

Working Together to Safeguard Children

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Each one of us can make a difference.
Together we make change.

Barbara Mikulski

20 years DSL anniversary!

The role of the DSL was first specified in the Children Act 2004.



Children's Safeguarding Partnerships



Responsible for...

LOCAL SAFEGUARDING MULTI-AGENCY ARRANGEMENTS

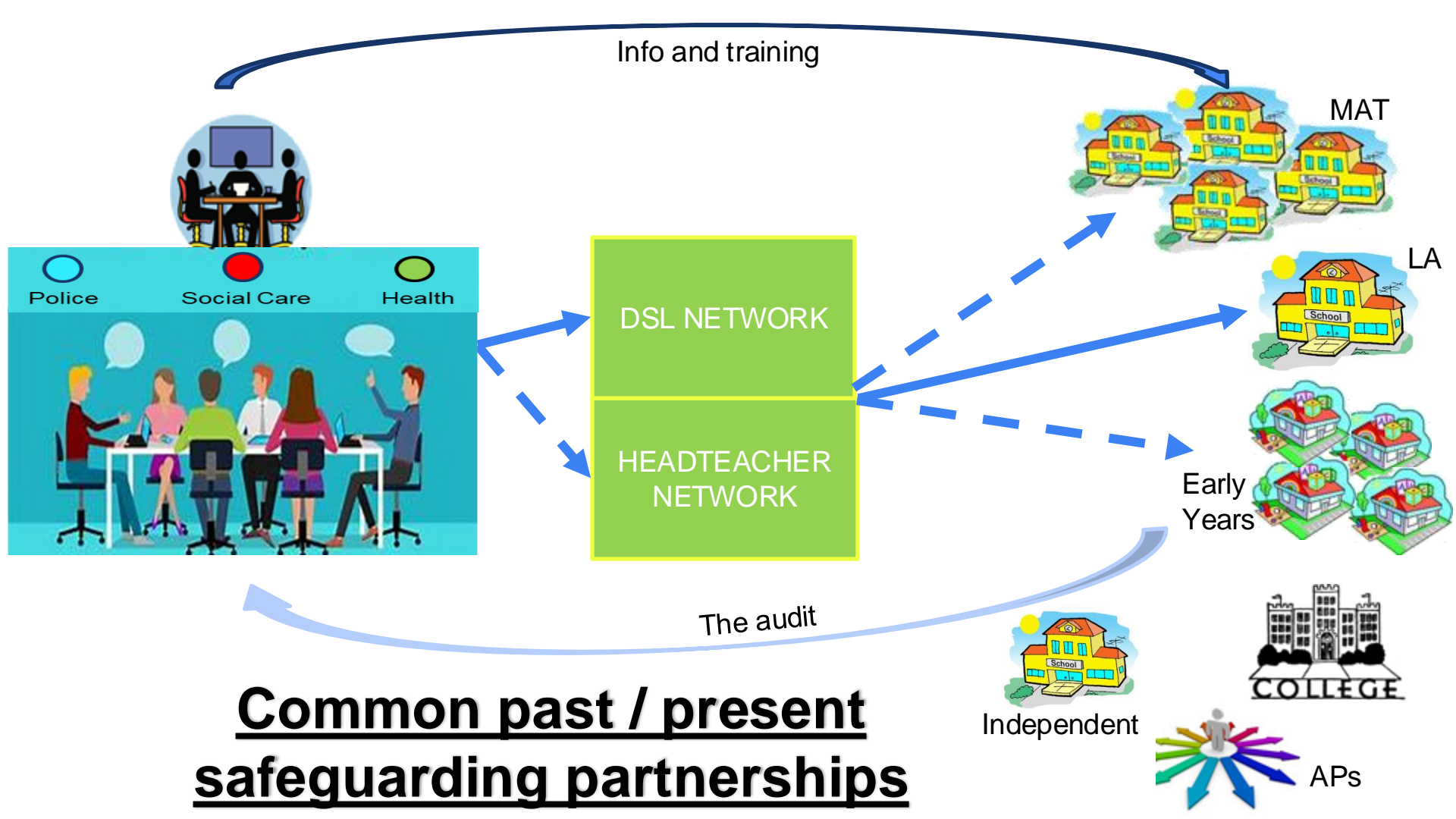
The purpose of multi-agency safeguarding arrangements is to ensure that, at a local level, organisations and agencies are clear about how they will work together to safeguard children and promote their welfare.



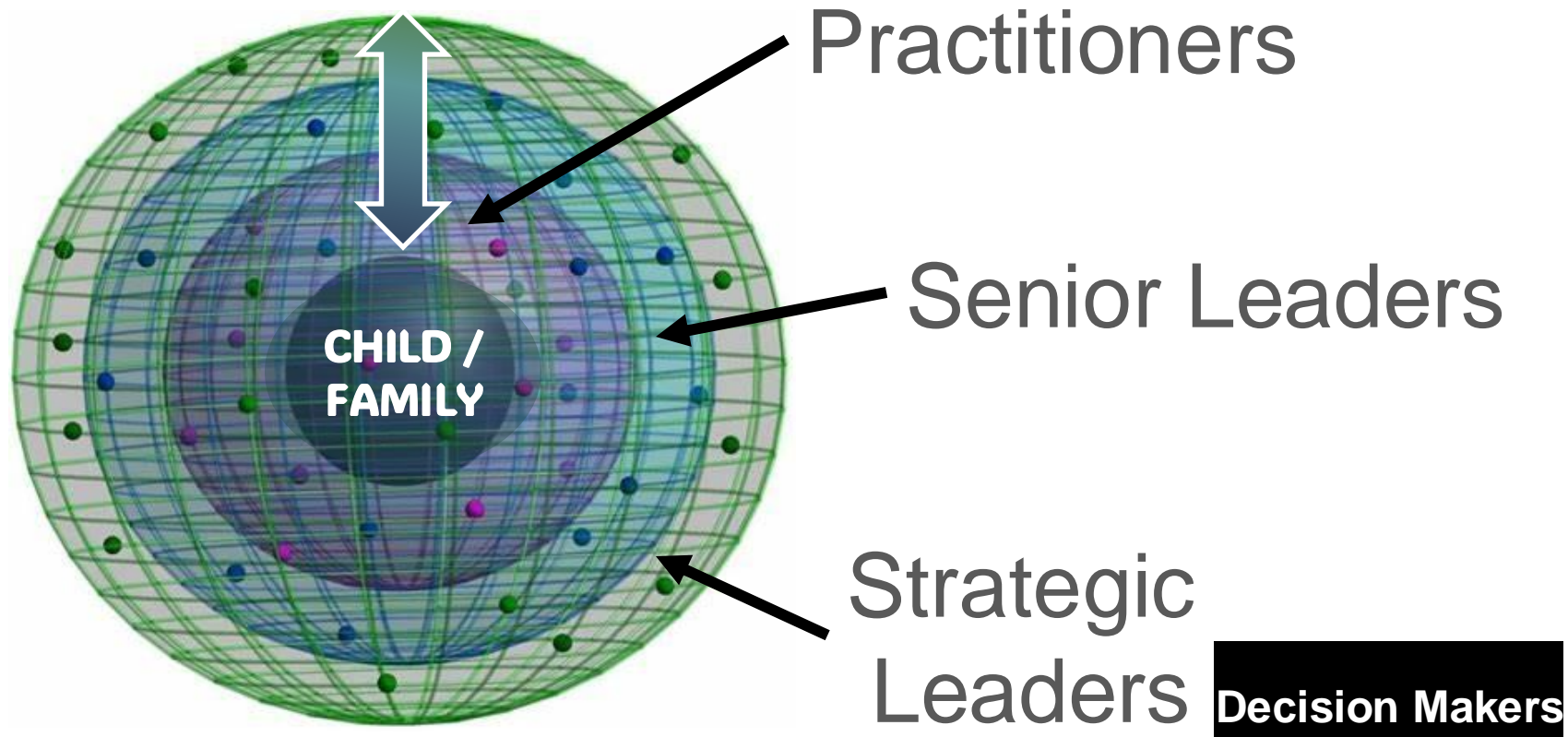
Include...

Thresholds, information sharing protocols, priorities for safeguarding improvements, early help provision, multi-agency working policies and training.





A Safeguarding Partnership



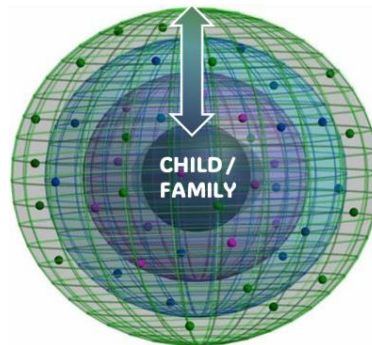
Working Together to Safeguard Children 2023

A guide to multi-agency working
to help, protect and promote the welfare
of children

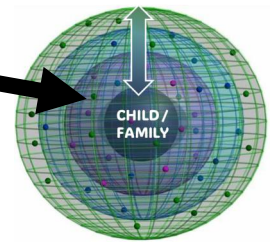
December 2023

Chapter 1: A shared responsibility

“Strong multi-agency and multi-disciplinary working is vital to identifying and responding to the needs of children and families.”

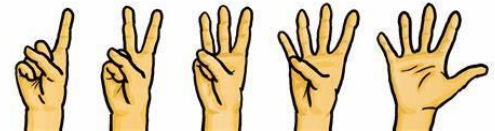


Multi-agency expectations for direct practice are as follows:



- 1. Collaborate:** practitioners working with the same child and family share information to get a complete picture of what life is like for the child. Collectively, they ensure the child's voice is at the centre and the right support is provided
- 2. Learn:** practitioners learn together by drawing on the best available evidence from their individual fields and sharing their diverse perspectives during regular shared reflection on a child's development, experiences, and outcomes
- 3. Resource:** practitioners build strong relationships across agencies and disciplines to ensure they support and protect the children with whom they work
- 4. Include:** practitioners recognise the differences between, and are confident to respond to, circumstances where children experience adversity due to economic and social circumstances and acute family stress, and situations where children face harm due to parental abuse and neglect
- 5. Mutual challenge:** practitioners challenge themselves and each other, question each other's assumptions, and seek to resolve differences of opinion in a restorative and respectful way

Which is the most important?





HM Government

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Chapter 2: Multi-agency safeguarding arrangements



The independent review of children's social care

Final report May 2022

Although some arrangements have worked hard to bring schools to the table, in **too many places the contribution and voice of education is missing**

Despite the importance of social care and education working together to protect children from harm and improve their outcomes, Sir Alan Wood **found that some schools were 'kept out' of safeguarding partnership conversations** and others did not recognise the importance of schools being named a relevant agency (Wood, 2021).

[Independent review of children's social care: final report - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/106544/independent-review-of-childrens-social-care-final-report-may-2022.pdf)

Given we are recommending that safeguarding arrangements will have an important role in overseeing Family Help, and **schools have a critical role to play in the identification and delivery of this, schools and children's social care need to be brought into lockstep.**

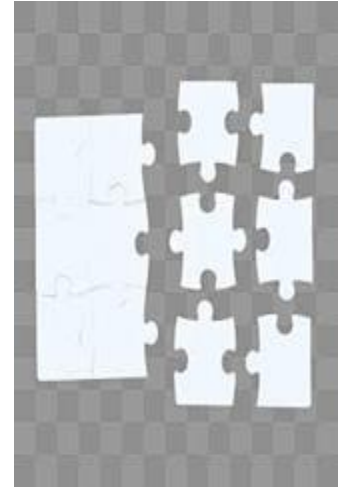

,Police and Health,

Working Together to Safeguard Children 2023 (Engagement of Education)

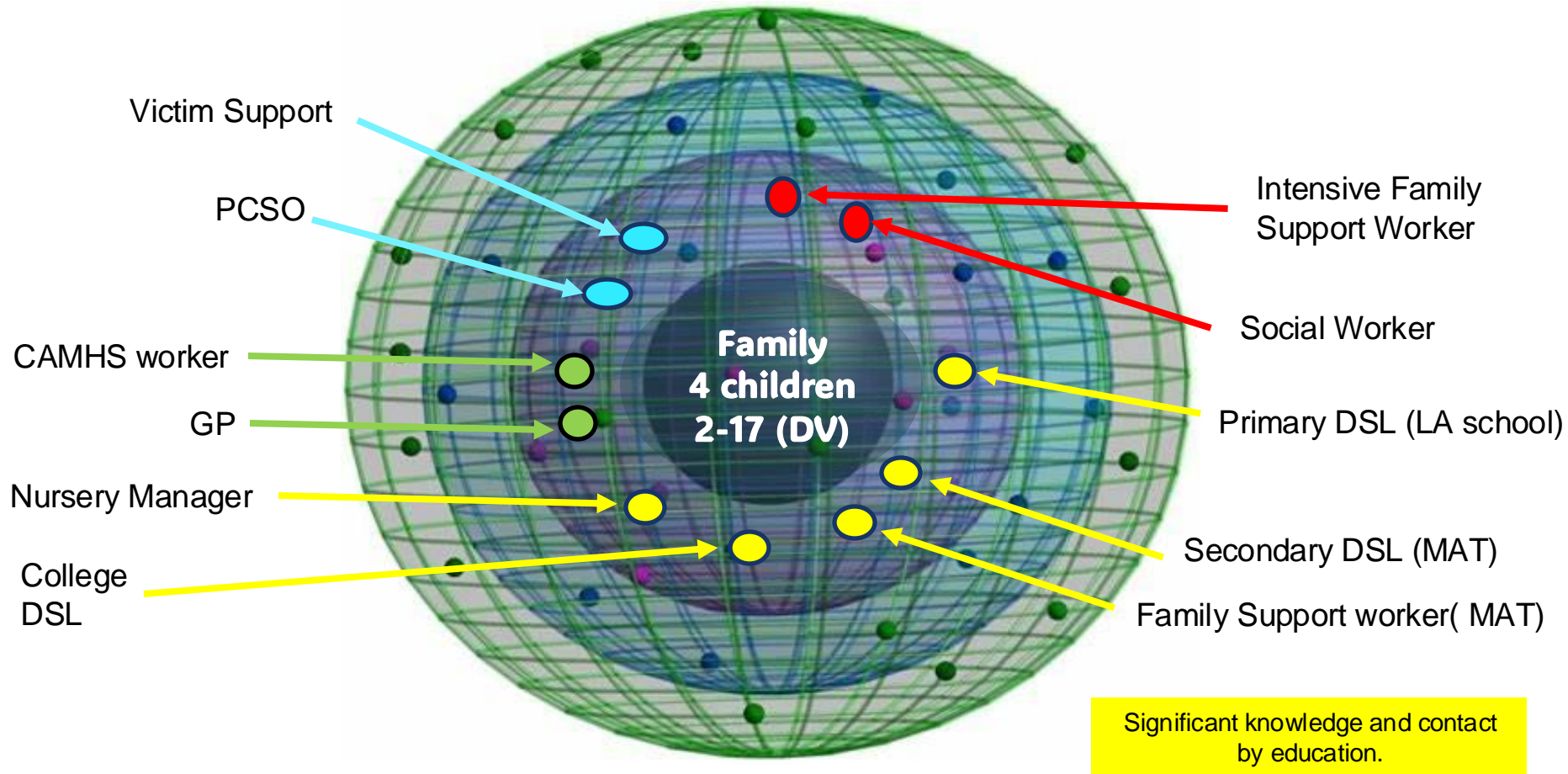
[Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115271/Working_together_to_safeguard_children.pdf)

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

Education providers also **play a vital role in sharing and contributing to key information about children,** including attendance data, exclusions, concerns about abuse, neglect, exploitation, and wider social and environmental factors including extra-familial contexts, which are a key aspect of keeping children safe.



A Safeguarding Partnership





Life of a child – key professional



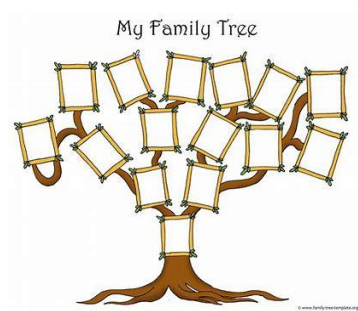
Education professionals
(4 children x 6 hours a day x 39 weeks)



Young person connections and those who are most vulnerable



Safeguarding Hotspots



Family Tree – kinship

4680 hours contact

with the children of this family.

Info Bingo!



Child Health



Emerging Online Risks



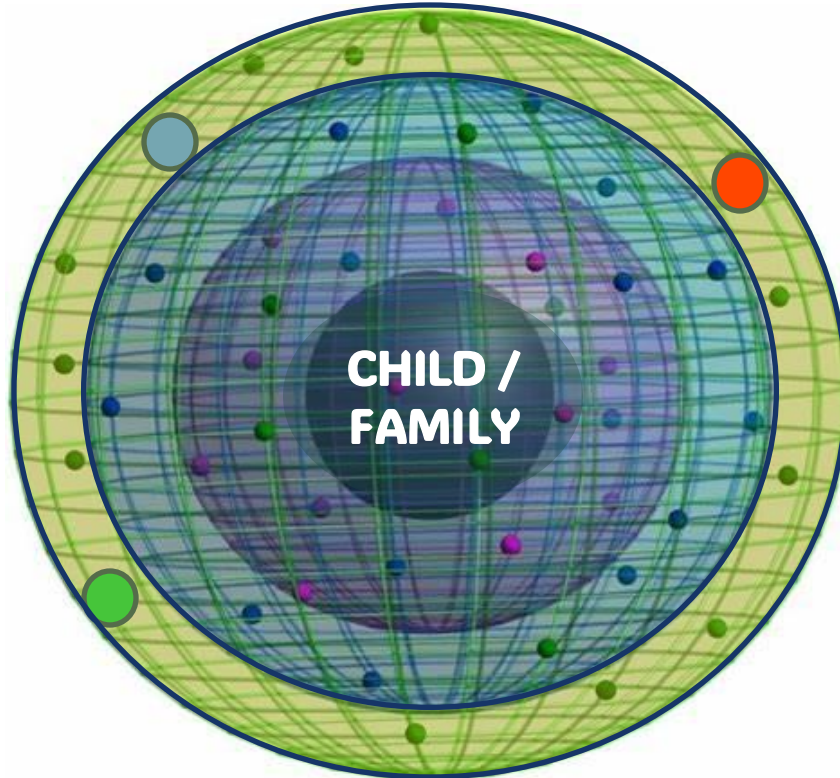
Adult presentation

Working Together to Safeguard Children 2023 (Engagement of Education)

LSPs should create an environment which **enables all** schools (including independent schools and academy trusts), colleges, early years, and other education and childcare providers in the local area to be **fully engaged, involved and included in local safeguarding arrangements**. This means making sure that the **views and contributions** of education and childcare providers **are articulated at the highest level of decision-making**.



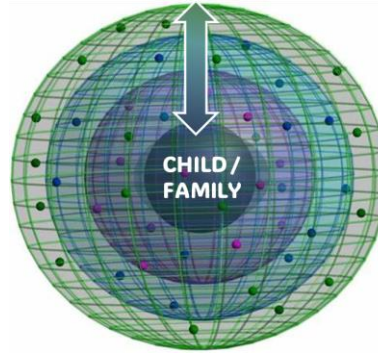
A Safeguarding Partnership – Strategic Leaders



“views and contributions of education and childcare providers are articulated at the highest level of decision-making.”

How is EDUCATION'S voice being heard?

Education Sub-Group Model



Education Representative Model

LSP's – Health, Police and Social Care (Education tbc) – Exec Board

DSP's and other representatives of other agencies and Chairs and vice-chairs of sub-groups

Education Sub-group

Including appropriate education representation

Including appropriate education representation

Including appropriate education representation

Education Safeguarding Representation
Can include.....

- Secondary Head
- Primary Head
- DSL Representative
- Early Years Representative
- MAT Safeguarding Lead / CEO,
- LA Safeguarding Officers
- Virtual Headteacher
- FE DSL
- Alternative Provision Representative
- Independent School DSL / Head
- Special School DSL / Head

Chair – education staff member from the sub-groups
and Vice-chair – another education staff member
from this sub-group / safeguarding lead for the LA

LSP's – Health, Police and Social Care (Education tbc) – Exec Board

DSP's and other representatives of other agencies and Chairs and vice-chairs of sub-groups

(to include Education **LA** and **“Pure” Education REPRESENTATIVES**)

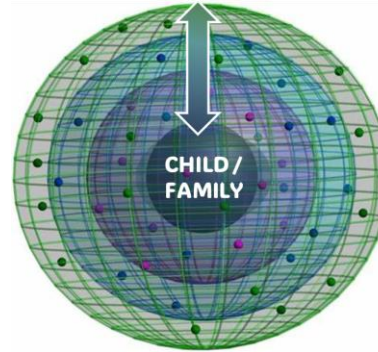
Including appropriate education representation

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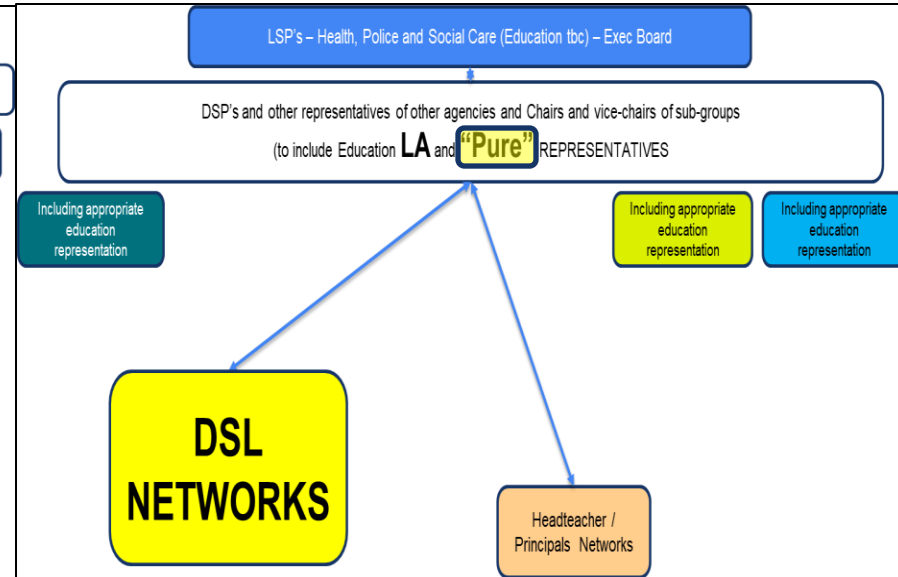
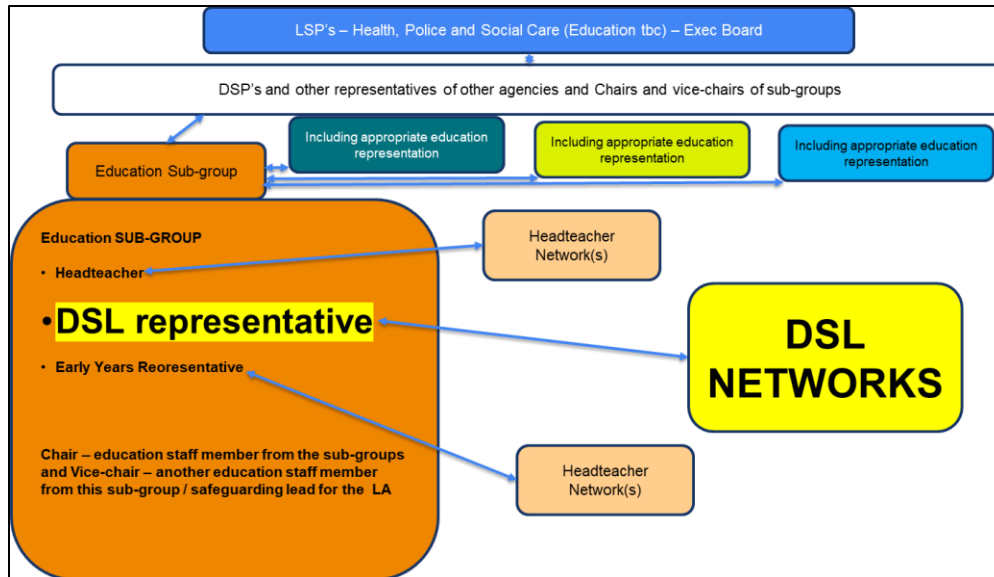
Including appropriate education representation

How do you get YOUR voice heard?

Education Sub-Group Model



Education Representative Model



In summary!

1. Thank you!
2. Local children safeguarding partnerships are responsible for multi-agency working and effect your daily safeguarding work.
3. We must join the dots! – MULTI-AGENCY EXPECTATIONS – chapter 1 WT2023.
4. Education and esp DSLs have a vital role to safeguarding children.
5. Get informed, involved and your voice heard within your local children's safeguarding partnership! – **Your children need you!**
6. **Please complete online survey – DSL VOICE!**

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