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✉ [safeguardingpartnership@swindon.gov.uk](mailto:safeguardingpartnership@swindon.gov.uk)

🌐 [safeguardingpartnership.swindon.gov.uk](http://safeguardingpartnership.swindon.gov.uk)

Although we are still not able to put on any face-to-face training we are expanding the range of topics for which we have on-line learning available through our website: [safeguardingpartnership.swindon.gov.uk/training](http://safeguardingpartnership.swindon.gov.uk/training)

## SSP Training 2021-22

### Update on SSP website

#### New training page now live!



As you are probably aware over the past few months there has been some development work on the SSP website. We are pleased to announce that the training webpage is now live. Please go online and view the content. This should make the experience of viewing and booking courses much easier.

To access the webpage [click here](#).

To access the guidance notes on navigating the webpage [click here](#).

You can also access some frequently asked questions to assist such as, making payment for a course [click here](#).

Please note if you are trying to book onto courses via Eventbrite and experience issues please check which web browser you are using. You are best using Chrome or Microsoft Edge.

### Virtual Course dates released





#### [Virtual Classroom](#)



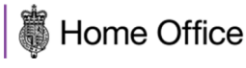

Spaces are still available on the courses below.




- **Keeping Safe Online and Cyber Exploitation (child):** 8<sup>th</sup> September 2021.
- **Thresholds Training – The Right Help at The Right Time:** 9<sup>th</sup> September 2021.
- **Early Help Assessment and Planning:** 14<sup>th</sup> September 2021.
- **Managing Allegations:** 15<sup>th</sup> September 2021.
- **Safeguarding and self-neglect/hoarding (adults): Core Module:** 21<sup>st</sup> September 2021 – 0900- 1300\*
- **Safeguarding and self-neglect/hoarding (adults): Specialist Module:** 22<sup>nd</sup> September 2021 - 0930 – 1645\*

**\* PLEASE NOTE: You should not need to attend both sessions it should be either the core OR specialist module. You do not need to complete the core module before completing the specialist module. The course content is very similar for each module but is more in-depth on the specialist module. If you are unsure which module to attend please review the course information on the SSP website as this provides some guidance depending on your role.**

- **Domestic Abuse: Impact on Children and Young People:** 22<sup>nd</sup> September 2021.
- **Legal Training 2: Best-interest decisions, Self-neglect and Liberty Protection Safeguards (LPS):** 23<sup>rd</sup> Sep 2021 – 0900-1300.
- **Learning from Case Reviews: Practice Reflection LCR Y.** 4<sup>th</sup> October 2021 1300-1600.
- **MASH/ACP Open Morning:** 7<sup>th</sup> October 2021.

	<ul style="list-style-type: none"> <li>➤ <b>Honour Based Abuse, Forced Marriage and Female Genital Mutilation:</b> 11<sup>th</sup> October 2021.</li> <li>➤ <b>Identifying Safeguarding Concerns and Making Referrals (Child);</b> Core module: 14<sup>th</sup> October 2021.</li> <li>➤ <b>Working with Resistant Families:</b> 3<sup>rd</sup> November 2021 – 0930-1530.</li> <li>➤ <b>Legal Training 1: Consent, Capacity &amp; Information Sharing:</b> 23<sup>rd</sup> November 2021 – 0900-1300.</li> <li>➤ <b>Safer Recruitment:</b> 30<sup>th</sup> November 2021 – full day.</li> <li>➤ <b>Recognising &amp; Responding to Sexual Abuse:</b> 1<sup>st</sup> December 2021.</li> </ul> <p><b>Please book ASAP.</b> We are finalising further courses/dates so please keep checking the SSP website.</p> <p><b>Bookings:</b> All courses <b>MUST be booked</b> through the <a href="#">SSP website</a>. If a booking is received for a course that is <b>marked as FULL</b> on this page, then the applicant is unlikely to be allocated a place and any payment made may not be refunded.</p> <p><b>Cancellation policy:</b> If you are subsequently unable to attend the training, you have booked (free or paid courses) it is imperative that you cancel your booking <b>as soon as possible or within 10 working days</b>. If you fail to do this within the timescales you are likely to incur charges.</p>
<p style="text-align: center;"><b>Save the Date!</b></p> <p style="text-align: center;"><b>SSP Virtual Conference</b></p> <p style="text-align: center;"><b>Thursday 25<sup>th</sup> November</b> <b>0915-1245</b></p> 	<p>The Swindon Safeguarding Partnership (SSP) is hosting a half-day virtual conference, which will be <b>free</b> to all staff from all agencies within the SSP. The SSP promotes a ‘think family approach,’ moving away from a culture and system of: “I only work with adults,” or “I only work with children.” It is recommended that staff attend the whole morning as the topics will be relevant to those working in both adult and child safeguarding. The topics covered will be:</p> <ul style="list-style-type: none"> <li>• Child Neglect including adolescent neglect and transition to adulthood.</li> <li>• Adult Self-neglect and impact on the family.</li> </ul> <p>Please share as widely as possible within your agency. To book a place please <a href="#">click here</a>.</p>
<p style="text-align: center;"><b>Save the Date!</b></p>  <p style="text-align: center;"><b>Webinar: Learning from Case Reviews and Audits: Vulnerability of Under 1’s</b></p> <p style="text-align: center;"><b>Wednesday 13<sup>th</sup> October 2021</b> <b>1100-1300</b></p>	<p>This will be an opportunity to consider the learning themes identified in reviews and audits and to reflect on how this impacts on your practice. The themes identified include:</p> <ul style="list-style-type: none"> <li>• Suspected injuries to mobile and non-mobile babies</li> <li>• Brief Unresolved Events</li> <li>• ICON (a programme that provides information about infant crying and how to cope)</li> <li>• Working with Fathers</li> <li>• Impact of COVID-19</li> </ul> <p>There will also be an update and overview of the following procedures/documents:</p> <ul style="list-style-type: none"> <li>• SSP Multi-Agency Child Protection Standards</li> <li>• Unborn Baby Protocol</li> <li>• FGM-IS</li> </ul> <p>If you wish to attend please book a place <a href="#">click here</a>.</p>
<b>Learning Resources</b>	
<p style="text-align: center;"><b>New 7 minute briefs</b></p>	<p>It is the expectation of the safeguarding partnership that managers will present briefings to their staff on a regular basis. It will be important to make the topic relevant to your service. The briefings should not be mixed in with the ordinary day-to-day issues of the team, as this will diminish their impact. To access the directory please <a href="#">click here</a>.</p> <p>New briefs recently updated to the SSP website include:</p> <ul style="list-style-type: none"> <li>➤ Permanency Framework.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Graded Care Profile 2 Antenatal (GCP2A). <i>See also information on local news and updates.</i></li> <li>➤ Making Safeguarding Personal (MSP).</li> <li>➤ Advocacy Care Act independent advocacy in Section 42 enquiries.</li> </ul>
<p><b>Basic Awareness Safeguarding Adults at Risk eLearning</b></p>	<p>There is a basic awareness online learning resource developed by Swindon Borough Council learning and development department available on the SSP website. It is free to access. <a href="#">Click here to view</a></p>
<p><b>Useful Resources</b></p> 	<p>These resources and materials have been developed from research and partnership work with young people, foster carers, and social care and allied professionals. They are designed for use by all those working with and caring for young people. They share messages from young people with experiences of exploitation and harm, about how they experience safeguarding and support. All the resources are designed as reflective tools to help you ‘check your thinking’ about key issues in safeguarding young people from exploitation, harms and other abuses, such as: assessing and managing risk, responding to young people, multi-agency practice, the importance of language and child-centred approaches. To access <a href="#">click here</a>.</p>
<p><b>New E-Learning Module for First Responders and Safeguarding Partners</b></p> 	<p>The Home Office have launched a new E-learning module focussed on child victims of modern slavery (MS). This builds on the <a href="#">First Responder training</a> developed in 2020. The second module aims to develop practitioners’ understanding of modern slavery from a child safeguarding perspective. The target audience will be the statutory safeguarding partners. The module focusses on child victims of modern slavery, the steps practitioners should take to safeguard victims, and the role of the National Referral Mechanism (NRM) in these cases. The module includes content on:</p> <ul style="list-style-type: none"> <li>✓ Child-specific indicators of MS and why children are particularly vulnerable.</li> <li>✓ Grooming and recruitment into exploitation.</li> <li>✓ Child criminal exploitation.</li> <li>✓ Child sexual exploitation.</li> <li>✓ Section 45 defence.</li> <li>✓ Safeguarding and making an NRM referrals</li> </ul> <p>It takes approximately 45 minutes to complete and there is an accompanying workbook to help consolidate the user’s learning. The E-learning module can be accessed <a href="#">here</a>.</p>
<p><b>Social Media and County Lines</b></p> 	<p>A briefing on how organised crime groups use social media to groom and exploit young people. To access <a href="#">click here</a>. A new website to support parents and carers has been launched called ‘<a href="#">Shaping.org.uk</a>’.</p>
<p><b>Suicide Prevention Awareness ELearning</b></p>	<p>A useful resource for professionals to raise awareness. It provides information about what to look out for, such as particular words/behaviours, reasonable suggestions on how to respond/and how not to respond and providing memorable stories. To access this resource please <a href="#">click here</a>.</p>

<p><b>Contextual Safeguarding Webinar Series</b> Recordings now available online</p> 	<p>Making Research Count (MRC) is a national collaborative research dissemination initiative, established by a consortium of universities (including the University of Bedfordshire) and developed by regional centres. This particular webinar series was organised by MRC as part of their wider overarching programme.</p> <ol style="list-style-type: none"> <li>1. <u><a href="#">Contextual Safeguarding: Rewriting the Rules of Child Protection</a></u> Dr Carlene Firmin, University of Bedfordshire</li> <li>2. <u><a href="#">I Get By With A Little Help From My Friends: Working with Friendship and Peer Support When Safeguarding Adolescents</a></u> Carly Adams-Elias and Dr Claire Cody, University of Bedfordshire</li> </ol>
<p><b>Webinar recordings</b> <b>Co-production</b> <b>Developing strength-based places</b> <b>Mental Capacity Act</b></p> 	<p><b>Co-production Week 2021.</b> This webinar answers some of the questions about co-production. To access: <a href="#">View for the recording</a>. Further information about other events and activities <a href="#">click here</a>.</p> <p><b>Developing strengths-based places – the next steps for strengths-based practice.</b> A strengths-based approach focuses on people's goals and resources rather than their problems. This webinar explores how local authorities are overcoming some of the barriers to a strengths-based approach, and building a whole-place approach to strengths-based working. To register and access the webinar <a href="#">click here</a>.</p> <p><b>Mental Capacity Act (MCA) training webinar series.</b> Each webinar explores a different aspect of the MCA including:</p> <ul style="list-style-type: none"> <li>➤ Introduction and supporting decision making</li> <li>➤ Assessing capacity</li> <li>➤ Best interests decisions</li> <li>➤ Planning ahead, and other protections</li> <li>➤ Deprivation of Liberty (DoLS) and Liberty Protection Safeguards (LPS)</li> </ul> <p>To register and access the webinars <a href="#">click here</a>.</p> <p><b>A-Z of the Mental Capacity Act (MCA)</b> With the Liberty Protection Safeguards just around the corner (ETA April 2022) and with the new responsibilities placed on the new 'responsible bodies' (Local Authorities, Clinical Commissioning Groups &amp; Hospital Trusts) it has never been more important for practitioners to embed MCA into everyday practice. Claire Webster team manager for the MCA/DOLS team and Jack Skinner team manager for a Community Learning Disabilities Team/previous DoLS manager have put together an A-Z of the MCA. It aims to bring together a selection of references to the Mental Capacity Act and associated guidance, legislation and case law. <a href="#">Click here to access</a>.</p>
<p><b>SSP Policies and Procedures</b></p>	
<p><b>SSP Adult Escalation Policy</b></p> 	<p>Safeguarding Adult Reviews (SAR), nationally and in Swindon, have highlighted the importance of professionals challenging decisions to ensure the best outcomes for adults with care and support needs who are at risk of or experiencing harm. In some cases, professionals may believe that they have challenged a decision, but the process of the review has evidenced that the challenge was not clear or not perceived as such. Escalation is a process of formally challenging a decision made by another professional, group or organisation. The purpose of the SSP Escalation Policy is to explain what to do when a professional has a concern or a professional difference with another agency decision or action related to an adult at risk of or experiencing harm, and how to respond to that challenge in a timely and effective way. To access the policy <a href="#">click here</a>.</p>
<p><b>SSP Multi-Agency Standards for Safeguarding Children</b></p>	<p>A recent multi-agency audit on strategy discussions identified a need to make some minor revisions to the Multi-Agency Standards for Safeguarding Children also referred to as the Multi-Agency Child Protection standards.</p>



The revision is as follows:  
 Children’s Social Care will produce and distribute minutes which clearly record the decisions reached and actions agreed. A decision as to what information should be shared with the parents and by whom will be made. The actions from the strategy discussion will be disseminated within 1 working day of the meeting and the minutes of the strategy discussion will be circulated within 5 working day of the meeting via secure email to all invitees. Each professional will take responsibility for their actions as agreed in the Strategy Discussion.  
 There is also a 7 minute brief regarding this document – [click here to access](#).

### Local News and Updates

#### Learning from reviews and audits



**Reminder for staff and managers.** It has been highlighted during recent reviews and audits that the ethnicity of children and family members is not routinely being recorded in case notes. It is important that this information is recorded to ensure that individuals and communities have access to any additional support and services. This is particularly important considering the impact of COVID-19 on some ethnic minority communities.

#### Family & Behaviour Change Intervention Work



The Family & Behaviour Change intervention work will provide 1:1 support for 12-weeks. This service will provide

- 1:1 support for victims & children but also provide
- 1:1 support for the perpetrator.

This service aims to support families who want to stay together or be able to co-parent by minimising domestic abuse and breaking the cycle. This service aims to work with perpetrators to change their behaviours and support victims to recognise abusive behaviours. Using a structured support programme and a range of resources we aim to reduce domestic abuse and improve outcomes for attendees, their victims, children, and other family members.

To access information on the flyer [click here](#).  
 To access the referral form [click here](#)  
 For further enquiries and to make a referral please email: [ehhub@swindon.gov.uk](mailto:ehhub@swindon.gov.uk) or call 01793 466479.

#### Graded Care Profile 2 Antenatal (GCP2A)



Graded Care Profile 2 is an NSPCC licensed assessment tool, which helps practitioners, identify neglect and assess the quality of care children receive. Swindon Safeguarding Partnership is licensed to use GCP2, approximately 100 practitioners from across the partnership have successfully completed GCP2 assessor training. Further information on the SSP Neglect Framework and Practice Guidance and FAQ’s about GCP2 can be [accessed here](#)). GCP2A is essentially the younger sibling of GCP2. It is an antenatal version of the assessment tool and is currently in the testing phase. The NSPCC has selected Swindon as one of the test sites for the research project and work with them to test the GCP2A assessment tool. At this time 20 professionals from midwifery, children’s social care, parenting hub and family service have completed the GCP2A training. For the period of this project the GCP2A will be used with families within the North locality area and be reviewed as part of the evaluation process. For further information please read [the 7 minute brief](#).

#### Learning from audits



Learning from audit conducted by Swindon Childrens Social Care in relation to repeat Child Protection plans identified an over optimism by partners agencies/professionals that change made by families is sustainable in the long term especially when their vulnerabilities are long term domestic abuse, mental health and substance misuse. It found that this optimism resulted in children being removed from plans at the first review without full consideration of historic issues which may still be current. It also did not

consider the sustainability of changes that had been made, and whether it was possible for these to be maintained in the longer term. In addition to this, there was an element of professionals being risk averse which resulted in some children being made subject to a CP plan who should not have been, as the issues could have been managed at lower level and which became apparent at the first review, hence leading to them being removed.

No child should be removed from a CP Plan without full assessment of the risks. The 3-month period between initial and first review conference is a short space of time to make decisions, and it is difficult to understand how the plan can be stepped down unless there has been a significant event. These are learning points for all partners and CP Conference Chairs.

## Virtual Youth and Early Intervention Forums



On 24<sup>th</sup> to 27<sup>th</sup> May 2021, the Swindon Virtual Youth Forums were held. We had almost 300 guests over the 4 days, listening to guest speakers on topics such as adverse childhood experiences, trauma and the protective factors needed, youth violence, mental health and early intervention. The PowerPoints of some of the sessions are available on the [SSP website](#). A directory of support services available in Swindon will soon be available on the Local Offer Website. In the interim, a full list including video links of the some of the services can be found on the [SSP website](#).

With thanks to all those who completed the evaluation surveys, we can now share that the forum assisted to increase knowledge around the various topics. The evaluation also indicated that there was an increased knowledge in the services available in Swindon. The organisers really appreciated all of the feedback and will use it to help shape future events.

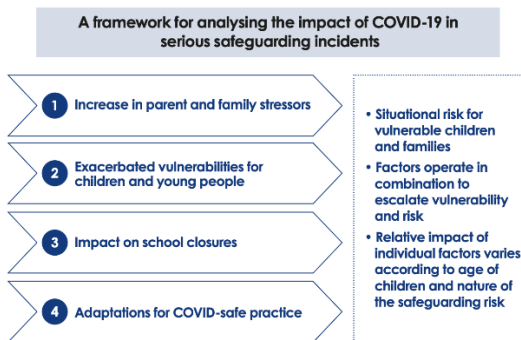
## National News and Updates



Child Safeguarding Practice Review Panel

### Updates

**COVID-19 Analysis Follow-up.** December 2020 a thematic analysis of rapid reviews reported to the Panel during the early COVID-19 pandemic (March to September 2020) was shared. The Panel found the initial analysis very useful in understanding some of the impacts of the pandemic on safeguarding practice. A further thematic analysis on cases from October 2020 to March 2021 was commissioned. A further 105 rapid reviews were audited which cited COVID-19 as a factor against a control group of 41 rapid reviews.



As in the original analysis, the data shows COVID-19 continues to have a high impact on cases of non-accidental injury including abusive head trauma and sudden unexpected death in infancy. Yet in this round of analysis, a higher incidence of cases of suicide and self-harm was found, particularly children who may have autism and/or ADHD. The Panel is currently working with the National Child Mortality Database to explore the issue of suicides further. Also, we have seen more instances where children have suffered significant neglect, including examples where parents have cited shielding or self-isolation as a rationale for limiting the family’s visibility to professionals. We noted that, when conducting rapid reviews, there is sometimes a need for greater reflection and critical thinking about the contribution of the

pandemic to changing risk and need, and its impact on the daily life of children and families. In our sample, we found that many rapid reviews contained rather limited analysis of the impact of the pandemic, so whilst it was cited as a contributory factor, this was sometimes presented without supporting evidence. Where there has been analysis, this tended to focus on impact of COVID-safe adaptations, such as virtual working rather than exploring more broadly how COVID-19 may have affected family life. When thinking about the impact of this follow-up analysis for practice, it was apparent that many of the earlier findings still hold true and practitioners are urged to read the [original practice briefing](#).

### **Key messages on conducting LCSPRs**


#### **Decision-making:**

- ✓ When considering whether to conduct an LCSPR, safeguarding partners need to be clear from the outset what the added value is to a good rapid review. Rapid reviews should always set out a very clear rationale for doing an LCSPR; they should be explicit about the key questions that the LCSPR would seek to answer.
- ✓ It is for safeguarding partners to determine whether an LCSPR is appropriate, taking into account that the overall purpose of a review is to identify improvements to practice and wider systems. Just because an incident meets the criteria in Working Together 2018 does not mean there is an automatic expectation to carry out an LCSPR.
- ✓ Partnerships should consider using their own capacity to author LCSPRs, as appropriate and provided the person has suitable skills to undertake reviews and is independent of the case (with no real or perceived conflict of interests).

#### **Approach:**

- ✓ We know that sometimes safeguarding partnerships propose undertaking an 'alternative learning review', implying use of different methodologies which had hitherto generally been associated with SCRs. We support and encourage different approaches, but the finished review is still an LCSPR; it should therefore be labelled and published as such.
- ✓ The best LCSPRs start with the key questions they are seeking to answer, providing evidence and analysis of what the focus should be. This should be accompanied by a concise summary of the circumstances and background of the case in order to lend appropriate context to the reflection and learning of the LCSPR that will follow.
- ✓ An LCSPR should not necessarily be limited to review the specifics of one family and a specific incident but rather be used to also explore broader aspects of practice, to ascertain whether there are systemic practice weaknesses to be addressed. Where systemic weaknesses are identified, then improvement work should not wait until the conclusion of criminal matters.
- ✓ Too many LCSPRs are written in the style and approach of SCRs; they often have overly long chronologies, use 'old style SCR' methodologies and approaches that do not engage in sufficient depth with system problems, nor do they explore why issues and practice problems may have occurred and what therefore needs to change as a result. This approach often leads to unacceptable delays in completion and publication.

#### **Final reports and publication:**

	<ul style="list-style-type: none"> <li>✓ The Panel wants to see LCSPRs which have clear recommendations that address both practice and system leadership issues.</li> <li>✓ LCSPRs and accompanying action plans need to be owned and signed off by the three safeguarding partners.</li> <li>✓ The expectation is that unless there are compelling exceptional circumstances, all LCSPRs will be published. LCSPRs should be written in such a way so that what is published avoids harming the welfare of any children or vulnerable adults involved in the case.</li> <li>✓ There is an expectation that all reviews will be completed and published within six months, circumstances such as ongoing criminal or other investigations are not, of themselves, a reason to delay completion, and any likely delays beyond six months should be discussed with the Panel.</li> <li>✓ Changes to practice emanating from LCSPRs need to be led by safeguarding partner leaders. Systems need to be put in place locally so that there is assurance that practitioners have adopted the required changes in practice.</li> </ul> <p><b>Published reports</b></p> <p>The <a href="#">National Child Mortality Database</a> published their second annual report in June 2021.</p> <p>The <a href="#">Association of Directors of Children's Services</a> held their Annual Conference in July 2021 the speeches and slides are available online.</p>
	<ul style="list-style-type: none"> <li>❖ <b>Care leavers:</b> What Works Centre for Children’s Social Care has published an analysis of the effectiveness of interventions designed to improve outcomes for young people transitioning into adult living arrangements. <b>Read the report:</b> <a href="#">Systematic review and meta-analysis of policies, programmes and interventions that improve outcomes for young people leaving the out-of-home care system (PDF)</a></li> <li>❖ <b>Child sexual abuse online:</b> Internet Watch Foundation (IWF) has released figures which show that, between 1/1/21 and 14/06/21, it has removed 100,616 web pages after IWF analysts confirmed they contained images/videos of children being raped and suffering sexual abuse. IWF has launched a second phase of its Gurls out loud campaign to help protect teenage girls who may be spending longer online during the school summer holidays. <b>Read about the campaign:</b> <a href="#">Gurls out loud</a>. <b>NSPCC Learning - Social media and online safety</b></li> <li>❖ <b>Home education:</b> The House of Commons Education Committee has published a report on elective home education (EHE) in England. <b>Read the report:</b> <a href="#">Strengthening home education</a></li> <li>❖ <b>Family courts:</b> Channel 4 has broadcast a documentary looking at the family courts system in England and Wales. The programme discusses: enforced removals; domestic abuse; and parental alienation. Separately, the Transparency Project has published a blog discussing the documentary. <b>View the documentary</b> (sign in required): <a href="#">Torn apart: family courts uncovered</a>. <b>Read the blog:</b> <a href="#">Dispatches – why all the commotion is a good thing</a></li> <li>❖ <b>Child neglect:</b> NSPCC Learning has published a statistics briefing on child neglect in the UK. <b>Read the briefing:</b> <a href="#">Child neglect: statistics briefing</a>. <b>NSPCC Learning Protecting children from neglect</b>.</li> <li>❖ <b>Perinatal mental health:</b> The Royal College of Psychiatrists has published analysis of NHS data examining pregnant women and new mothers’ access to mental health support during the coronavirus pandemic. <b>Read the report:</b> <a href="#">Spotlight on: access to perinatal</a></li> </ul>




services and the impact of the [COVID-19 pandemic \(PDF\)](#). **NSPCC Learning** [Parental mental health problems](#)

- ❖ **Mental health in secondary schools:** The mental health charity Mind has published a report looking at the mental health of young people at secondary school in England.  
**Read the report:** [Not making the grade: why our approach to mental health at secondary school is failing young people \(PDF\)](#).  
**NSPCC Learning** [Promoting mental health and wellbeing](#)
- ❖ **Adolescent and maternal mental health:** The Association for Child and Adolescent Mental Health (ACAMH) has released a podcast with Dr Nicola Wright sharing research on the mental health of adolescents and mothers in the UK immediately before and during the coronavirus pandemic. **Listen to the podcast:** [‘Adolescent and maternal mental health before and during the pandemic’: in conversation Dr. Nicola Wright](#)  
**Read the research:** [Interplay between long-term vulnerability and new risk: young adolescent and maternal mental health immediately before and during the COVID-19 pandemic](#)  
**NSPCC Learning** [Child mental health](#)
- ❖ **Young people’s mental health:** The Association for Child and Adolescent Mental Health (ACAMH) has released a podcast discussing the Resilience, Ethnicity and Adolescent Mental Health (REACH) project, a study of adolescent mental health based in inner-city London. **Listen to the podcast:** [Resilience, Ethnicity and Adolescent Mental Health \(REACH\) project](#). **NSPCC Learning** [Child mental health](#)
- ❖ **Forced marriage and FGM:** The Home Office and the Foreign, Commonwealth & Development Office have published annual statistics on cases reported to the Forced Marriage Unit (FMU).  
**Read the report:** [Forced Marriage Unit statistics 2020](#)  
**NSPCC Learning** [Protecting children from female genital mutilation \(FGM\)](#)
- ❖ **Online safety:** The Vulnerable Users Working Group (VUWG) has developed a Digital passport to help children and young people with care experience talk about their online lives with foster carers or other trusted adults as part of the UK Council for Internet Safety (UKCIS). The passport comprises of an introduction which explains how to use the resources and sections for both young people and adults to fill in and keep. **View the resources:** [UKCIS digital passport](#)  
**NSPCC Learning** [Social media and online safety](#)
- ❖ **Adopted children:** Adoption UK has published its annual Adoption barometer report. **Read the report:** [The adoption barometer: a stocktake of adoption in the UK \(PDF\)](#)
- ❖ **School inspections:** Ofsted has published updated education inspection handbooks, providing new guidance on how inspectors will assess how schools and colleges in England tackle sexual harassment, abuse and violence between children and young people. **Read the inspection handbook for schools:** [School inspection handbook](#). **Read the inspection handbook for independent schools:** [Independent schools inspection handbook](#).

**Read the inspection handbook for further education:** [Further education and skills inspection handbook](#). **NSPCC Learning Resources on peer-on-peer sexual abuse in education and healthy relationships**

- ❖ **Children missing education:** The Centre for Social Justice (CSJ) has published a report looking at the number of children missing education in England. **Read the report:** [Kids can't catch up if they don't show up: driving school attendance through the National Tutoring Programme \(PDF\)](#)
- ❖ **Keeping children safe in education: statutory guidance:** The Department for Education (DfE) has published updated Keeping children safe in education 2021 statutory guidance for schools and colleges in England. This comes into force on 1 September 2021. **Read the guidance:** [Keeping children safe in education](#) **Read the consultation responses:** [Keeping children safe in education: proposed revisions 2021](#)  
**Read the CASPAR briefing:** [CASPAR briefing: Keeping children safe in education 2021](#)
- ❖ **Sexual violence and sexual harassment in schools and colleges:** The Department for Education (DfE) has published updated advice on sexual violence and sexual harassment between children in schools and colleges in England. This comes into force on 1 September 2021. **Read the guidance:** [Sexual violence and sexual harassment between children in schools and colleges](#)  
**Read the CASPAR briefing:** [CASPAR briefing: updates to sexual violence and sexual harassment between children in schools and colleges](#). **NSPCC Learning Protecting children from peer-on-peer sexual abuse** [Harmful sexual behaviour in schools training](#)  
[Ofsted's review of sexual abuse in schools and colleges: CASPAR briefing](#)
- ❖ **Children in care:** The Nuffield Foundation has published findings from a study carried out by researchers at University College London and Kings College London looking at the health and social outcomes of people who have been in care in England and Wales. **Read the report:** [The lifelong health and wellbeing trajectories of people who have been in care \(PDF\)](#)  
**View the infographic:** [Childhood in care \(PDF\)](#)
- ❖ **Domestic abuse:** The House of Commons Library has published a briefing setting out the support available for victims and survivors of domestic abuse in England, including children and young people. **Read the briefing:** [Domestic abuse: support for victims and survivors](#) **NSPCC Learning Protecting children from domestic abuse**
- ❖ **Violence against women and girls:** Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS) has published an interim report looking at how effectively the police respond to violence against women and girls offences, including domestic abuse, sexual violence, stalking, and female genital mutilation (FGM). **Read the interim report:** [Inspection into how effectively the police engage with women and girls \(PDF\)](#). **NSPCC Learning Protecting children from domestic abuse**

	<ul style="list-style-type: none"> <li>❖ <b>Tackling violence against women and girls strategy:</b> The Home Office has published the Tackling violence against women and girls strategy. Read the strategy: <a href="#">Tackling violence against women and girls strategy</a></li> <li>❖ <b>Online privacy:</b> The Information Commissioner’s Office (ICO) has published new class resources for primary and secondary schools to help children and young people protect their online privacy. <b>Download the resources:</b> <a href="#">School resources</a></li> <li>❖ <b>Learning from case reviews: domestic abuse:</b> NSPCC Learning has released a podcast discussing what we can learn from serious case reviews published since 2019 where children experienced domestic abuse. <b>Listen to the podcast:</b> <a href="#">Episode 40: domestic abuse</a> <b>NSPCC Learning:</b> <a href="#">Domestic abuse: learning from case reviews</a> <a href="#">National case review repository</a></li> <li>❖ <b>Children with disabilities:</b> Cerebra, a charity helping children with brain conditions, has published a report looking at the experiences of families with disabled children in their interactions with local authority children’s services departments in England. Read the report: <a href="#">Institutionalising parent carer blame (PDF)</a></li> </ul>
	<p>If you have any information that can be included within the SSP newsletter please send the information to the <a href="mailto:safeguardingpartnership@swindon.gov.uk">safeguardingpartnership@swindon.gov.uk</a></p>