Association of Paediatric Emergency Medicine

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PSYCHOSOCIAL WELLBEING CONCERNS RAISED FOR CHILDREN AND YOUNG PEOPLE SEEN IN A BUSY DISTRICT GENERAL EMERGENCY DEPARTMENT DURING THE SARS-COV-2 PANDEMIC

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Background The SARS-CoV-2 virus has had minimal direct impact on the physical health of children and young people (CYP). However, it has had much greater implications on their psychosocial wellbeing in terms of disruption to schooling and its inherent structuring of their lives as well as to the wider adult society. This work describes the impact we have seen in our busy London Emergency Department (ED) in terms of safeguarding concerns raised for under 18's since the start of the pandemic.

Objectives To highlight the number and types of safeguarding concerns raised by staff working in our ED to better inform education around identifying those in need and knowing how to signpost them to sources of support.

Methods Our Paediatric ED hosts a weekly multidisciplinary meeting to discuss all attendances of CYP under 18 where a safeguarding referral was made to Children's Social Care or where concerns were raised about the presentation by our Paediatric and Maternity Liaison Service (PMLS) who screen all ED notes. We have undertaken a retrospective review of the minutes of each meeting since the beginning of March 2020.

Results There was a marked decrease in ED attendances of under 18s from March 2020 – February 2021 (11,836) compared with the same period the previous year (21,864). Despite this a total of 817 cases (approx. 7% of attendances) were discussed in the 52 meetings since the pandemic started in March 2020.

An alert on the Child Protection – Information Sharing (CP-IS) was present for 21.5% of cases discussed.

Number of cases discussed per month:

March 2020	68
April 2020	28
May 2020	59
June 2020	64
July 2020	59
August 2020	83
September 2020	84
October 2020	62
November 2020	94
December 2020	91
January 2021	69
February 2021	56

The relatively few cases discussed in April mirrors the huge reduction in non-coronavirus-related presentations we saw across both the Adult and Paediatric ED that month.

Number of cases discussed per age group:

<5yo	164
5–9yo	55
10–14yo	204
15/16/17yo	394

Nearly half of all cases discussed (394) involved young people aged 15, 16 or 17 years old, for which their mental health was the commonest reason for a concern being raised (64% of cases). Almost 1 in 5 cases related to a concern about youth violence and its inherent risks. In 11% of these cases there was a concern about alcohol use and 12% of cases raised a concern of substance misuse (most commonly cannabis – both in smoked and edible forms).

Conclusions Despite a marked overall reduction in ED attendances we have continued to see a significant number of concerning presentations, particularly in those aged 15–17yo. This highlights the importance of staff working in ED understanding the concept of contextual safeguarding in order to identify those young people at risk of harm, whilst also feeling confident in communicating with this age group in order to best support them and signpost/refer them to relevant support agencies.

1208

TRELLO – COLLATING FOAMED AND COLLABORATIVE LEARNING

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Background Free open access medical education (FOAMed) is an increasingly utilised source of Continuing Professional Development (CPD). Within paediatric emergency medicine, there are vast quantities of resources widely available. Staying up to date with latest resources can be difficult, and for some it can be overwhelming. As a result of a national lockdown during Covid-19 pandemic, medical education has moved primarily to online learning. Managing and organising teaching and education resources may be an added stressor for the busy paediatric trainee.

Objectives Our primary aim was to create a platform mapped to the RCPCH sub-specialty syllabus which will allow for collaborative input of resources, making it more accessible to stay up to date with latest FOAMed and improving trainee satisfaction. Our secondary aim was to create an online teaching network to allow for regional teaching sessions to be available to all trainees across the United Kingdom, allowing for increasing CPD opportunities.

Methods A survey was designed and distributed to paediatric sub-specialty trainees in the UK, assessing the need for service. Responses were anonymous and voluntary. Feedback suggested this resource would be eagerly welcomed and, therefore, the online platform Trello was used to create an education board using the RCPCH Paediatric Emergency Medicine sub-specialty syllabus learning outcomes. FOAMed was collated from a range of online sources, including national guidelines, medical blogs, and RCPCH and RCEM

learning, and linked to each learning outcome. This was accessible to all emergency medicine trainees. Anonymised and voluntary feedback was collected following a period of use.

Results A total of 31 trainees completed the online survey. 9.6% felt it was impossible to stay up to date with resources, and 61.3% felt it was extremely difficult. 29.0% knew of some resources but found it difficult to organise and remember the location of the those most useful. 87.1% of trainees felt it would be useful to have online resources collated and mapped to the sub-specialty syllabus. Implementation of the Trello board has allowed trainees across the UK to input FOAMed resources. In addition, centres across the UK have engaged with the Trello board, sharing their local teaching sessions, capitalising on the use of online forums. Feedback has been extremely positive.

Conclusions With the movement to online teaching during lockdown, this has made specialty teaching more accessible. But with this comes increasing difficulty in managing multiple media sources of teaching. The Trello board collates resources, making it more accessible and easier to navigate relevant FOAMed. It allows for local teaching to be shared at a national level and promotes team ethos within the national specialty. In addition, by organising resources to key capabilities specific to PEM Syllabus, user experience was greatly improved.

Paediatric Mental Health Association

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EMOTIONAL AND BEHAVIOURAL PROBLEMS AND REACTIVE ATTACHMENT DISORDER IN A SAMPLE OF CHILDREN IN FOSTER CARE INVITED TO A RANDOMISED CONTROLLED TRIAL

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Background Children in care are at increased risk for mental health problems, related to their adverse experiences often involving maltreatment, separation from and frequent changes in caregivers. These mental health problems include reactive attachment disorder (RAD), characterised by a failure in seeking or responding to comfort from carers when hurt or distressed, and social and emotional unresponsiveness. This talk presents data from a trial with foster children presenting RAD symptoms.

Objectives This talk aims to describe the 'Nurturing Change' trial and to present children's baseline levels of attachment difficulties, emotional and behavioural problems. Associations between children's attachment difficulties and several psychopathology syndromes will also be explored.

Methods The 'Nurturing Change' study is a feasibility and pilot randomised controlled trial (RCT) of a video-feedback parenting intervention for foster and kinship carers looking after children under 7 years old, presenting attachment difficulties in the realm of RAD. RAD symptoms were assessed via caregiver questionnaires as well as the semi-structured Disturbances of Attachment Interview. Several measures of children's emotional-behavioural functioning were also collected,

including the Child Behaviour Check List (CBCL), the Strengths and Difficulties Questionnaire, and the Development and Well-Being Assessment.

Results Out of more than 300 children invited to the study, the carers of nearly 100 children were initially screened for attachment difficulties using questionnaires, with 67 completing the Disturbances of Attachment Interview. Of these, 30 families proceeded to be recruited into the RCT, from which baseline data was collected (including the measures of children's emotional-behavioural functioning). Approximately one third of children met criteria for RAD, according to the interview data. However, it is unclear if the prevalence in this sample is representative of the population of children in foster and kinship care in the UK due to low response rate and potential non-randomness of non-responses. Analyses of the remaining findings are still ongoing, but the CBCL results, for example, reveal high levels of emotional-behavioural problems, with many sub-scales in the clinical range, such as Externalising and Total problems.

Conclusions The study brings to light the challenges of completing research in the foster care context in the UK. However, stakeholders were unanimous that research of this kind is urgently needed. The high levels of social, emotional and behavioural difficulties found highlight the vulnerability of children in care and the need for evidence-based interventions to address them. Feasibility insights for a future trial of the current intervention will be discussed. Regarding children's psychopathology results, first, the significance of the prevalence of RAD symptoms that we found will be discussed in relation to existing data from children in foster and institutional care worldwide, as well as the limitations of a RAD 'research diagnosis' and the difficulties around the RAD clinical diagnosis more broadly. Second, the significance of children's level of difficulties in the other scales and association between their psychopathology symptoms and attachment problems will be discussed.

British Academy of Childhood Disability

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IMPROVING THE MANAGEMENT OF MENSTRUAL PROBLEMS IN YOUNG PEOPLE WITH PHYSICAL DISABILITIES OR LEARNING DIFFICULTIES – INITIAL INSIGHTS FROM A PILOT SURVEY

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Background Puberty and menarche can be a challenging time for young people with additional needs resulting from physical disabilities or learning difficulties. Patients and carers often turn to clinicians for advice for managing anything from normal menstruation to problems including dysmenorrhea and menorrhagia. It is important that doctors who see young people with disabilities have a good understanding of these issues, recognising the distress they may cause. Paediatricians should have skills and knowledge sufficient to initially assess and manage these problems and an awareness of where to signpost or refer to locally.

Objectives To assess current knowledge and understanding of the management of menstruation difficulties in young people