

Spring Term 2014 Senior Designated Person Network Meetings

Tuesday 25th March 2014

Civic Suite, Runcorn Town Hall, Runcorn

&

Wednesday 26th March 2014

Box 9, Halton Stadium, Widnes

Housekeeping



Agenda

3.30pm – 5pm

- 1. Katherine Appleton, Safeguarding Unit**
- 2. Operation Encompass**
- 3. Information Briefing**
- 4. AOB**

Information Briefing

Operation Encompass

Imagine arriving at school the morning after you have heard and/or seen your mother being beaten by your father. You have not slept and have had no breakfast. Your home is in disarray. You don't have all your school uniform or your PE kit and now you have to sit in class and learn about adverbs. You are worried about your mum and want to be with her but you are also very worried about what will happen when you do go home at the end of the day.

You can't tell anyone what has happened or how you feel.

This happens in our schools every day and there are no current procedures for the early reporting on of Domestic Abuse incidents to schools and this means that our children, the often inaudible and invisible victims of Domestic Abuse, are left without the support and nurture that they need when they need it most.

[Leaving film clip](#)

Information Briefing

Operation Encompass

- Operation Encompass is an initiative that originated in Plymouth. Its aim was to safeguard and support children and young people following a domestic abuse incident.
- Children will often arrive at school the morning after a domestic abuse incident shell shocked and unprepared for the school day, but schools were not aware of these incidents.
- Operation Encompass aims to ensure that appropriate school staff are made aware early enough to support children and young people in a way that means they feel safe and included.

www.operationencompass.org

Operation
Encompass

Supporting Children through Key Adults

www.halton.gov.uk

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Information Briefing

Operation Encompass

- Operation Encompass will initially commence as a pilot in the Widnes area the week beginning 2nd June 2014
- Schools must identify a Key Adult who will be responsible for receiving the information from the Police
- The Key Adult must be a member of SLT and appropriately trained in safeguarding.
- The Key Adult must also have completed the Key Adult training provided by the Safeguarding Children in Education Officer and Cheshire Police Safer Schools Partnership.

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Information Briefing

Operation Encompass

- Widnes Key Adult Training dates:

3.45pm, Thursday 15th May 2014 at Saints Peter and Paul Catholic College

or

3.45pm, Wednesday 21st May 2014 at Wade Deacon High School

- Following an evaluation from the pilot areas, Operation Encompass will then be rolled out force wide from October 2014. Further dates for Key Adult training will be confirmed nearer the time.

Operation
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Information Briefing

Operation Encompass

“Step dad had assaulted mum. We’ve got two siblings at the schools. One of them wanted to talk about it a lot and about how they were feeling. The brother was reluctant to talk about it at all. I told him I was there and he could come back at any time through the school day to talk. I let his teacher know too. This was the first time mum had called the police. What surprised me was how dismissive he was. He said it happened all the time and didn’t really understand that there was any difference that the police was involved. He was like “it’s only a black eye and a cut lip. It’s not like it’s a broken arm is it?” I was like “Oh. My. God.”

Learning Mentor, Primary School, Knowsley

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Information Briefing

Learning from Serious Case Reviews – East Sussex SCR



Background taken from the SCR

- In February 2012 Child G (aged 14) went on a school trip to America. Jeremy Forest was one of six teachers on the trip. During this trip evidence first emerged suggesting an inappropriate relationship between the two. Senior staff questioned Mr Forest who denied this. No other agency was informed. There is no evidence that Child G was spoken to. Child G's parent was notified. The Head teacher was only informed of the concerns at the beginning of March.
- During March 2012 there were two recorded incidents of Child G truanting lessons and making her way to Mr Forest's classroom. There was a formal meeting where Deputy Head spoke to Mr Forest after concerns were raised by staff that he was showing preferential treatment towards the pupil.
- In May 2012 senior school staff became aware of Mr Forest and Child G using Twitter to communicate (this had started in March 2012). The content of the communications was clearly indicative of an unprofessional relationship. School staff discussed this with the LADO who, on the basis of the information shared, advised that it was not a matter of child protection, requiring a multi-agency response, but something which the school could deal with.
- In June 2012 there were two meetings between Mr Forest and senior school staff, in which they discussed how Mr Forest could be supported in dealing with Child G's interest in him.
- In July 2012 two former students came to the school and raised concerns about the relationship between Mr Forest & Child G. Mr Forest denied to school staff that there was any truth in these allegations & no further action was taken. It was agreed that Mr Forest himself should contact Child G's parent to reassure her & he did so.

Information Briefing

Learning from Serious Case Reviews – East Sussex SCR



Background taken from the SCR

- In September 2012, the father of another pupil contacted police, reporting that Child G had an inappropriate photograph of Mr Forest on her phone. A number of other children were said to have seen this. This led to an investigation under formal child protection procedures. Child G & her mother were interviewed. Child G denied the allegations. Her phone was seized & an initial inspection revealed no cause for concern. The parent said she did not believe the rumours. Mr Forest was not interviewed.
- The following day Child G's parent believed that Child G was staying overnight with a school friend. Child G did not attend school the next day. In the late morning the parent was routinely notified by the school of her daughter's absence. It then transpired that Child G had only stayed with her friend until the early evening of the previous day & that her whereabouts thereafter were not known. Child G's parent reported her missing to Police.
- Police made extensive enquiries & established that Mr Forest & Child G had left the country together. Child G had used Mr Forest's wife's passport. They were identified & detained in Europe just over a week later. Police enquiries revealed further evidence indicating that there had been a continuing sexual relationship between them, at least from soon after Child G's 15th birthday.
- Jeremy Forest was brought back to the UK in custody & charged with the abduction of Child G (taking a child without lawful authority). He denied the charge but was found guilty of that offence & received a prison sentence of 12 months. He then admitted a number of charges of sexual activity with a child under 16 years of age & was further sentenced to 54 months in prison – a custodial sentence of five & a half years in total.

Information Briefing

Learning from Serious Case Reviews – East Sussex SCR

Key Learning Points for Schools / Education

- **E-Safety and use of Social Media**

Jeremy Forest and Child G were in regular communication using Social Media and mobile phones. Head teachers & SDPs should ensure that there is clear E-Safety & Social Media Guidance issued to all staff so that all parties (students, parents & staff) are aware of the potential dangers when using social media. Face to face briefings / training about these issues including possible safeguarding concerns related to the use of social media & the potential for grooming should also be undertaken.

- **Record Keeping**

During the Serious Case Review, it became apparent that the school records submitted to the review regarding incidents dated as far back as March 2012, had been completed after Child G's abduction in September 2012.

Head teachers & SDPs should be clear that records relating to concerns are made contemporaneously & not in a retrospective fashion. Head teachers & SDPs should ensure that accurate written records are maintained, the records reflect decision making & rationale & that contact/communication with other agencies is routinely included. All school staff should be reminded of this.

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Learning from Serious Case Reviews – East Sussex SCR

Key Learning Points for Schools / Education

- **Managing Allegations Against Adults – reporting of concerns by children / young people**

There were a number of missed opportunities by the school in relation to the inappropriate relationship between Child G and Jeremy Forest. Other pupils were so worried that they raised their concerns with staff, but their concerns were not appropriately acted upon by school.

Head teachers should ensure that they have appropriate systems in place to respond to concerns raised by young people in relation to the behaviour of members of staff.

- **Wishes and feeling of the child**

During the school's investigations, not enough emphasis or opportunity was given to hear the views of Child G.

Head teachers & SDPs should ensure that, within the context of existing procedures, the views & feelings of all children are always ascertained & that:

1. the wishes, feelings & experiences of the child influence decisions &/or plans made by professionals & are at the centre of all assessments
2. the wishes, feelings & experience of the child are routinely recorded as part of all safeguarding concerns.

Information Briefing

Learning from Serious Case Reviews – East Sussex SCR



MANAGING ALLEGATIONS AGAINST

ADULTS BRIEFINGS

Monday 28th April 2014

Session 1, 9.30am - 11.00am

Session 2, 12.30pm - 2.00pm

Session 3, 3.00pm - 4.30pm

Civic Suite, Runcorn Town Hall

This briefing is to support staff in the process of managing Allegations Against Adults from making appropriate contact with the Local Authority Designated Officer (LADO), through to strategy meetings, conducting investigations and your legal responsibilities. The briefing is aimed at Head teachers of schools, nurseries and pre-schools, Chairs of Governors and senior managers of Children's Centres.

To book a place on one of the sessions please send an email clearly stating your name, role, agency, contact details and preferred session to: safeguarding.training@halton.gov.uk. Please put the title of the training and your name in the email subject line.

www.halton.gov.uk



Information Briefing

ChildLine Schools Service



The ChildLine Schools Service are visiting primary schools

[Book an appointment](#) ▶



This free of charge service is now booking in schools across this area. Please click on 'Book an appointment' above and add your details. Your ChildLine Area Coordinator will then get in touch to arrange a meeting with the headteacher or school representative to explain more about our service and to arrange visit dates.

What is ChildLine Schools Service?

All children have the right to be happy and safe, but many suffer abuse in silence, unable to speak out. [The ChildLine Schools Service](#) helps children to understand abuse, know how to protect themselves, and where to get help and support if needed.

The ChildLine Schools Service focuses on primary school children, aged 9 - 11 years old. It is delivered in two parts:

Assembly

An assembly delivered in an age appropriate way, covering the definitions of abuse, places to go to for help and an introduction to ChildLine.

Follow-up workshop

The assembly is followed by a workshop one to two weeks later. This interactive classroom-based workshop reinforces the key messages given in the assembly.

Benefits

The Schools Service programme can be especially important in creating a safe space for children to discuss their understanding of what can be complex, difficult and sensitive issues.

One head teacher said 'The content and style of the workshops was fun, varied and age appropriate. The children were all able to join in and answer questions regardless of their ability or emotional development and the materials were sensitively used without being graphic.'

The many benefits for schools include the links that the Schools Service programme makes to the PSHE and Citizenship curriculum and to the ethos of safeguarding within the school. The Schools Service also provides evidence for schools in relation to aspects of the OFSTED inspection framework 2012.

Next steps

Please click on the box above to book an appointment and we will be in touch.

For any further information please contact your local ChildLine Area Coordinator, Kristy Messham, who covers Cheshire East, Cheshire West & Chester, Warrington & Halton on **07961 246 144** or email kmessham@nspcc.org.uk.

Information Briefing

Group Supervision Update

- The pilot group has now been in operation for a number of months and has now met on 4 occasions
- Sessions have developed to have a standard format which includes the opportunity for individual case discussion by group members.
- Initial feedback from group members is positive
- Within the group consideration has been given to how this can be offered out to more schools within Halton and become more self-sustainable
- SDPs will now be contacted regarding their supervision needs and whether they would like to be involved in the next phase of the pilot

Information Briefing

Vulnerable Groups - Young Carers

Primary School	Number of Young Carers registered with the Carers Centre
Gorsewood	12
St Bedes	6
Astmoor	5
Murdishaw West	4
Simms Cross	4
The Park	4
Woodside	4
Windmill Hill	4
<i>Remaining primary schools have 3 or less registered YC's on roll</i>	

High School	Number of Young Carers registered with the Carers Centre
OBA	38
The Heath	34
The Grange	30
St Chads	25
Wade Deacon	25
Saints Peter and Paul	22
The Bankfield	19

- This is data taken from the Carers Centre records, as of January 2014.
- Are you aware that this is how many Young Carers you have at your school?

Information Briefing

Vulnerable Groups - Private Fostering

What is your role?

- All professionals have a shared responsibility to work together to ensure that all privately fostered children are well cared for and safeguarded from harm

What should you be doing?

- **Detecting** – identifying potential Private Fostering arrangements
- **Promoting** – posters and leaflets visible around school and in reception areas
- **Advising** – when identified, professionals should advise and encourage families that they need to inform CSC of the arrangement themselves
- **Referring** – professionals should contact CSC and provide as much information as possible about the placement if a family is not willing to do so themselves

Information Briefing

New Literature / Resources

- 1. Barnardos - Warning to parents regarding the dangers of sexual exploitation** (March 2014)
[Barnardos press release](#)
[Barnardos Parents Leaflet](#)
- 2. NSPCC - Thematic briefing highlighting learning from Serious Case Reviews** (February 2014)
[Online abuse](#)
- 3. NSPCC - The experiences of 11-16 year olds on social networking sites** (February 2014)
[NSPCC 11-16 social networking report](#)
- 4. NSPCC – Underwear Rule** (January 2014)
[Underwear Rule Press Release](#)
[NSPCC Underwear Rule webpage](#)
[Underwear Rule - Teacher Resources](#)
- 5. East Sussex Safeguarding Children Board SCR** (December 2013)
[East Sussex SCR](#)
- 6. Home Office press release re: Sexting & Controlling Behaviour** (March 2013)
[Home Office release](#)
[This is abuse website](#)
- 7. Disclosure & Barring Service**
 - DBS News – December Newsletter**
[December newsletter](#)
 - DBC News – January Newsletter**
[January newsletter](#)
 - DBS News – February Newsletter**
[February newsletter](#)

Any Other Business

AOB

- Children in Care education reports