



Welcome!




for SEND School DSLs

Share challenges, solutions and good practice related to safeguarding children with SEND




- ✓ **NOT** training. This is about networking & sharing.
- ✓ The quality of the sessions depend on you – please have cameras and audio on and participate
- ✓ Thematic half termly sessions
- ✓ Please look after yourselves
- ✓ Notes/Slides – <https://sendforum.lgfl.net>


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On a scale of 1-7, how confident do you feel about having safeguarding conversations with parents? (1 = Not confident, 7 = Very Confident)




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When you think of having a safeguarding conversation with a parent, what's the first word that comes to mind?



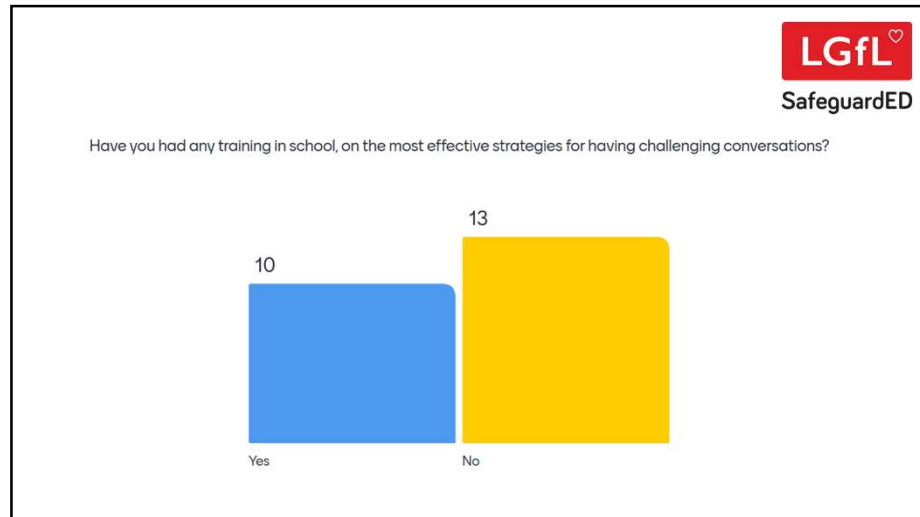
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What is the most common reason conversations about safeguarding can feel tricky for you?

Unknown outcome	It could damage the relationship		
Emotive	Parental denial		
Parents in denial	Parents guarded		
Lack of experience	It's such a sensitive subject		
Fear of reactions	Parental response		
Parenting challenging what you are saying	Aggression	Parents feeling blamed and potential damage to relationship	I want to maintain the trusting relationship
Sharing information that could negatively impact family after you've shared information (disclosures)	Asking difficult question especially when you know the family well	Damaging relationships	Balancing being supportive with ensuring parental understanding
Parental anger	Sensitive subjects	Parents difficult to talk too	Not knowing all the facts to the answers parents want
		Unrealistic Expectations	Unknown parental reaction
		Being frontline and seen as the one making all of the decisions.	Parental mental ill health
		Could affect me beyond the workplace	Reaction
		Parents having their own needs	I don't want to scare them but I want them to take it very seriously.

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What's the risk?

1. Parental dis/non-engagement with school impacts on children's learning, wellbeing and outcomes (Ofsted)
2. Sometimes the concerns that we have about children relate to their care at home. Therefore, to improve children's outcomes we need to work with the parents and support change.
3. Collusion / over optimism bias

And remember....Parenting is hard. We all need help sometimes!

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BREAK-OUT ROOM

- 1) If you are willing, share a challenging conversation you have had with a parent/carer.
- 2) What made it feel challenging to you?
- 3) What could have made it more successful? – an opportunity for ideas from colleagues
- 4) List anything you feel helps conversations to be successful

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What is helpful for you in having effective conversations with parents?


- Need to ensure it remains child centred
- Parents may not always see the bigger picture and understanding the responsibility to refer – how can we help with this?
- Let the parent lead the meeting and get things off chest
- Active listening
- Honesty and transparency helped repair and rebuild the relationship.
- Involving the child after the event as there were made to feel part of the situation
- Access training on working with parents
- Action points – ask parents for what they want as an outcome? Arrange a future review
- Robust policies to support
- Have chronologies to hand
- Remind the group what they all think is the end goal (support the child)
- Even take a refreshment break rather than just joining a meeting mid-way through
- Have ended meeting with a conclusion as to what was said and next steps – written down
- Write down as the meeting is happening
- Always meet in pairs if you think it's going to be problematic, as at least you could back each other up.
- Take into consideration the historic experiences of the parents, who may have had a negative experience of their own school days/ social services, etc., so as to bring those emotions in. Meet somewhere else if possible, or make the meeting room comfortable, with subdued lighting and a pleasant atmosphere, including sofas, etc.
- Helps to hv something ready to offer e.g. video, leaflet, come back in here to help
- Ask what would you like from this?
- Clarifying and reaching a compromise

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Top tips - core values




Empathy
Understanding (not necessarily agreement) of another person's thoughts or feelings in a given situation from their own perspective




Curiosity
Genuinely wanting to learn more about the challenges and strengths of families.



Authenticity
Staying true to your own personality, values, and spirit, including at times being vulnerable.




Unconditional positive regard
Genuine respect for someone with all their flaws and strengths. Avoiding judgement.



Download this infographic: relationalpractice.lgfl.net

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Top tips - outcome and child focused




Problem talk creates problems; Solution talk creates solutions
(Steve de Shazer)

- Build parents' strengths, assets and networks
- Uncovering motivation
- Empowerment rather than directing
- Recognising what can AND can't be controlled
- Clear focus on future and child's wellbeing

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Top tips - prepare



- 1 • When?
- 2 • Where?
- 3 • Prepare
- 4 • Interaction skills
- 5 • Mindful language
- 6 • A clear ending


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Courageous and Challenging Conversations

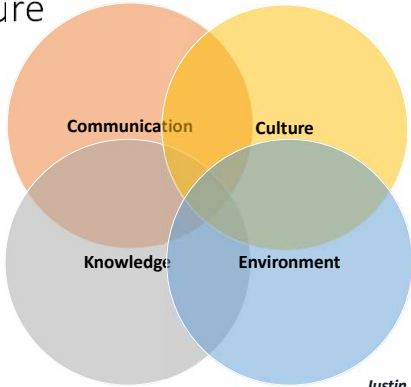
What is the goal for this conversation?	
What am I concerned about relating to the child? (be specific, give examples & avoid jargon)	Why am I concerned about this? (focus on only impact on child, include any info. about persistence & link to safeguarding responsibilities)
What don't I know about the situation that would help me to safeguard the child? (remember to avoid assumptions/check bias)	What are the strengths of this parent/caregiver/child? How can these help this situation?
What questions could I ask to help achieve the goal? (e.g. open/ED/wondering etc)	
What worries do I have about the conversation?	How can I mitigate/address these?
How will I end the meeting? (e.g. summarise, check understanding, coproduce goal setting, agree follow up, recognition)	

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Wider culture



Trying to improve interactions and relationships with parents can't happen in isolation. Take a look at our **Parent Partnership Strategy Template** for ideas about this.



Justin Robbins and Karen Dempster

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Further training

Free 1 day face to face training for LGfL Schools

18th Nov in London

“THE PARENT PROBLEM”:
Courageous conversations and relational approaches to keep children safe

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Next time....

27th November

Theme: Child violence to parents/carers
 (tbc)

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SEND DSL Forum

Meeting each half term, this forum is for any DSL who works with SEND pupils. Offer a practical or experiential education opportunity to help us understand the risks to some pupils. Discuss challenges relating to safeguarding children with SEND, share good practice and solutions and offer peer support.

Each meeting of the SEND DSL Forum will have a theme on that colleagues can discuss. This will be shared in advance.

Wouldn't that be it if it wasn't for this?

Next Forum dates:
 May 16th - "Responding Effectively to Injuries and Bruising"
 July 2nd - DSL Wellbeing

Notes & Resources from Previous Meetings

- DSL Resources - The Children's Society
- Responding to a child contact
- Potential Causes of ISB
- Preventing Children from Exploitation
- Managing Bereavement
- Self-harmful Behaviour

<https://sendforum.lgfl.net>

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- ✓ DSL Wellbeing
- ✓ Bruising & Injuries
- ✓ Exploitation
- ✓ Bereavement
- ✓ Self Injurious Behaviour
- ✓ Sexualised Behaviour
- ✓ Personal & Intimate Care
- ✓ Online Safety
- ✓ Child on Child abuse

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Keep in touch

Social Media: @lgflsafeguarded

Newsletter: safenewsletter.lgfl.net

Main portal: safeguarding.lgfl.net

SEND Forum site: sendforum.lgfl.net

IncludED site: included.lgfl.net

Resources: saferesources.lgfl.net

Training: safetraining.lgfl.net

Email: safeguarding@lgfl.net

<https://sendsafe.lgfl.net>

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