



Welcome to the Early Years DSL Network 25th February 2026



Changing Lives.
Changing Futures.



Nottingham
City Council

Kathryn Bouchlaghem
Early Years Manager

Rochelle Patterson
Childcare Safeguarding Coordinator



TAKE CARE OF YOURSELF



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Agenda

Time	Agenda Items	Presenter
9:30-9:40	Welcome and Introductions	Kathryn Bouchlaghem and Rochelle Patterson
9:40-10:10	Family Hubs	Julia Bramble
10:10-10:40	Team around the Family	Charlotte Idigo
10:40-10:50	Comfort Break	
10:50-11:20	Rational Trauma	Rebecca Green
11:20-11:40	NCSCP-Local &National Update NCSCP Training Offer	Deb Somerset
11:40-11:55	Sector Updates	Kathryn Bouchlaghem
	Close and Evaluation	



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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
- Develop and enhance safeguarding practices and processes across the Early Years sector
- Provide support to DSLs in their role as a DSL
- Sharing of pertinent local and national updates focusing on safeguarding priorities and emerging trends across the city of Nottingham

Family Hubs



**BEST
START
IN LIFE**

February 2026 update

Why are family hubs so important?

- ▶ All kinds of families face challenges from time to time. Family hubs make it simpler to get the help that the whole family needs.
- ▶ Investing in families and making sure they get the support they need from birth through to adulthood helps with children's educational attainment, wellbeing and life chances.
- ▶ We also know that the time from conception to the age of 2 lays important foundations for children's emotional and physical development. We want to support parents through the early years of a child's life, understanding how challenging it can be.
- ▶ By helping to establish nurturing, supportive environments for the youngest members of society, family hubs will make it easier for parents and carers to give their children the best start in life.

Family Hub Outcomes in the last 12 months

- ▶ 10433 individuals have attended a family hub (total of 38980 attendances)
- ▶ 5197 sessions have been delivered in family hubs
 - ▶ 1381 children attended a school readiness session
 - ▶ 1528 attended an advice or support session
 - ▶ 489 attended a parenting group
 - ▶ 6269 attended a Midwife / HV session
 - ▶ 359 attended a SEND support session
 - ▶ 456 attended family events
 - ▶ 539 attended MH and Parent Infant relationship support sessions
 - ▶ 253 attended work coach/benefits advice sessions
 - ▶ 1243 have registered with app based offers
- ▶ 89% of parents who completed our surveys report they are very happy or happy with the Family Hub services they have accessed.
- ▶ 92% of parents report they have increased confidence
- ▶ 88% have seen an improvement in their child's development and 11% stayed the same

What's new in Family Hubs for 2026

- ▶ New logos. The government have launched the Best Start in Life and Healthy Babies logos which you will see on Family Hub buildings and communications



- ▶ The Family hub National website has been launched, providing Childcare and Start for life information - <https://beststartinlife.gov.uk/>
- ▶ 3 year contracts are being developed for funded services, in line with the government's 3 year funding commitment
- ▶ A revised Best Start Strategy, Family Help strategy and Continuum of Need all reflect the Family Hub offer
- ▶ A joint approach to developing Nottingham's Best Start plan with key input from Early Years and Family Hubs to support a creative approach to increasing the number of children achieving a good level of development
- ▶ The development of the Togetherness programme offer with Family Help teams, alongside the Togetherness App for families and the new Professionals resources access - <http://togetherness.co.uk/mul/nottingham/> with the code ROBINHOOD_PR

Family Hub services

Funded services

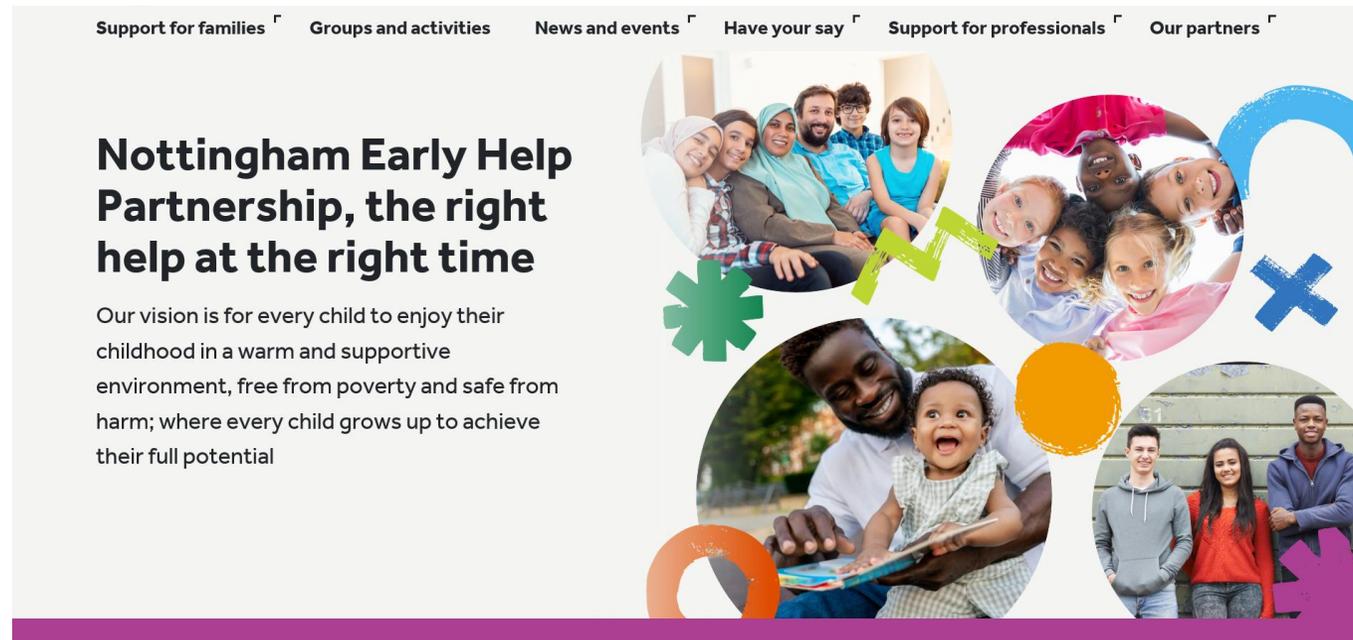
- ▶ Start for Life Offer
- ▶ Infant Feeding
- ▶ Perinatal Mental Health & Parent Infant Relationships
- ▶ Parenting Programmes (0-2yrs)
- ▶ Home Learning Environment
- ▶ Parent Carer panels

Wider services

- ▶ Early Years daycare (in 2 sites)
- ▶ Midwifery and 0-19 Public Health Nursing
- ▶ Department for Work and Pensions - weekly drop-ins (Better off calculations, Financial stability and debt advice)
- ▶ Housing Solutions drop ins
- ▶ Early Years SEND drop ins / Downs Syndrome support group
- ▶ Early Years Speech and Language drop ins
- ▶ Parenting programmes / Family Support Services
- ▶ Young parents connect
- ▶ Adult Learning
- ▶ Oral Health
- ▶ Mental health and wellbeing services
- ▶ Domestic Abuse support

Early Help Partnership website

Family Hubs have funded a website for families and professionals with information, advice, activity details and links for whole family services through the Early Help Partnership that was launched on 30 October 2023



<https://www.earlyhelpnottingham.org.uk/#>



Free App Based Offers funded by Family Hubs:

- ▶ **Easy Peasy App:**

- ▶ Home learning activities, advice and resources for families
- ▶ Visit: easypeasyapp.com/Nottingham-city



- ▶ **Togetherness:**

- ▶ Resources and online courses for parents, carers, grandparents and young people
- ▶ The courses cover a range of topics and offer support on matters like pregnancy, children's needs and emotions, understanding teenage brains, relationships, trauma and much more.
- ▶ Sign up to understand your child's feelings, as well as your own, as you go through life as a family
- ▶ They can be accessed online anytime and are available in multiple languages.
- ▶ Visit: <https://togetherness.co.uk/nottingham/> to sign up and get access.

Families can contact / walk into any of the 4 Family Hubs in Nottingham:

Bestwood Family Hub: Southglade Access Centre, Southglade Road, Bestwood, Nottingham NG5 5GU
Telephone 0115 8761890

Broxtowe Family Hub: 18 Strelley Road, Nottingham, NG8 3AP
Telephone 0115 8763888

Hyson Green Family Hub: The Mary Potter Centre, 76 Gregory Boulevard, Nottingham, NG7 5HY
Telephone 0115 8838202

Meadows Family Hub: Kirkby Gardens, The Meadows, Nottingham, NG2 2HZ
Telephone 0115 8761320

Team Around the Family Team

Partnership Advice and Support



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National reform with a focus on prevention and early intervention. The Families First Partnership (FFP) Programme is a national initiative focused on reforming children's social care and early help services. It aims to create a more seamless system of support for families, emphasising early intervention and prevention to avoid crisis.

<https://www.gov.uk/government/publications/families-first-partnership-programme>



The Families First Partnership (FFP) Programme Guide

Delivery expectations for safeguarding partners in England

March 2025

What is the TAF and how does it fit in with the Families First Partnership Programme

Shared Decision-Making- The team around the family brings together parents, extended family, community supports, and professionals.

The family isn't just "consulted" but leads the planning, Professionals act as partners, not directors.

Holistic Support-Emphasizes addressing root causes (housing, employment, mental health, substance use, etc.).

A team approach ensures wraparound support, where different people and services coordinate instead of working in silos.

Prevention-Focused

Instead of waiting for crises, the team around the family helps identify protective factors early (e.g., kinship support, parenting resources, cultural strengths).

This aligns with Family First's goal of keeping children safely at home whenever possible.

How TAF fits in with the Families First Partnership Programme continued

Strengths-Based Practice - The team recognises and builds on the family's strengths.

Family First Partnership stresses that families are experts in their own lives – the team structure reinforces that by making sure the family voice is central.

Accountability & Partnership

The team helps share accountability for outcomes – it's not just on one worker or one system.

This reflects the Family First principle of community partnership and shared responsibility for child and family well-being.

The role of the Lead Professional

Build a positive relationship with the family and act as a single point of contact for them and other professionals involved in supporting the family

Assess the families needs using a strength-based approach and completing the TAF assessment and family plan

Co-ordinate the support that families might benefit from, ensuring a focus on the improved outcomes for children, young people and their families

Ensure where possible, that children and their families understand what is happening at all times and support them to be involved with the decisions being made about the support and care they receive.

Encourage collaborative practice across agencies to secure positive, agreed outcomes for children and their families.

Lead Professional functions

- Ensure that the family have given explicit consent for TAF process
- Arrange and chair the Team around the Family meeting
- Support the family to engage and share their views within the TAF process
- Provide the family with advice, support and guidance throughout the process
- Help identify and add other agencies to the support network as part of the TAF
- Work closely with the other agencies involved to organise the assessment, develop the plan and coordinate the support needed.
- Seek support and guidance from allocated TAF Worker.

Parent approached school concerned about their child's development. Parent shared feeling scared and Isolated due to experiencing stalking, historic domestic abuse, Dad in prison,	Support needs Identified
School gained consent for a TAF and spoke to Laura Green Allocated TAF Worker.	Consent
TAF worker was able to link school with a women's aid worker, health visitor and probation and got these professionals around the table. TAF worker supported to bring Housing on board and attend the meeting where this had previously been a barrier for Mum. Taf Worker advised the Lead Professional to complete the assessment and initiate the TAF meeting.	TAF Worker Support Assessment
Mother wanted to move to feel safer and for a fresh start for her and the children. TAF worker supported School with tools and approaches to gain the child's wishes and feelings.	Wishes and Feelings
TAF meeting took place, Probation, Health, Housing, Parent, School, Women's Aid, Financial Stability present.	TAF Meeting
<ul style="list-style-type: none"> • Mum shared she felt less isolated and could see all the support in place for her child. • Probation heard the Impact of the Domestic Abuse on the whole family, and this changed the direction of work with father. • Women's Aid made a sanctuary referral and Freedom Programme. Work with Housing to implement an emergency move to keep the family safe. • Support plan in place in School to support the child's learning. • Work coach allocated to provide Financial Stability support. 	Action Plan and Outcome

Team around the Family Partner Process



A new Team Around the Family Assessment has been co produced with Primary, Secondary Schools, Hospital and Home Education, Citycare and Alternative Provisions to assess and capture what is happening for the family and identify what are the family needs.



What is the role of the TAF Team?

- ▶ The TAF team comprises of 8 TAF Workers and 1 FTE TAF Manager providing Advice and Support to external partnerships to embed the TAF processes in practice.
- ▶ To raise awareness of the TAF, embedding the TAF in Practice. A graduated approach has started with Schools and will roll out to the Daycare sector, Police, FNP, Health Visting, probation etc.
- ▶ Deliver workshops and Training
- ▶ Allocated TAF Worker will support and guide your team through the processes, including supporting you to identify the appropriate agencies to join the TAF network
- ▶ Your TAF worker will offer you mentoring and case discussions to include things that are going well, things which may be concerning and next steps to progress the case
- ▶ We do not work directly with the family or take the role of the Lead Professional but advise and guide you.

What does this mean for your service?

- TAF Awareness Workshop for your Teams
- Lead Professional Training
- Allocated TAF Worker



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Relational Trauma in the Early Years



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Definitions of Trauma

- **Bessel Van Der Kolk** - *‘Trauma is not the story of something that happened back then, but the current imprint of that pain, horror, and fear living inside the individual...’*
- **Developmental Trauma** – focuses on trauma in early life
- **Relational Trauma** – focuses on early life trauma resulting from the relationship with the primary caregiver
- **Complex Trauma** – refers to trauma in children or adolescents, that can proceed PTSD and complex PTSD



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What is 'relational trauma'?

'Relational trauma' refers to the way in which an infant can be traumatised as a result of their early interactions with one or more caregivers" - AIMH 2019

- Children don't need to be physically abused to experience relational trauma.
- Relational trauma is often unintentionally passed down across generations
- Relational trauma can be compounded by other traumatic experiences





Understanding Trauma

- Experiences do not impact all children in the same way
- Trauma can affect babies before they are born
- A significant predictor of how adversity will impact a child is the strength and security of their relationship with their parent
- The experience of trauma in early life can have a lasting impact on an individual's development and personality





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How Relational Trauma impacts brain development

A baby's brain is experience dependent

- Genes are the basic blueprint, experiences provide the foundation
- Resilience is built through good enough caregiving

What happens to a baby's brain when they experience relational trauma?

- Research shows babies 'use it or lose it'
- The human brain and nervous system is predictive based on past experiences
- Trauma impacts capacity to access the prefrontal cortex, used for impulse control and rational thinking







The importance of listening to and observing parents and babies



- Be curious – what were the first 1001 days like?
- Observing interactions
- The voice of the infant



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Signs of concern in the child

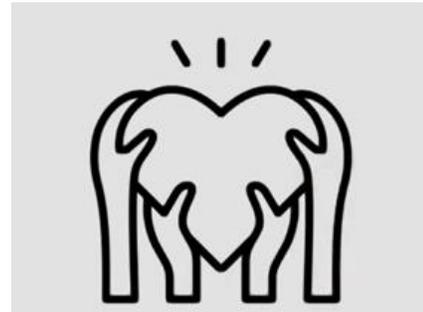
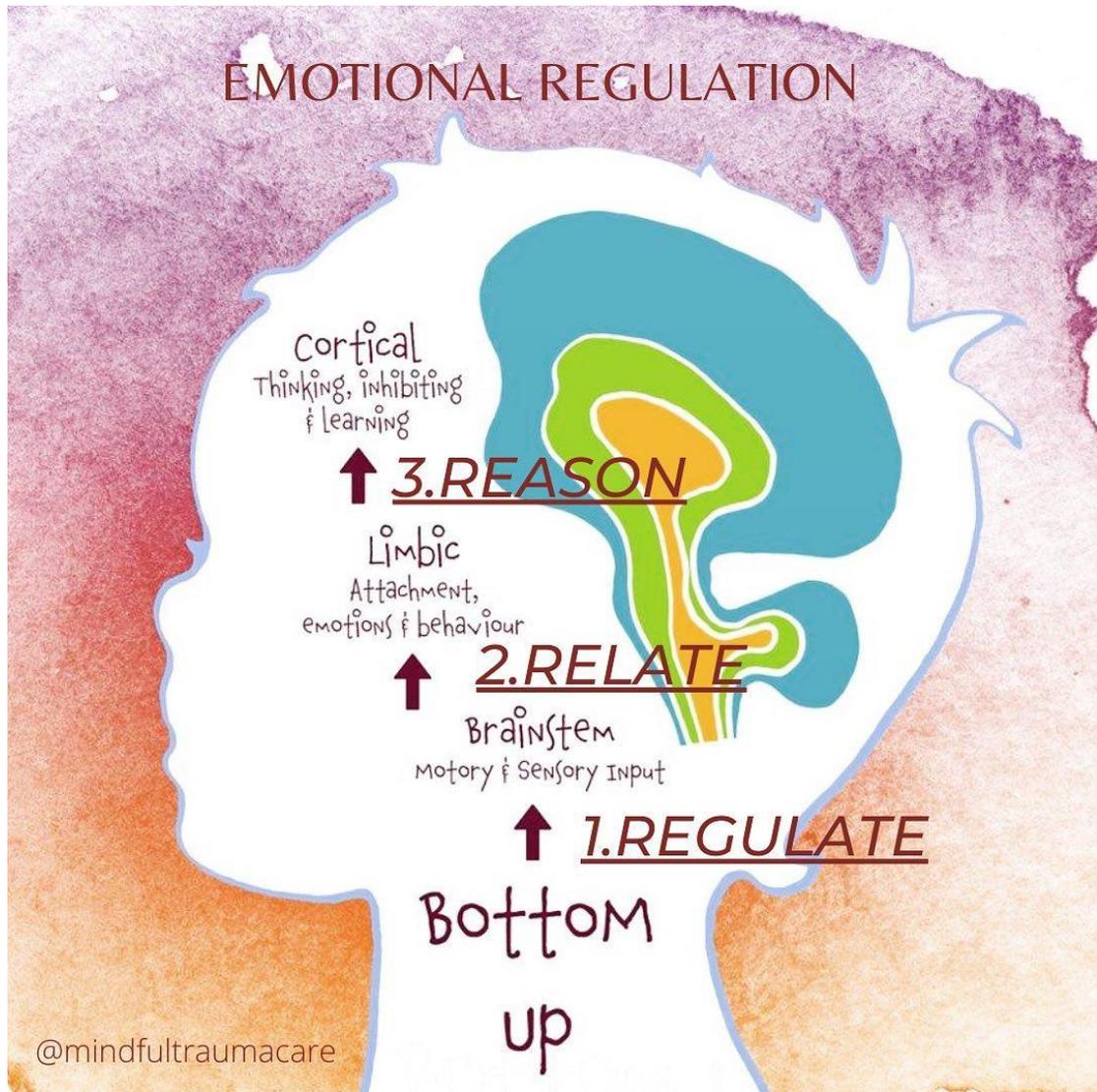
Some causes for concern might be:

- Avoiding eye contact with the caregiver (perhaps still making eye contact with others), holding the source of danger at bay
- Hyper watchful/ hyper alert
- Withdrawn, disinterested in age-appropriate play
- Stilling or freezing to avoid attracting attention
- "Parentified children" - doing things to care for themselves or others that they aren't developmentally ready for e.g. caring for siblings or themselves in ways they aren't ready for



**Supporting parents and infants
impacted by relational trauma**

EMOTIONAL REGULATION





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Examples of how we might use these ideas in practice

1. Self-awareness
2. Think about how we communicate and listen
3. Empathy fuels connection
4. Strengths based approach
5. Containment
6. Working with, not doing to
7. Titrating trauma- be conscious not to push families into sharing too much, too fast, too soon





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Healthy Little Minds
*Nottingham City's Parent
Infant Relationship Service*

Healthy Little Minds

What

Healthy Little Minds is for pregnant parents and primary caregivers, including parents, non-birthing partners, foster carers and grandparents with babies and young children up to the age of two, who live Nottingham City and would like support with early relationship difficulties.

How

Training

Upskilling the workforce to understand the critical importance of the first 1001 days, raising awareness of infant mental health and embedding the voice of the infant in practice.

Consultation

Providing specialist advice, support and guidance to practitioners who are supporting families where there is a parent-infant relationship difficulty.

Direct Clinical Work

Providing support to families, such as parent-infant psychotherapy, VIG, specialist assessments of the parent-infant relationship etc.

Criteria

The team works with mum's, dad's, caregivers and their baby from pregnancy until 2 years



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For further information on Healthy Little Minds and to access our online referral forms for Professionals and Parents/Carers, please see our website

[Healthy Little Minds | Ask Lion - Nottingham City Directory](#)

Email us: hlm@nottinghamcity.gov.uk

Call us: 0115 8761771



NCSCP Safeguarding Updates

Deborah Somerset
Training Officer
NCSCP/SAB

[@NottinghamCSCP](#)

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

NCSCCP Updates



Providing effective support to children and families



Universal Support

Children are supported by their family and universal services to meet all their needs. This can include early years, education, primary health care, maternity services, public health nursing, housing, community and voluntary organisations, and faith groups.

The majority of children living in Nottingham City are expected to require support from universal services alone to have their needs met.

Support at this level should be open access and universally available.

Early Family Support

One or more services provide voluntary support in addition to their universal offer to meet the child and family's emerging needs. Where multiple agencies are involved, this is led by a service that knows the child or young person best, for example school.

Consent is required for the provision of support by individual services, and for any multi-agency coordination of this support.

The Locality may be involved in this work either through the provision of advice and guidance, or through the provision of services through our Family Help service (e.g., Parenting Groups, Youth Work, etc.)

Early Support also includes the provision of Direct Payments to support families caring for a child who has a disability.

Practitioners should talk to the family and carry out an assessment. They should either provide single agency support if they can meet the needs this identifies or engage with other appropriate services to work with them. This should be coordinated through a lead professional that knows the family.

Targeted Family Support

A multi-disciplinary Team Around the Family approach, with involvement from a Local Authority where the needs of the family become multiple and/ or complex and can no longer be met solely by community led agencies. coordinates information sharing, services

This may also include situations where there are specific support needs for a family with a child with a disability. Consent is required for the provision of support by individual services, and for any multi-agency coordination of this support.

Referral pathway to City via MARF

Child in Need

A child in need is defined under Section 17 of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired without the provision of services, or a child who is disabled. The request for a step across for support will include an assessment of the needs of individual children, giving due regard to a child's age and understanding when determining what, if any, services to provide. Where assessment identifies support is required at this level, this will be multi-disciplinary help and protection and professionals who know the family best will work alongside Social workers to ensure a joined up and consistent approach to support.

If you identify a child or young person thought to require this level of assessment or support, contact MASH

Child Protection and Specialist Child in Care

Children who need protecting may include those who experience harm in their own family and those who are harmed or exploited by others, including their peers, in their community and/or online.

Suffering or being likely to suffer significant harm is the threshold for child protection enquiries and can take different forms, including:
sexual, physical or emotional abuse, neglect or domestic abuse (including controlling or coercive behaviour), exploitation by criminal gangs or organised crime groups, trafficking, online abuse, sexual exploitation, and the influences of extremism which could lead to radicalisation.

If you identify a child or young person you believe to have suffered or be at risk of significant harm, contact MASH. Consent is required unless you believe seeking this would place the child or others at increased risk of significant harm. In an emergency, the agency should call 999.

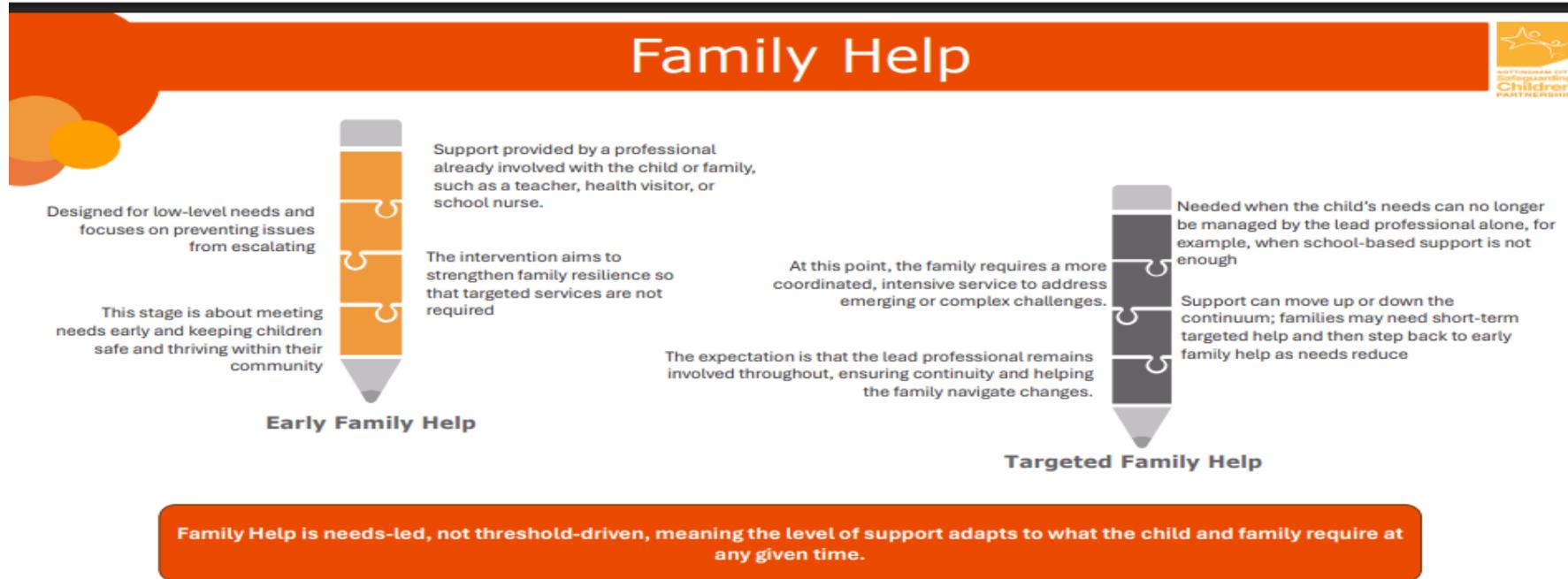


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*Section 17 of the Children Act 1989

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Why Early Family Help Matters

Providing support to children and families early, before challenges escalate, can make a profound difference in a child or young person's life. Early Family Help is not just about preventing harm; it's about recognising strengths, building resilience, and empowering families to thrive. When support is offered at the right time, it can reduce stress, strengthen relationships, and improve emotional wellbeing, helping children feel safe, secure, and ready to learn and grow.

Early Family Help creates space for families to access practical support and build on what's already working well. It helps identify emerging needs, avoiding crisis and promoting stability. You can find out how to support a child at the earliest opportunity here:

[Team Around the Family](#) | [Ask Lion - Nottingham City Directory](#)

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NCSCCP Updates



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Our Approach

Our Approach to Safety and Support

Family Support Networks

Across the partnership, we recognise family support networks are vital for long-term change because they create a stable, resilient foundation that helps children and families thrive, even in the face of adversity. We aim to identify and build on the strengths within these networks to offer support at the most appropriate and least intrusive level.

A key principle of our approach is that families know their children best. By listening carefully and working in partnership, we can better understand each family's unique strengths, relationships, and circumstances. This helps us to co-create support that is meaningful, respectful, and rooted in what matters most to the child and their family. You can find out more here: <https://nottinghamcitycs.trixonline.co.uk/chapter/family-networks-and-family-group-decision-making>

Ways of Working

Across the partnership, a strength-based approach is used when working with children and families. Nottingham City use three models of practice - Signs of Safety, Restorative and Trauma aware. These models focus on relationship-building with families to fully understand their current situation. You can find out more about Signs of Safety here [Signs of Safety - Nottingham City Council](#). All the models focus on the strengths for the child and their family that can be built upon to stabilise and strengthen a family's situation, assessed as:

What's working well?

The next question is worried about?

This is the part of the assessment where the family and professionals can share their concerns for the child.

After these two questions are considered, the assessment leads to

What needs to happen?

which allows for next steps to be considered and for safety to be strengthened.

The family and professionals are asked to provide their views on a 1-10 scale of their concern. This shows those involved the level of concern and highlights any changes as the family are supported. It is

- Strengths-based
- Trauma-informed
- Relationship-focused
- Restorative in nature

Both Nottingham County and Nottingham City have committed to commissioning restorative practice as a partnership.

Conversation Opportunities

Every interaction with a child or family, whether it's a phone call, email, or face-to-face visit, is an opportunity to offer support and build a relationship. These conversations help us understand what's going well, explore any worries, and identify how we can work together to support the child and family at the earliest opportunity.

EVERY VOICE MATTERS

We understand that some conversations may be challenging, but every voice matters. Everyone should be given the opportunity to share both the strengths within the family and any worries that may need support.

BUILD RELATIONSHIPS ON OPENNESS AND TRUST

Relationships built on openness and trust allow professionals and families to explore needs together, drawing on existing strengths and insights each person brings.

USE A VARIETY OF ENGAGEMENT METHODS

Achieve meaningful involvement through open discussion, identifying networks, family group decision making, and engaging children and families in assessment and planning



RECOGNISE AND VALUE DIFFERENT PERSPECTIVES

Different professionals will have valuable perspectives shaped by their roles, experience, and relationships with the family. Similarly, families are best placed to know what they need and to identify what works best for them.

EMPOWER FAMILIES IN DECISION MAKING

Families should feel empowered to take part in decision-making, recognising their central role in helping, supporting, and protecting their children. This can be achieved through discussion, identifying networks, family group decision making and engaging children and families pro-actively in assessment and planning.

COMMUNICATE HONESTLY, CLEARLY AND RESPECTFULLY

Conversations should always be honest, clear, and respectful. This creates a culture of transparency and ensures everyone shares a common understanding of the child's situation and the support being offered

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[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](#)

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[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 (outside the home).

NCSCP Updates



Multi-Agency Working and Information Sharing - NSPCC (January 2025)

These resources explore how safeguarding professionals can successfully work together and share valuable information both within and between agencies. Included in the resources is:

- An evidence snapshot, which summarises findings from research published between 2014 and 2023, regarding multi-agency working and information sharing in children's Social Work
- Practice points designed to assist Social Workers to focus on actions that support positive multi-agency working and information sharing
- Three expert insight films

The resources highlight how important multi-agency work and information sharing is, to achieve the best outcomes for children and their families.

For further information, click on the link below:

[Multi-agency working and information sharing: learning from case reviews | NSPCC Learning](#)

[Evidence Snapshot](#)

[Practice Points](#)

[Expert Insights \(3 films\)](#)

Children and parents: media use and attitudes report 2025, Ofcom

The following slides show the data specifically relating to 3–5-year-olds from the latest Ofcom report.

Ofcom report: [ofcom.org.uk/media-use-and-attitudes/media-habits-children/children-and-parents-media-use-and-attitudes-report-2025](https://www.ofcom.org.uk/media-use-and-attitudes/media-habits-children/children-and-parents-media-use-and-attitudes-report-2025)

LGfL support for Online Safety in Early Years: eysafe.lgfl.net

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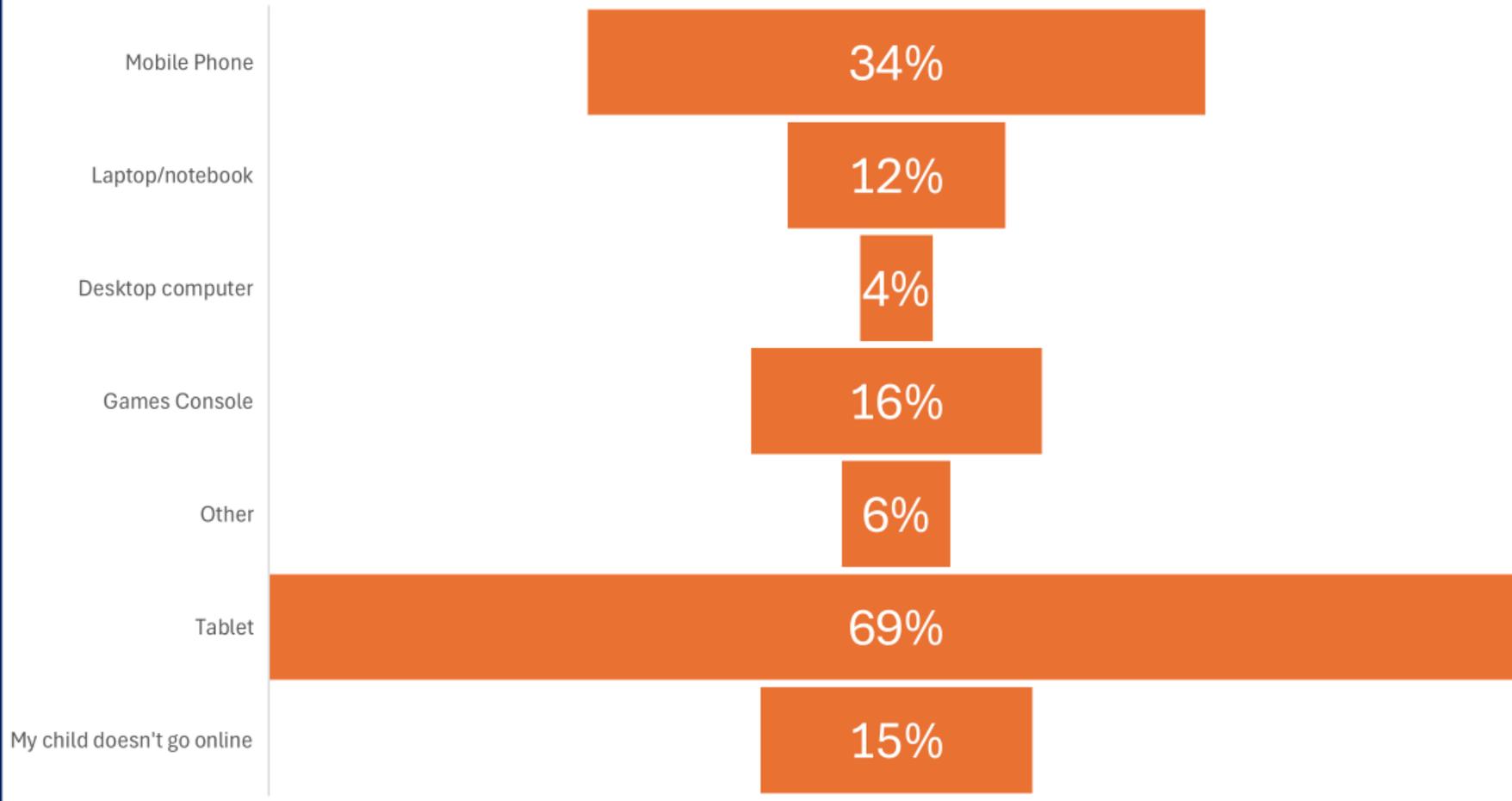


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- **Children of the 2020`s. Second Survey of Families at Age 2**
- Home learning environment and screen time aged 2. Research shows 2 year olds with the highest screen use (around 5 hours a day) speak significantly fewer words than those with the lowest use (around 44 minutes)
- With 98% of toddlers using screens daily, the Government will publish practical, non-judgmental advice in April to help families balance screen time with activities that support early learning, such as talking, playing and reading together

Internet Use

Does your child use any of these to go online at home or somewhere else?

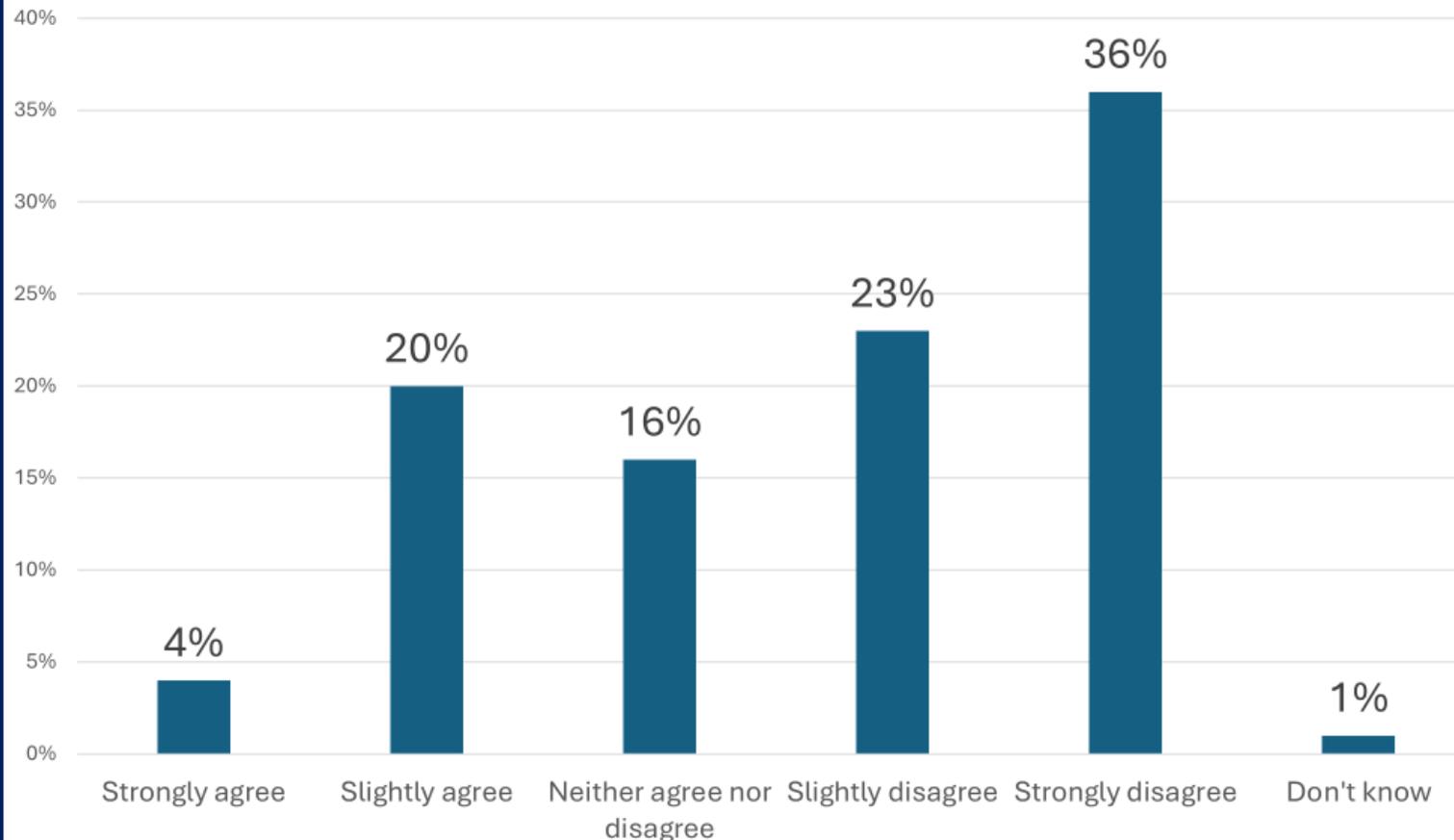


85% of 3-5 yr olds go online

The most used online device by 3-5 yr olds is a tablet (69%) followed by a mobile phone (34%)

Managing 'screentime'

Agreement with the statement 'I find it hard to control my child's screentime'



24% of parents of 3-5 yr olds state that they struggle somewhat to control their child's 'screentime'

Ofcom report:

[ofcom.org.uk/media-use-and-attitudes/media-habits-children/children-and-parents-media-use-and-attitudes-report-2025](https://www.ofcom.org.uk/media-use-and-attitudes/media-habits-children/children-and-parents-media-use-and-attitudes-report-2025)

LGfL support for Online Safety in Early Years:

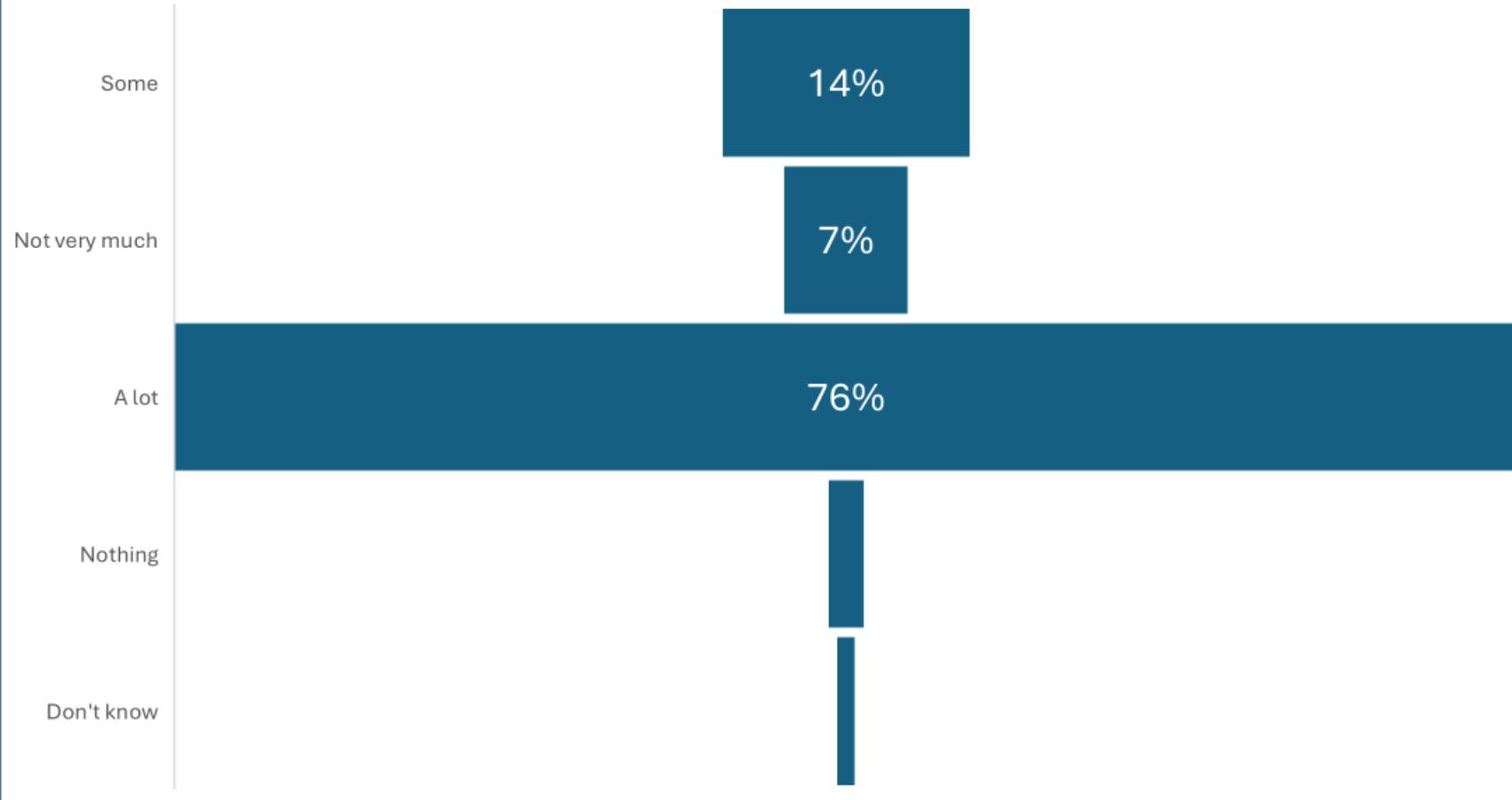
eysafe.lgfl.net

Parents' knowledge of online activity



SafeguardED

How much do you feel you know about what your child is doing online?



90% of parents of 3-5 yr olds state that they know some or a lot of what their child does online

NCSCP Updates



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Useful Resources from the South Western Grid for Learning (SWGfL) [Early Years Resources](#) | [SWGfL](#)

SAFE SETTINGS, CONTROLS & MONITORING

Apple, Android and Microsoft have tools to help you control what younger children can use and how long for. Click the images below for details. Once they are older and have your trust, the same tools can help avoid arguments and help them learn to self regulate (how long have they really been on Insta today? have they put down the phone at all in the last week?)

Apple Screen Time
Great for both parental controls and teen self-regulation.

Google Family Link
Digital Wellbeing is the next step for the older ones after Family Link.

Microsoft Family Safety
There are no self-regulation features for older teens, but Family Safety is great for the younger ones.

Parental controls

Family options for YouTube
From YouTube Kids for the youngest children, to the supervised options for pre-teens, explore the options here.

What about the rest?
Internet Matters is an amazing one-stop shop for easy to understand, step-by-step parent guides to the parental controls on an array of devices.

parentsafe.lgfl.net

PARENT ONLINE SAFETY
A ready to use Presentation for Schools, Community Groups and Youth Centres

Online Gaming: 8-17s

Digital Family Agreement

Did you know?

LGfL SafeguardED

parentonlinesafety.lgfl.net

LGfL Support

Early Years Digital Media & Online Safeguarding Charter



Our setting is committed to **keeping children safe when using digital media**, and we want to make sure that if we use digital media, it is always for the benefit of children's development. Therefore, we support the following principles.

- In our setting, digital media will be used when there is a clear link to supporting child development. Any other use of digital media will be avoided.
- Staff will be supported to understand about developmental digital media use. Technology use does not replace or interfere with adult or child interactions.
- Staff will always support children when using digital media, to promote and scaffold learning.
- Children under the age of 2 years do not use digital media.
- Our setting has appropriate technical systems in place to keep children safe online, including broadband and device safety controls to limit access to unsuitable content.
- Our setting has a robust online safeguarding policy which is reviewed annually to include local and national trends, and which highlights the setting's principles and approach to keeping children safe online.
- Our setting has an explicit approach to limit children's passive consumption of online content.
- All staff in our setting access regular safeguarding training which includes online safeguarding - learning about the risks of using devices and staff's responsibilities to keep children safe online.
- Staff in our setting role model positive and balanced use of technology and there are behaviour policies in place to create clear boundaries for staff's use of technology.
- Our setting has a proactive approach to supporting parents and carers with keeping children safe online when at home.



eysafe.lgfl.net



LGfL SafeguardED Early Years Online Safety Audit

APPROACH, LEARNING & COMMUNICATION
An effective approach requires consistency, a collective understanding and clear communication. Unless everyone follows a common approach, you communicate clearly with all stakeholders, and staff know what others are doing, there will be gaps. The same will apply if policies do not reflect practice. And always remember, online safety = online safeguarding = safeguarding.

Question	Not in Place	Partial / Needs Review	Not in Place	Evidence/Details (e.g. documents, training, reminders) & dates Any actions / by whom - highlight somewhere Add - we pre-define examples / dates - where its appropriate
1. APPROACH				
Approach: whole-setting & safeguarding-driven				
How and why is digital media used within the setting? Is there a clear approach that considers the purpose and consideration for using digital media linked to the early learning goals?				FREE Policy Guide for Online Safeguarding and Digital Media Use in Early Years Settings - https://eysafe.lgfl.net
Is online safety fully accepted as part of safeguarding and therefore not treated as a separate matter, in the eyes of staff and parents, and equally in the curriculum and communications, or reflected in incident management and staff roles and responsibilities?				WHO Guidance on screen time in early years - https://www.who.int/news-room/fact-sheets/detail/screen-time-and-children's-mental-health
How does the setting demonstrate a whole-setting approach to online safety?				Try Happy People guidance - https://www.happypeople.org.uk/
Are all staff aware that any discussion of online safety, planned or ad hoc, by staff or visitors, may lead to a disclosure and must be dealt with in line with safeguarding procedures?				Internet Matters preschool guidance - https://www.internetmatters.org/online-safety/
Does online safety have obvious involvement of the leadership team, committee members and/or trustees?				
Approach: flexible & current curriculum				
How does the setting combine an informed, proactive, planned approach with a flexible, reactive approach to ensure it meets children's changing needs (e.g. as technology changes, trends, etc.)				

© LGfL 2025 V1 - find this document and further guidance at eysafe.lgfl.net
Note this document is for non-school EYIS settings - see www.lgfl.net for school nurseries

eysafe.lgfl.net

NCSCP Updates



Child Protection Authority

- The creation of a Child Protection Authority (CPA) was one of the lead recommendations from the final report from IHCSEA
- In April 2025, the Government committed to consulting on a road map to establishing a CPA as a national body to improve child protection by the end of 2025. The consultation is now open and closed on March 21st, 2026
- The overall aim is to make the multi-agency child protection system cleaner and more unified. Also to ensure ongoing improvements through effective evidence-based support
- The purpose of the consultation is to consider the fact that the current child protection system faces 3 persistent challenges:
 - The system is fragmented and lacks strong leadership/co-ordination at national level. Also, data is not being used effectively
 - Good practice across the country is not consistently shared/embedded
 - Learning is not consistently translated into improvements and the same weaknesses recur

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

- **Serious Incident Notifications (SINs)** 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 also required to submit a SIN where a LAC has died, whether or not abuse or neglect is known or suspected.
- **Rapid Reviews** conducted for each notification. These reviews are undertaken by local safeguarding partners, with the written report to be submitted to the CSPR 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 LCSPR
- **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 and development will be disseminated through the Partnership in the same manner as a Rapid Review.

Recent Learning Review Case Study

Circumstances leading to Learning Review:

Child AH. Subject to a Rapid Review in July 2025. He was almost a year old. Rapid Review took place in July 2025. During routine home visit, concerns raised re child`s presentation and the need for further assessment. It had been noticed that the child`s head circumference had increased significantly in size. He was already on a CPP for emotional abuse. An MRI was carried out and showed bleeding around the brain, most likely caused by Abusive Head Trauma

Areas of improvement in practice for

- Children`s Social Care
- Health
- Police
- Housing
- EMAS

Publications & Support Information



NOTTINGHAM CITY
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- [Transitional Safeguarding](#)
- [How to conduct a safeguarding audit in schools](#)
- [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](#)
- [Recognising Abuse and Neglect](#)
- [Parents with Mental Health Problems](#)
- [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](#)

NCSCP Learning and Development Opportunities



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- The learning and development programme begins in April 2026 and runs until March 2027
- It is split into 4 terms
- Colleagues can find out about the training by accessing Learning Zone, clicking on NCSCP and reading about the appropriate courses. They can also book themselves onto their chosen course (s)
- Colleagues who are external to NCC can still read up on courses they are interested in, but would have to contact us at the Partnership, so a Learning account could be created. Contact details on the last slide
- This is the link to the Learning Zone and our courses..... [Home: NCSCP - Nottingham City Safeguarding Children 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
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Email



safeguarding.partnerships@nottinghamcity.gov.uk



Telephone



0115 876 4762

Training Dates

Course	Date	Time	Venue	Fee
Safeguarding Refresher	27.04.2025	10.00-12.00	Online	£10
Prevent Duty	07.05.2026	10.00-11.30	online	FOC
Designated Safeguarding Lead	29.06.2026	9.15-12.30	Nottingham Nursery School and Training Centre	£30



Changing Lives.
Changing Futures.



Nottingham
City Council