DSL CLUSTER MEETINGS WITH CHILD PROTECTION ADVISORS

Mandy, Navida, Aggie & Christine

AGENDA

- Getting to know the CPA team (introductions)

Service structure overview

- Hillingdon CP conference service is situated in the SPQAS.

- We are independent from the operational services and directly report to the Director.

- We are managed by our Safeguarding manager.

- Our CP service is supported by our Safeguarding Admin service managed by Matthew Dee.

TOPICS TO BE COVERED IN DSL CLUSTER GROUPS

In terms of our agenda as a service we are striving to work in partnership in achieving the following:

- We would like to work with the DSL to enhance understanding of thresholds and CP process.

- We want to work together to ensure reports provide clear recommendations.

- Work to establish a consensus on dissent and how it is used in conferences.

- Work together to understand an effective CP in informing how we evidence addressing progression.

- Work together to understand each other roles responsibilities and the various competing needs that arise.

- Work together to understand the core group so that it can be effective for families.

- Work together in strengthening our relationships with DSLs.

HOW BEST CAN WE PROMOTE PARTICIPATION?

What is participation?

- Participation, in its essence, represents the active involvement, engagement, and contribution of individuals or groups in various processes, activities, or decision-making. It is a fundamental aspect of fostering inclusivity within the work we do. Participation transcends mere involvement; it encapsulates the empowerment of individuals to express their voices, share perspectives, and play an integral role in shaping the outcomes that directly impact them.

Key points

- Transparent Communication
- Support and Guidance
- Child centred approach
- Diverse communication methods
- Cultural sensitivity
- Independent advocacy
- Inclusive planning
- Feedback mechanisms
- Post conference/review support
- Accountability & monitoring
- Promote awareness
- Promote family & child advocacy groups
- Sharing best practice

HOW DOES EMPOWERING LANGUAGE LOOK LIKE?

Plain & child friendly language

Avoid blame and judgement

Respectful communication

Non-discriminatory language

Cultural sensitivity/avoid negative labels

Active listening encourage two-way communication

Use of empowering language and positive framing

Clear concise language, explain procedure

Use of non-threatening language/use of pronouns

Feedback mechanism

LET'S TAKE NOTE

Teachers have a vital role in safeguarding students and ensuring that they are safe from any harm or abuse. Teachers must be aware of the signs and symptoms of possible abuse, neglect, and other forms of harm, and be prepared to take appropriate action if necessary.

A good safeguarding policy will include strategies for addressing issues such as bullying, substance misuse, online safety, mental health, radicalization and other forms of harm or exploitation.

It is important for teachers to recognize that some students may be reluctant to report their experiences due to fear of reprisal or lack of trust. In these cases, it is the teacher's responsibility to ensure that appropriate steps are taken to protect the student, such as informing the student's parent/guardian or social services.

Teachers should also strive to create a safe and secure environment where students feel comfortable disclosing any issues they may have. This could include activities such as establishing open communication with students, creating an environment of trust, and teaching age-appropriate lessons on personal safety.

THE 5 RS OF SAFEGUARDING & A DSL'S KEY RESPONSIBILITIES INCLUDE:

Raising colleagues' awareness around the indicators and symptoms of abuse. Referring and reporting safeguarding concerns. Monitoring children under child protection plans. Once colleagues have identified a possible child in need of support, it's vital they know what to do next. Regular training ensures they pass the details of the case to the relevant authorities. Without this knowledge, colleagues might be reluctant to intervene because they're not sure what the process is;

- Recognise.

- Respond.

- Report.

- Record.

- Refer.

OUR AIM IS TO:

SOCIAL GRACES/ REFLECTIONS

CPA CONTACT DETAILS

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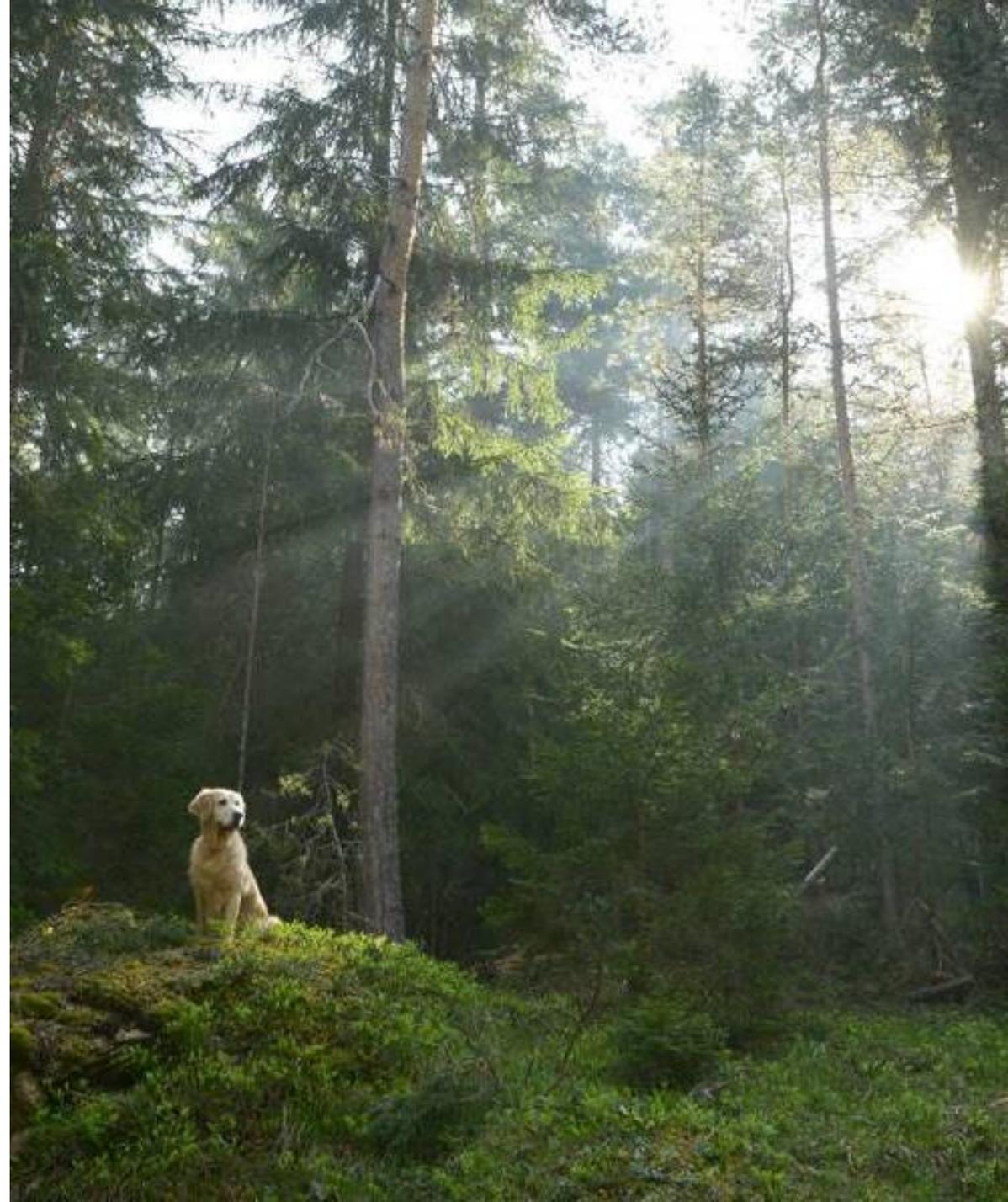NAVIDA KHANUM
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We are here to listen, to reflect and to improve!!

THANK YOU

Hillingdon Child Protection Advisors (Mandy, Navida, Aggie & Christine)