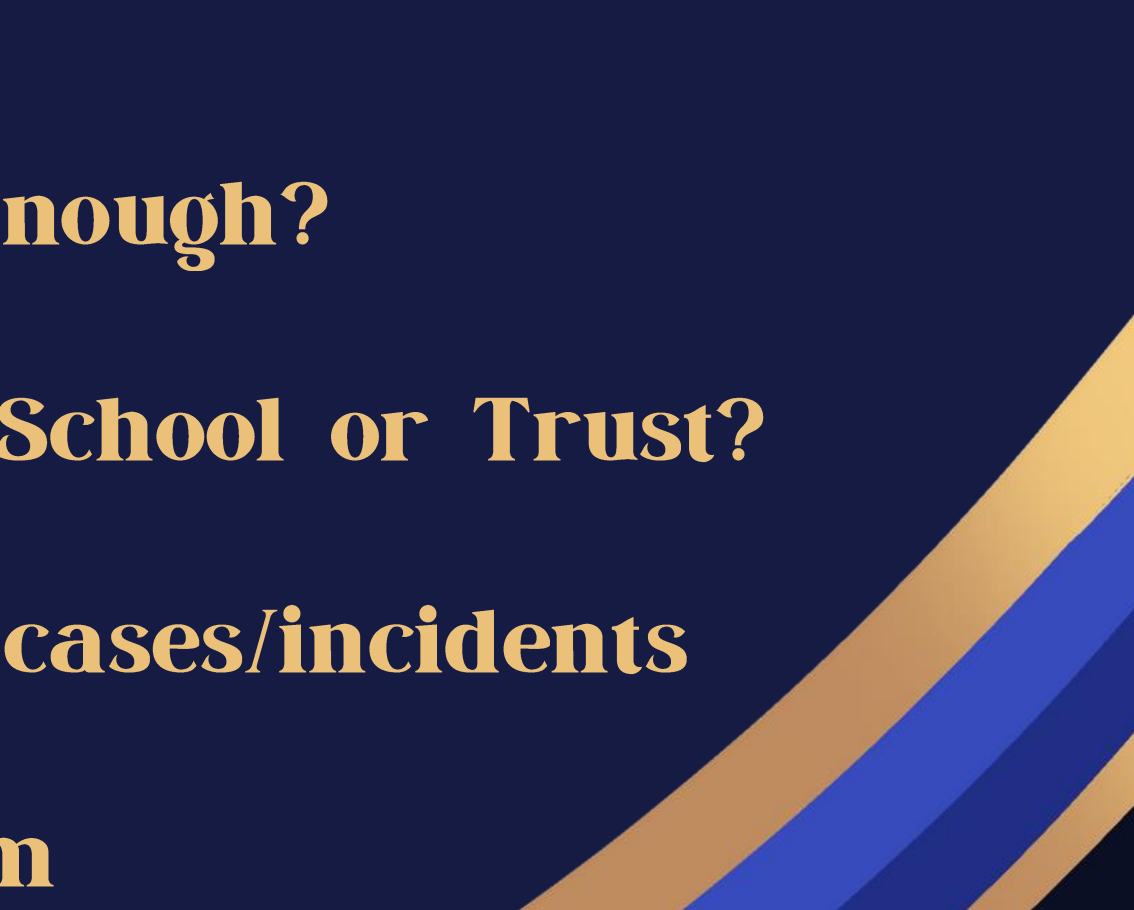
Discuss on your tables

Jot ideas down on the diamonds

Place the most important reason  
on the top, cascading downwards



# WHY ARE CASE REVIEWS NECESSARY?

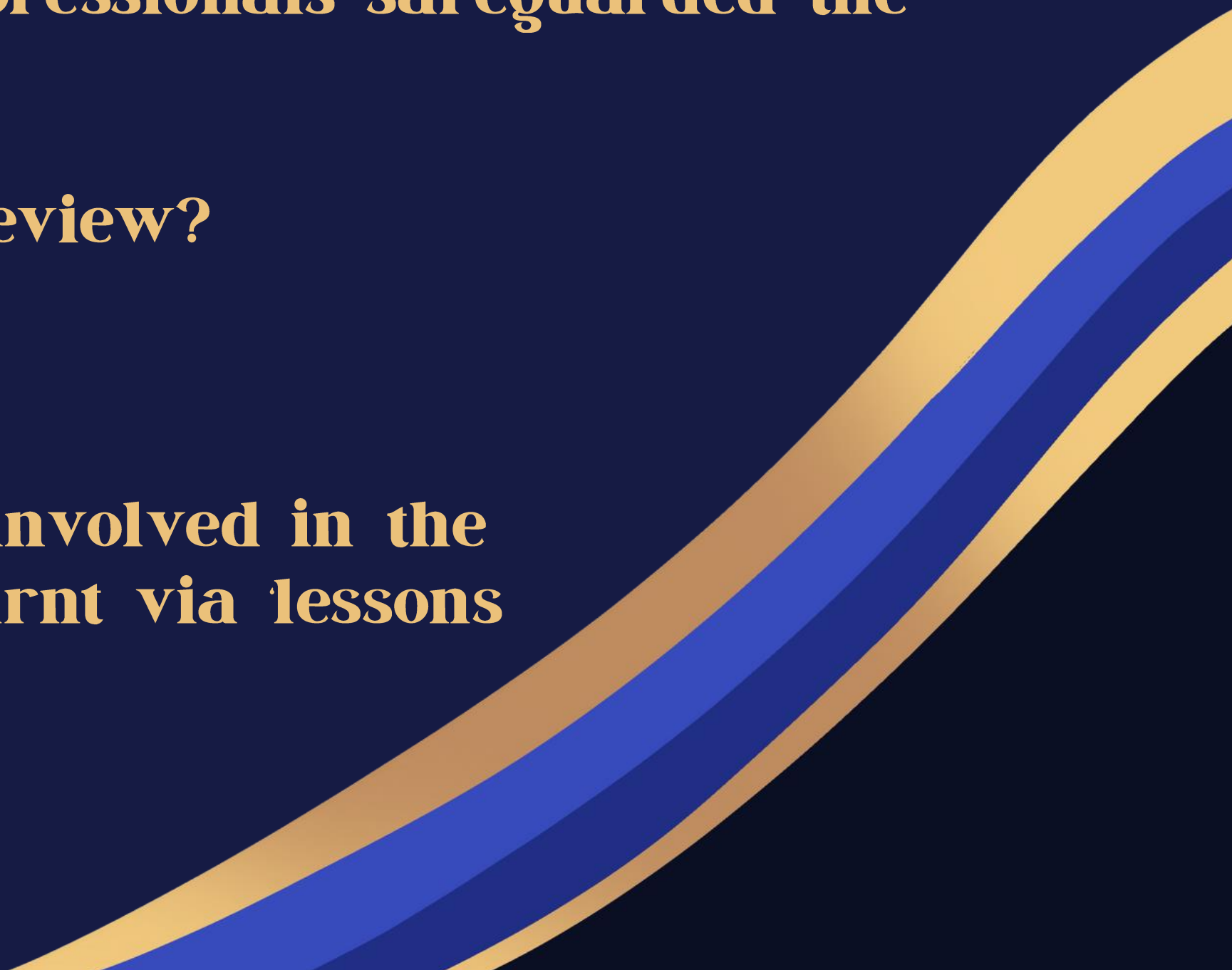
- **Learning** – from both positive cases and from those less positive experiences
  - **Identify improvements** to be made
  - **Test out your policies** – are they robust enough?
  - **Are there any recurring themes** in your School or Trust?
  - **Prevent or reduce recurrence** of similar cases/incidents
  - **To review the language** used by your team
- 

# WHICH CASE/CASES?

**Official reviews – if a child dies and abuse/neglect were the suspected factor OR  
if a child has been seriously harmed under specific circumstances and there is concern about the way professionals safeguarded the child.**

**How would you select a case/cases to review?**






**If subject to these – important that all involved in the case have opportunity to see lessons learnt via lessons learnt seminars**







# TAKEAWAY – YOUR CPD






**NSPCC**  
**Learning**

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## Case reviews


Case reviews are conducted when a child dies, or is seriously harmed, as a result of abuse or neglect.

They aim to identify how local professionals and organisations can improve the way they work together to safeguard children.

We work to ensure that learning from case reviews can be accessed and shared at a local, regional and national level.

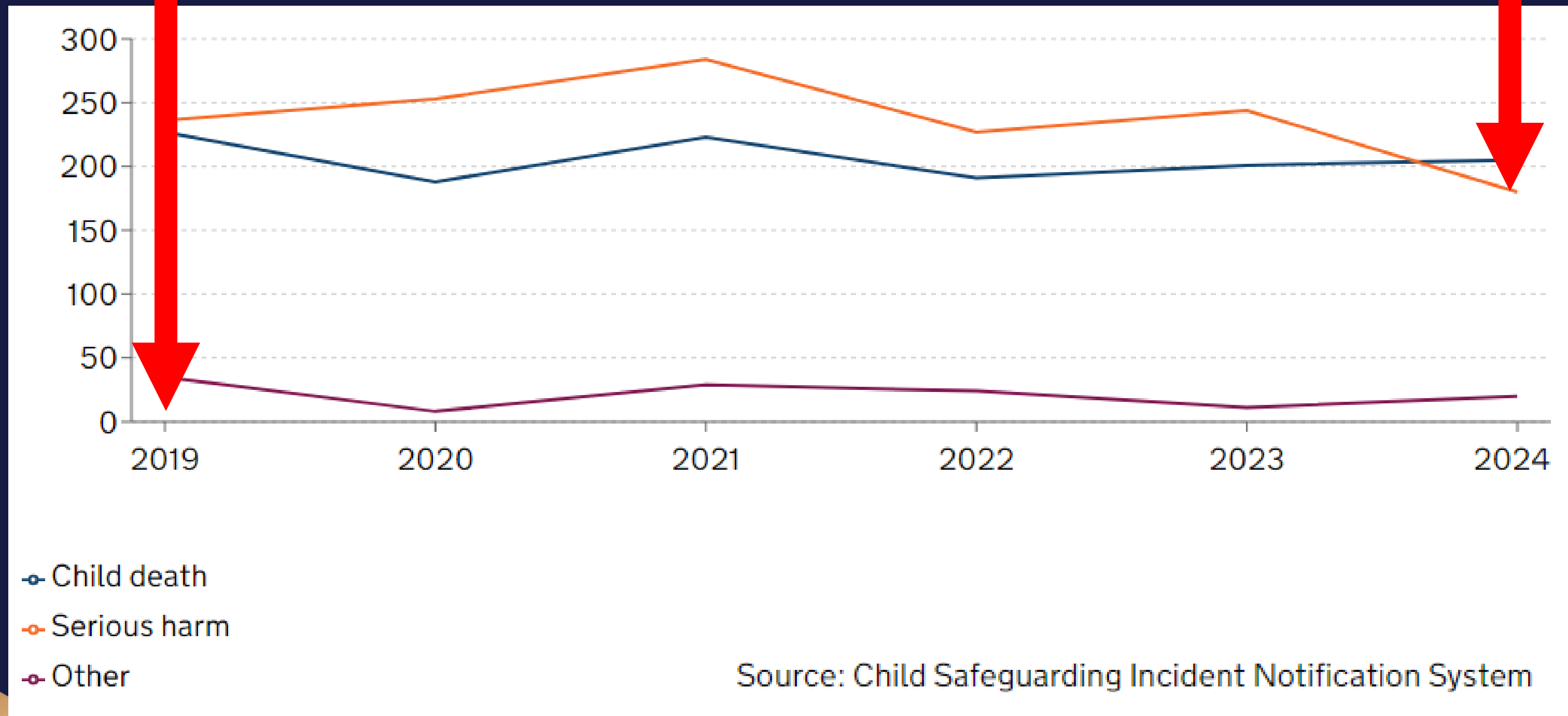
### Monthly email updates

Sign up for details of case reviews added to the national collection and new learning briefings.

Subscribe to alert 

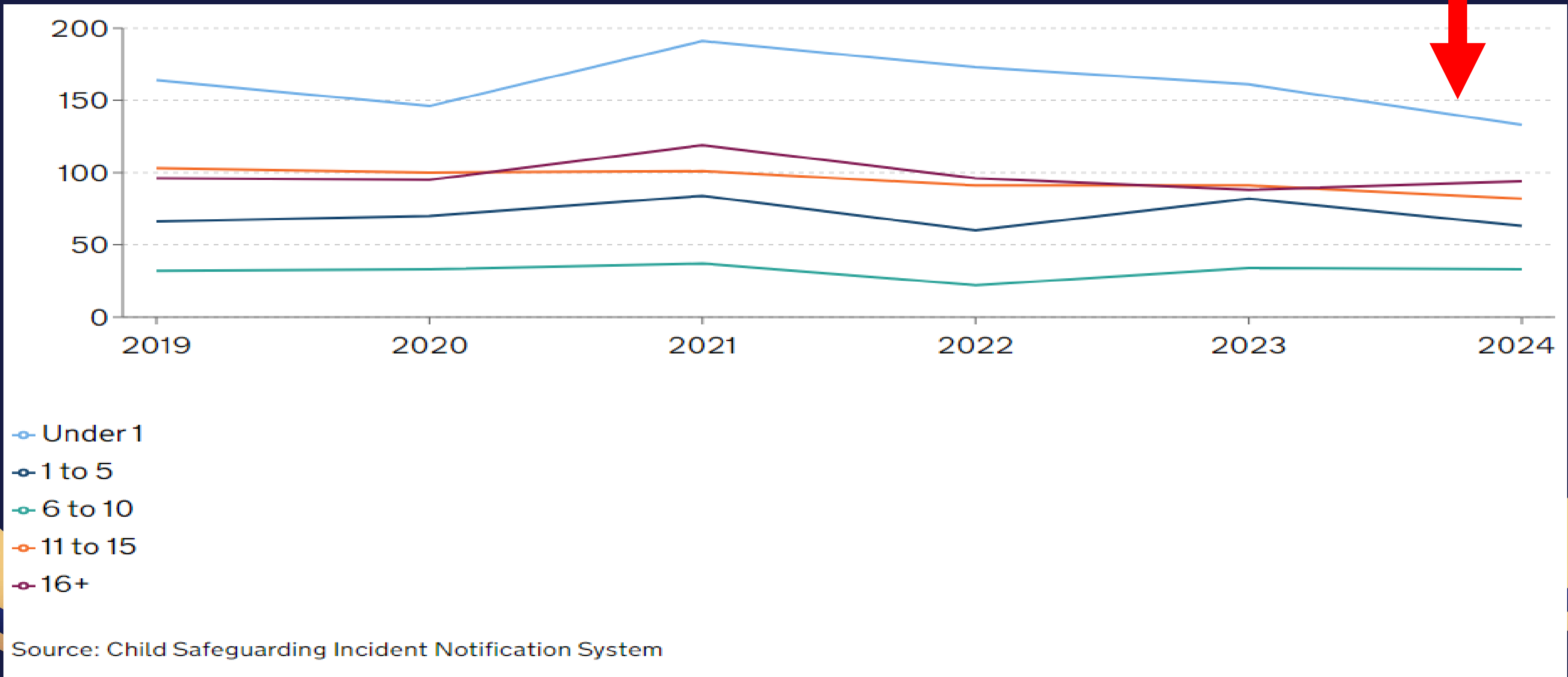


# SERIOUS INCIDENT NOTIFICATIONS (over time)





# SERIOUS INCIDENT NOTIFICATIONS (by age group)





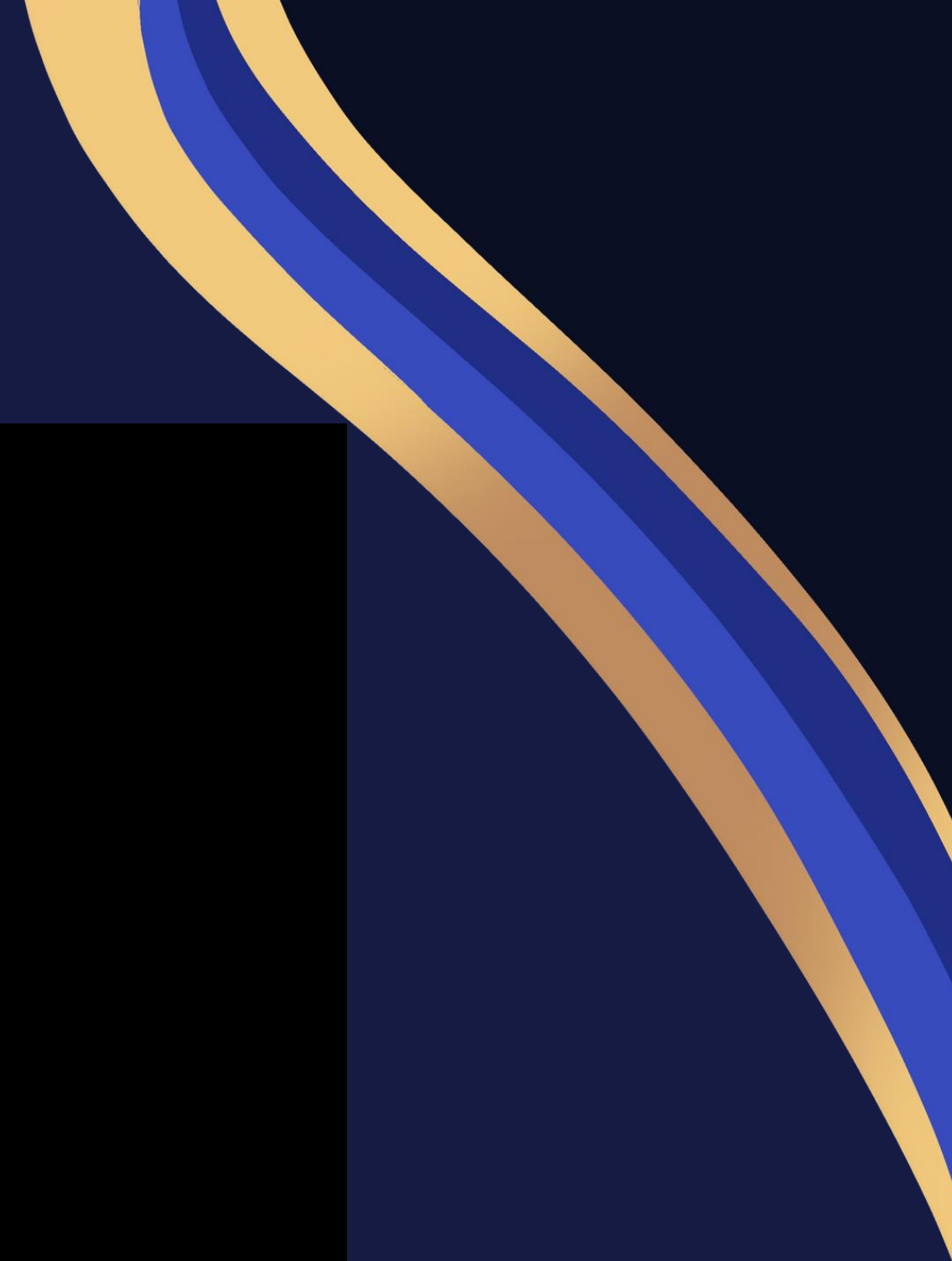
# TAKEAWAY – IN YOUR CONTEXT



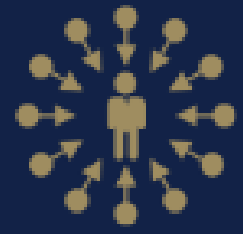
Do you know the findings of LCSPRs in your county?



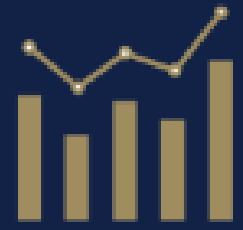
# BENEFITS TO THE SCHOOL AND SAFEGUARDING LEADS







**Child-centred approach**



**Data - attendance, progress**



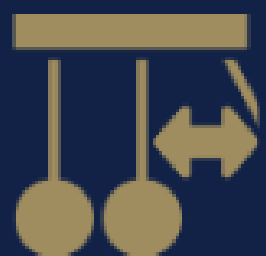
**Intervention - multi-agency, EH**



**Professional curiosity**



**Obstacles & professional challenge**



**Future implications**



# PROFESSIONAL CHALLENGE



THE MOUNTBATTEN SCHOOL

Ref: CFR/TRN1

[REDACTED]

Dear [REDACTED]

We are writing to highlight the concern we have as a school for both [REDACTED] following the strategy meeting held on Friday [REDACTED]

[REDACTED] the social worker ([REDACTED]) and a police officer took the initial report from both children and as a result of this, [REDACTED] children were removed from the home and placed in the care of their [REDACTED] by Children's Services.

On [REDACTED] the school became aware that RBS had returned home to the care of [REDACTED]. This information was passed to the school [REDACTED] BS and not directly from Children's Services. We were not made aware of this arrangement and therefore initiated contact with the social worker, [REDACTED]

Following this visit, Children's Services sent a request for information and we have acknowledged that a response was not actioned in a timely way. We have since addressed this and provided all the information directly to the social worker.

On [REDACTED] expressed that [REDACTED] does not want to go home as her social worker has proposed. [REDACTED] remains very anxious with the [REDACTED] [REDACTED]. She was adamant that she does not wish to do this and has shared this view [REDACTED]

[REDACTED] the arrangement remained in place for Children's Services to transport [REDACTED] was left in school without any communication, until school were able to contact Children's Services at approximately 4.30pm. [REDACTED] was collected at around 5pm, by which point she was in a heightened state due to the lack of certainty provided at a very unsettling time for this young person.

In the morning of [REDACTED] reported to school, [REDACTED] [REDACTED] [REDACTED] [REDACTED] returning to the family home after making a significant disclosure and having had no supervised contact with her mother since that point. She has previously stated that she witnessed

[REDACTED] Services believe he is out of the country and only has [REDACTED] remains very scared that in her words "he will return and kill her".

The Deputy Designated Safeguarding Lead (Lyn Lovell) followed the escalation procedures today and attempted to speak with you, but unfortunately this was not possible. Instead, she was put through directly to the social worker in question.

As a school we feel [REDACTED] has been poor and has resulted in a lack of care for these children. We have been unable to provide [REDACTED] as we have not been kept informed as the situation progresses.

We both feel that after reviewing the threshold of need/risk, [REDACTED] and potentially RBS are at significant risk:

- of harm in the family home;
- due to the lack of certainty concerning Mr Bermudez Acosta's location and plans to return (given the disclosures surrounding his mental health),
- due to the lack of safety plan in place (not shared with school),
- due to the lack of communication from professionals, with the school.

As we have just been made aware of the imminent [REDACTED], via a [REDACTED], we would be reassured to receive a response to these concerns before close of business on Thursday 23<sup>rd</sup> November 2023.

Kind regards

Yours sincerely

[REDACTED]

Whitenap Lane Romsey Hampshire SO51 5SY  
t: 01794 502 502 f: 01794 502 501 e: info@mountbatten.school  
w: www.mountbatten.school Company No. 07560175

Founder Patron: 1<sup>st</sup> Earl Mountbatten of Burma CEO: Heather McIlroy Headmaster: Andrew Portas Patron: The Lady Alexandra Knatchbull

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# 9 PROTECTED CHARACTERISTICS

The Equality Act 2010

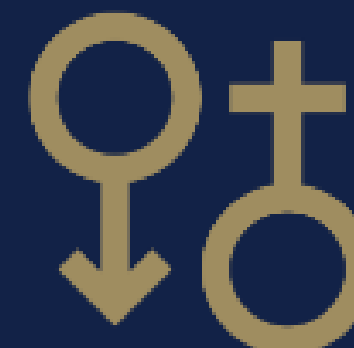
It is against the law to discriminate against someone because of their:



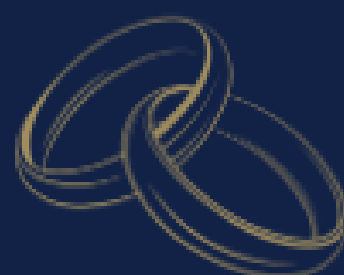
Age



Disability



Sex



Marriage or  
Civil Partnership



Gender  
reassignment



Pregnancy and  
maternity



Sexual orientation



Religion or belief



Race



# SERIOUS CASE REVIEWS -SAMPLE CASES

Serious Case Review

Student's Name	
D.o.B	
Main Carer	
Report dates	
Agencies working with family	

<u>Status</u>	<u>SEN</u>	<u>Concerns of period covered by report</u>	<u>Support provided</u>

Learning Points identified:



# SAMPLE CASES: peer review

<u>Original reviewer (D/DSL)</u>	
<u>Date reviewed</u>	
<u>Reviewed by:</u>	<i>Insert peer reviewer's name</i>
	<i>I sign below to certify that the review is accurate and corresponds to the findings of the review.</i>
	<i>DSL signature:</i> _____
<u>Comments and actions</u>	

Follow up recommended:

--

What outcomes should this bring about and how will we evaluate whether they have been achieved?

--

# CONDUCTING CASE REVIEWS

## CASE 2: Summary

Year group:	█
Student Status	██████████
Agencies	Children's Services – Family Support Worker CAMHS MET Team
Parental status	██████████ No contact with father ██████████
Siblings	██████████
Background	██████████ children. Two of which have had significant input from CAMHS Father lives in Europe and has not seen children for over five years. Parent lives in a " <u>hot</u> spot" for community unrest. Parent owns their own house but is surrounded on all ██████████ ██████████ home owner status has stopped parent being able to access additional financial help. The parent does not ██████████ ol. Parents has had involvement with Children Service/ Early help for over 10 years. Parent will often disengage from support at short notice or when required to complete a task i.e. Parenting course

### Overview since Year 7

- Challenging relationship between home and school over time, aggression, refusal to engage or provide information and challenging support provided
- Child B often reports to medical room, range of symptoms
- Key worker in school for daily check-ins (also has an autistic child)
- Persistent absences, also often late. Travels to school by bus from out of catchment
- Frequent missing episodes an found out of area
- ██████████ strongly encourage this
- Reports low moods – parent often reports anxiety and school refusal
- Physical aggression and stealing off students in school. Bag search reveals vape

Look at the case notes you have been given

Review these on your table

Use the 'Serious Case Review' sheets provided to record your thoughts

This would then be 'peer reviewed', so give your case and review sheets to another table and audit their review

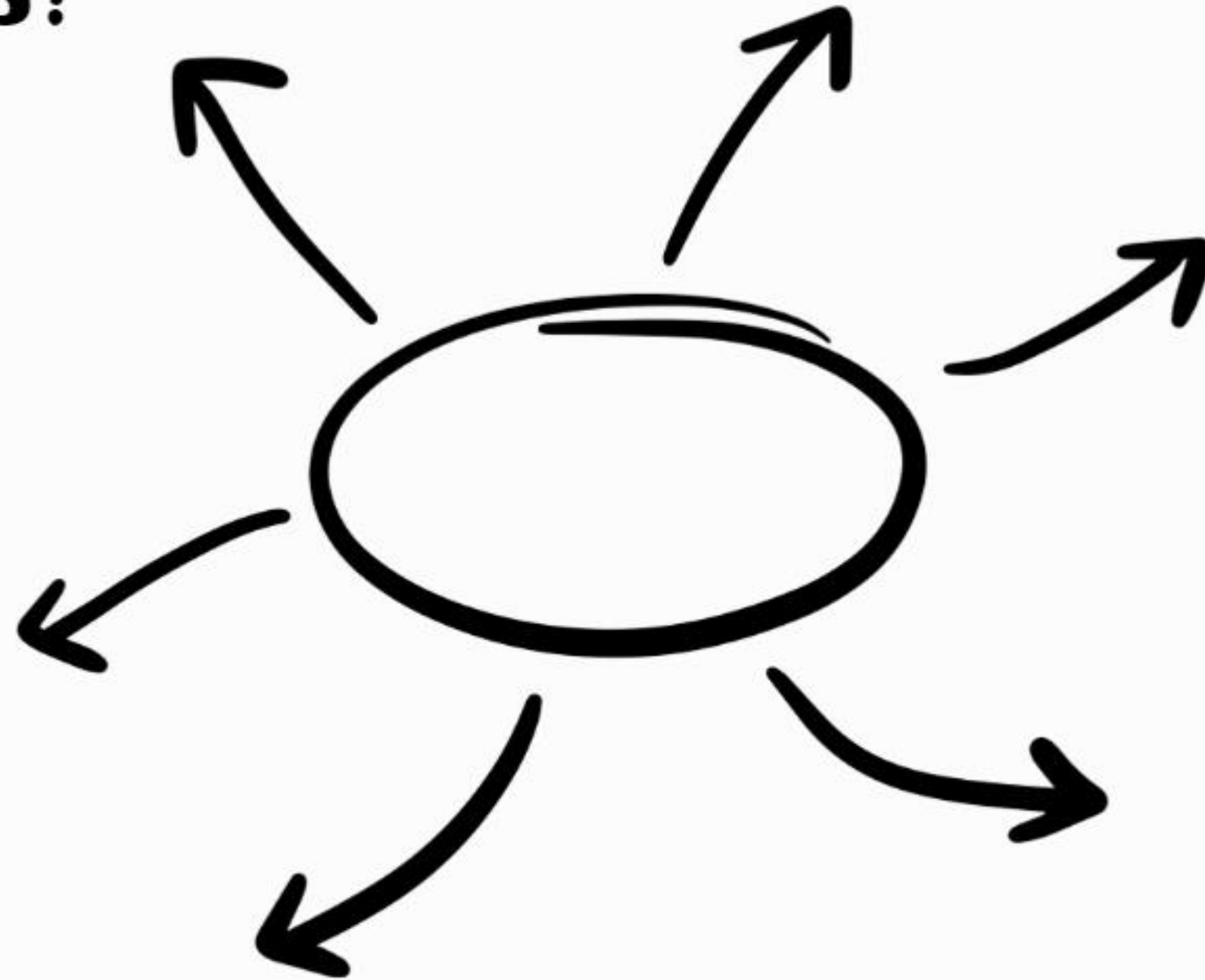


# CASE REVIEWS IN PRACTICE

Abbreviations used	Meaning
MET Team	Missing Exploited and Trafficked team
Willow Team	Multi-agency team in Hampshire working to protect children from exploitation and trafficking
MASH	Multi-Agency Safeguarding Hub
PPN	Public Protection Notification – to share safeguarding concerns
CPI	Crime Partnership Information
IARF	Inter-Agency referral Form
CAWN	Child Abduction Warning Notice
CAFCASS	Children and Family Court Advisory and Support Service
CERAF	Child Exploitation Risk Assessment Framework
CME	Children Missing Education

# CASE REVIEWS IN PRACTICE

**Thoughts?**



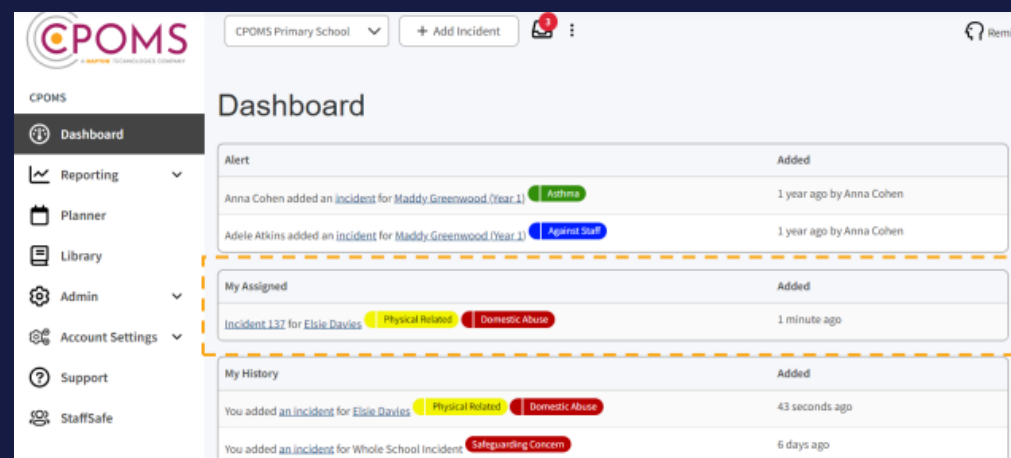


# DSL OVERVIEW

**tootoot**  
COMING AFTER HALF TERM...

GIVING  
YOU YOUR  
VOICE.

KEEPING YOU SAFE. KEEPING YOU HAPPY.



## Summary of Safeguarding Case Reviews - Recommendations and Actions

Recommendations	Actions	By whom/when:
1 Indicators of substance abuse training required for 2022/3 calendar.	CF to calendar for Term 1	CFR to liaise with APS
2 Initiate and maintain direct contact with all professionals engaged around the child. Calendarise review meetings for Year 11 exam provision. Review/standardise meeting formats to ensure fit for purpose	DSLs to ensure they are on distribution lists with professionals. Add meeting to calendar for next year	DSLs CFR/MFN CMN Ongoing
3 School to ensure copies of all documentation is received and shared internally with other staff as appropriate/permitted. Upload to CPOMS. Ensure documented actions occur in timely manner.	Assigned DSL for case to review actions every 4 weeks.	
4 Instigate use of 'assign' button on CPOMS for greater accountability. Review alternative provision as current offering currently inadequate	NHR/LLL to assign cases appropriately as read on CPOMS SLT to discuss and follow-up.	June 20 <sup>th</sup> Summer 2
5 Where child is identified at risk, ensure all siblings are considered and needs met individually. School to find way to ascertain student's mood to identify those at risk (mental health).	DSLs LLL to investigate range of tools and make recommendations to CFR	Ongoing Launch 'Toot Toot' June 20 <sup>th</sup> .
6 Staff education regarding Managed Move process. Improve internal communications between departments regarding Managed Move.	HoS to run Learning Thursday/Inset training to specific audience (MLs)	Autumn Term 1 2022 (Middle Leaders) – MFN/BML
7 Establish criteria and legal requirement/expectation for home visits. Ensure we maintain contact with home for persistent absentees. If all strategies fail, report CME. Review victim support processes and use of CPOMS – agree differentiated use between EPrise and CPOMS content. Create 'Serious Incident' guidance and include signposting.	CFR to liaise with county and inform DSLs.  CFR drafted already, to add signposting.	Seek legal advice from Dai Durbridge Speak to HIAS Inspector
8 Earlier case review of this child required to identify missed triggers for potential referral or follow-up.	Ensure DSL meetings are timetabled for 2022/3 timetables.	CFR to liaise with CMN/IDN
9 Agree procedure for triggering a risk assessment to ensure shared best practice.	CFR/NHR/LLL to resolve	Introduce Sept 2022

## Managed Move Agreement - Part B

1	Pupil Information
	Home School
	The Mountbatten School
	Date of Request
	Reason for Managed Move
	At significant risk of permanent exclusion for persistent disruptive behaviour.
	First School Preference
	Oasis Academy
	First School Preference

## What do we need to do?



- **Model** healthy and respectful relationships
- **Challenge** inappropriate behaviour and language
- Don't let things pass as **banter** or **part of growing up. Zero tolerance**
- Child protection procedures are the **same. Apply.**
- Don't dismiss it as **boys being boys ...**

#NotOK

# SERIOUS INCIDENTS

## The Mountbatten School: Record of serious incident

Person reporting incident: \_\_\_\_\_ (staff initials) Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Check:	Yes or No? Insert tick and X	By whom?
Is medical aid required? Has it been sought? ( <u>record</u> hospital visit, 111 advice, 999, ambulance requested). Do you need a second opinion? Ensure you request copy of hospital discharge papers if so.		
Has appropriate member of SLT been informed? (SLT link/DSL if safeguarding concern)		
If appropriate, have Executive Headteacher and Associate Headteacher been notified?		
Have parents of those involved been informed?		
Has CCTV footage been requested for download from IT Services?		
Have statements been taken from any potential victims? Are there any SEN needs? (May need to offer support for statement)		
Have statements been taken from any potential perpetrators? (May need to offer support for statement)		
Have statements been taken from any suitable witnesses? (May need to offer support for statement)		
Do we have any staff witnesses who have provided statements? Who was on duty?		
Have all statements been checked for completion, legibility, signatures and dates?		
Have all records of incident, statements, communication home been accurately recorded/uploaded on CPOMS?		
Are there any photos of injuries/evidence? i) Have these been uploaded to school system? ii) Have they been deleted from device if containing student photos? iii) Do you need to ask parents to send in any photos if student had to seek urgent medical attention?		
Have all records of incident, statements, communication home been recorded on CPOMS?		
Any external agencies involved? Who? (Police, Children's Services, Virtual School)		
Are there any SEN needs to be taken into account? Please note:		
SLT member making the suspension/exclusion decision? ( <u>enter</u> names of those authorised to do so)		
Has the suspension paperwork been checked, collated and passed to SWS? Is there a social worker/Virtual School to inform?		
If appropriate has a request been made to download evidential phone calls/photos?		
Any further action required? (record follow-up with parents on CPOMs)		
Any potential follow-up to consider? (Who needs additional support? Check-ins post incident)		



# LOOKING FORWARD...

What will you take away from today?

What will you do differently next week?

How will you cascade this information to others in your school?

