

## 1. What happened

The review explored agency involvement with siblings M and N. M was in Secondary School and N was in Primary School.

M, the older sibling, had learning difficulties and died from Septicaemia.

Following M's death it was found that conditions within the home identified neglect towards the children and N the younger sibling went to live with foster carers.

## 2. Consider historical information

When agencies hold historical information about circumstances or events that indicate a risk to a child the information should be:

- made available to professionals working with the family
- actively sought out by those involved
- considered if new information or concerns arise
- used to inform assessments including risk assessments

## 3. Listen to concerns from the public

When agencies receive information from **members of the public** about children who may be at risk of harm then this should be given **appropriate weight** of importance as information provided by professionals.

Information from members of the public should be **followed up** and **further information sought**. Information **gathering** is different to sharing information.

Support and signpost the public to other services that can help if needed.

## 8. Keeping contact during COVID 19

Neither child was considered to be a vulnerable child who needed to be in school during Lockdown according to their school's risk rating.

If a child is not in school due to COVID 19 restrictions schools should work with other involved agencies to agree their risk rating. The **rationale** for this rating must be clear and reviewed.

Ensure there is **direct contact with the child** and do not rely on pre-recorded information from parents. Use the [Assessment Practice learning resource](#) for good assessment practice guidance.



## 4. Safeguarding Lead Competence

The person who has the responsibility for overseeing Safeguarding within a team or agency should have the **appropriate knowledge and skills** to fulfil this role.

The Safeguarding Lead should also ensure their role is understood by the staff team.

Safeguarding Leads should receive regular management oversight to ensure they that they are **supervised and supported by the agency** and not working alone.

## 7. Use Neglect screening tool & GCP2

Practitioners should use the [Neglect Screening Tool](#) as soon as there are early indicators of Child Neglect.

The Graded Care Profile (**GCP2**) helps practitioners identify when poor parenting has become neglectful. It is a licensed tool so only those trained in using it can do so.

## 6. Use Education, Health and Care Plans

When a child has an Education, Health and Care Plan they must be **updated annually** with relevant information about the child's educational aspirations, their health and social care status including any concerns that are being investigated.

Plans should also show how agencies **will work together** to support a child to achieve their potential.

If a child regularly misses school then [professional curiosity](#) should be applied. The Plan should inform how absences will be addressed.

## 5. Ensure good safeguarding practice

All staff should have access to **up to date** safeguarding training, this will help to build confidence in raising concerns.

The [chronology guidance](#) should be followed.

All safeguarding concerns should be **made in writing** and information shared with the Safeguarding Lead. Decisions about information sharing and taking action relating to safeguarding concerns should be **taken with Management oversight**. Decision making rationale and action should be **recorded** at each stage.

# Children M & N

Local Child Safeguarding Practice Review  
Practitioner's Learning Briefing