



AUTUMN 2024

Safeguarding Matters

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Safeguarding advice regarding 'Eyes on'

Exploitation

Valuable children with disrupted education



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Editorial



Thank you very much for picking up the autumn edition of *Safeguarding Matters*. Thank you also for completing the annual 157/175 safeguarding audit. This provides Hampshire Safeguarding Children Partnership (HSCP) and Education and Inclusion in Hampshire with so much information around how you can be supported. You will see for the first time there were questions on restraint. The Education Psychology Service is currently analysing this data to better identify the training requirements and support you might need. I will be contacting some of you over the next few weeks to see whether I can come and talk to the safeguarding and senior leadership team to identify areas of good practice. I am currently in discussion with my Education and Inclusion colleagues to identify a focus for these visits. Once these visits have taken place I will publish a report in the New Year outlining the findings.

With the impending launch of a new Hampshire, Isle of Wight, Portsmouth and Southampton (HIPS) wide CERAf (child exploitation risk assessment) I have written an article on exploitation. This includes the legal requirements, indicators of exploitation and responsibilities of schools and colleges. I will let you know through the regular email updates when the new form is available.

A question I am often asked by school colleagues is *what is the expectation of the school if a child is missing from education?* Jenny Burn and I started researching the statutory expectations of schools and colleges.

The 'eyes on the child' article identifies the statutory documentation as well as the relevant areas that identify actions that could be taken by different organisations. Hopefully, you will find the article useful in identifying processes suited to your school community as well as satisfying your professional curiosity around whether you can be sure that the child in question is safe.

As I did in the last version of *Safeguarding Matters* I have summarised the HSCP Education Sub Group minutes so that you are informed of what safeguarding topics are being discussed at a local authority strategic and operational level.

HSCP have kindly written a couple of articles to raise awareness around *recognising and responding to the impact of cumulative harm* and also about the Safeguarding Practice Week on domestic abuse. In the autumn of 2023 HSCP carried out a thematic audit to assess the multi-agency response to potential safeguarding concerns from disrupted school attendance. I have written an article summarising the findings from this audit.

The Hampshire Police and Crime Commissioner team have re-launched the Cyber Ambassador scheme with a train the trainer model. The contact details for Florence, the new lead, is included in the Cyber Ambassador article.

Hopefully, you are all on the distribution list that provides you with regular updates around current safeguarding issues. If you do not receive these please contact me and I will add you to the list.

Finally, it just leaves me to wish you all a restful Christmas break when you get there.

Best wishes

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Safeguarding advice regarding ‘Eyes on’

Often schools will contact me and ask what the expectation is around when a child is absent for long stretches of time whether staff should be deployed to carry out visits to ensure there are *eyes on the child*. The following article outlines the information from the statutory documentation.

When discussed with the HSCP Education Sub Group, headteachers were really clear that there is a duty of care for all pupils on the school roll and that working with other agencies is key to ensuring that a child who is not attending school is safe.

There are three statutory guidance documents that include aspects of safeguarding checks when a child is not attending school.

Working together to improve attendance: Statutory guidance for maintained schools, academies, independent schools and local authorities, August 2024

Under the section “Develop and maintain a whole school culture that promotes the benefits of high attendance (page 14)

25 *Good attendance is a learned behaviour, and the most effective schools recognise the importance of developing good patterns of attendance from the outset. Schools that have good attendance recognise that it is not a discrete piece of work but rather it is an integral part of the school’s ethos and culture. In building a culture of good school attendance, all schools are expected to:*

(fifth bullet point down)

- *make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding. Where possible this should include attendance or pastoral support staff (either school based or contracted) who can work with families,*

conduct home visits and work in partnership with school leaders, the local authority’s School Attendance Support Team and other partners.”

“Day to day processes (page 18)

43 *Alongside accurate recording of attendance and absence, effective schools have robust day to day processes to track and follow up absence and poor punctuality which are rigorously applied across the school. All schools are expected to develop processes that meet the needs of their pupils and contexts. As a minimum this should include arrangements to:*

(second bullet point down)

- *expect parents to contact the school when their child is absent to explain the reason and put in place processes to contact parents on the first day of absence where a reason has not been provided. **If absence continues without explanation, further contact should be made to ensure safeguarding.***

Keeping children safe in education 2024: Statutory guidance for schools and colleges, September 2024

“What school and college staff should know and do (page 7)

A child centred and co-ordinated approach to safeguarding

- 1 **Schools and colleges and their staff are an important part of the wider safeguarding system for children.** This system is described in the statutory guidance *Working together to safeguard children*.
- 2 *Safeguarding and promoting the welfare of children is everyone’s responsibility.*

‘Children’ includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. **In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred.** This means that they should consider, at all times, what is in the best interests of the child.”

“What school and college staff need to know (page 8)

11 All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction.

(bullet point 4)

- **safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods.**”

“Annex B: Further information (Page 152)

Children who are absent from education

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called ‘honour’-based abuse or risk of forced marriage. **Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.** It is important that staff are aware of their school or college’s unauthorised absence procedures and children missing education procedures.”

Children missing education: Statutory guidance for local authorities, September 2016

Under the section “Schools’ responsibilities (page 9)

Maintained schools have a safeguarding duty¹⁹ in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty²⁰ for their pupils. Further information about schools’ safeguarding responsibilities can be found in the Keeping children safe in education statutory guidance.”

Additional information can be found on the HSCP website: www.hampshirescp.org.uk/educational-neglect-advice.

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References

- https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf.
- https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf.
- https://assets.publishing.service.gov.uk/media/66bf57a4dcb0757928e5bd39/Children_missing_education_guidance_-_August_2024.pdf.

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Exploitation

Child Exploitation Risk Assessment Framework

Hampshire have reviewed the Child Exploitation Risk Assessment Framework (CERAF) which will replace the form found at the following link: <https://tinyurl.com/CERAF-form>.

In preparation for this I have written the following outlining the expectations for schools in the context of exploitation.

Other agencies are keen for schools to complete a CERAF if there are any concerns around exploitation, this should be in addition to a referral into Children's Services via an Inter-Agency Referral Form.

Understanding and addressing exploitation in UK schools

Introduction

In my work with schools and on the Hampshire National Referral Mechanism (NRM), it has become clear that exploitation of children and young people is becoming an increasing concern. It can take different forms, including sexual exploitation, forced labour, and criminal exploitation. What is also apparent with the work I do around exploitation in the local authority is that schools have a crucial role in identifying, intervening and referring to other agencies to reduce the impact of these issues and ensure the safety and wellbeing of their students.

Legal obligations

UK schools have several **legal obligations** to safeguard and promote the welfare of children, particularly in relation to exploitation. Here are the key responsibilities.

- 1 **Education Act 2002:** this act requires local authority-maintained schools to carry out their functions with a view to safeguarding and promoting the welfare of their pupils. www.legislation.gov.uk/ukpga/2002/32/contents.
- 2 **Keeping children safe in education (KCSIE):** this statutory guidance from the Department for Education outlines the legal duties for all schools and colleges in England. www.gov.uk/government/publications/keeping-children-safe-in-education--2.
- 3 **Working together to safeguard children:** this guidance emphasizes the importance of multi-agency co-operation in safeguarding children. Place duties on local authorities to provide services to children in need and to undertake inquiries if they believe a child has suffered or is likely to suffer significant harm. https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf.
- 4 **Safeguarding policies:** schools must have clear safeguarding policies that include procedures for identifying and responding to cases of exploitation. www.hants.gov.uk/educationandlearning/safeguardingchildren/procedures.
- 5 **Training and awareness:** schools are required to ensure that all staff receive regular training on safeguarding issues, including the signs of exploitation and the procedures for reporting concerns. <https://hampshirescp.event-booking.org.uk>.

The above legal framework identifies statutory expectation for schools.

The following outlines key indicators of exploitation and some of the interventions that schools can implement.

Indicators of exploitation

Recognising the signs of exploitation is the first step in protecting students. Here are some common indicators.

- 1 **Behavioural changes:** sudden changes in behaviour, such as becoming withdrawn, aggressive, or overly secretive, can be a red flag.
 - 2 **Attendance issues:** frequent absences or unexplained lateness may indicate that a student is being exploited.
 - 3 **Physical signs:** unexplained injuries, signs of neglect, or poor hygiene can be indicators of physical or sexual abuse.
 - 4 **Emotional distress:** signs of anxiety, depression, or extreme fearfulness may suggest that a student is experiencing exploitation.
 - 5 **Unusual possessions:** possession of expensive items, large amounts of money, or new clothing without a clear source can be a sign of exploitation.
 - 6 **Relationships with adults:** unusual relationships with older individuals or adults who are not family members can be a warning sign.
- 3 **Reporting and referral:** any concerns about exploitation should be reported immediately to the designated safeguarding lead (DSL) within the school. The DSL is responsible for making referrals to external agencies, such as social services or the police, when necessary.
 - 4 **Support for victims:** schools should provide support for students who have been exploited. This can include counselling services, academic support, and liaising with external agencies to ensure the student's needs are met.
 - 5 **Parental engagement:** engaging with parents and carers is really crucial. Schools should provide information on the signs of exploitation and encourage open communication between the school and home.
 - 6 **Policy development:** schools should have clear policies and procedures in place for dealing with exploitation. These should be regularly reviewed and updated to reflect current best practices and legal requirements.

Responsibilities of schools

Schools in the UK have a legal and moral obligation to protect their students from exploitation. Here are some key responsibilities.

- 1 **Education and training:** staff should be trained to recognize the signs of exploitation and understand the procedures for reporting concerns. Regular training sessions and updates on the latest safeguarding practices are essential.
 - 2 **Creating a safe environment:** schools should foster an environment where students feel safe and supported. This includes having clear policies on bullying, harassment, and abuse.
- 1 **KCSIE**
The Department for Education's statutory guidance, **KCSIE**, emphasises the importance of online safety as part of a school's safeguarding responsibilities. Schools must ensure that online safety is integrated into their safeguarding policies and procedures.

Conclusion

It is essential for all school staff to be aware of the indicators of exploitation and understand their responsibilities in safeguarding children and young people. With young people spending an increasing amount of time online, exploitation is an increasing concern. The following guidelines are designed to help schools create a safe online environment for students and to address any incidents of online exploitation effectively. Here are some key points.

2 Online safety policies

Schools are required to have clear online safety policies that address the use of technology, including mobile devices and social media. These policies should outline acceptable use, procedures for reporting concerns, and measures to protect students from online risks.

3 Education and training

Staff should receive regular training on online safety to stay updated on the latest risks and best practices. This includes understanding how to recognize signs of online exploitation and knowing the appropriate steps to take when concerns arise.

4 Curriculum integration

Online safety education should be embedded within the curriculum. This includes teaching students about the risks of online exploitation, how to stay safe online, and how to report any concerns. The curriculum should cover topics such as respectful online behaviour, recognising manipulation techniques, and understanding the impact of online actions.

5 Filtering and monitoring

Schools must ensure that appropriate filtering and monitoring systems are in place to protect students from harmful online content. This includes blocking access to inappropriate websites and monitoring online activity to detect potential risks.

6 Support and reporting mechanisms

Schools should have clear mechanisms for students to report online safety concerns. This includes providing access to trusted adults, such as the designated safeguarding lead (DSL), and ensuring that students know how to seek help from external organizations like Childline and the National Crime Agency's Click CEOP reporting service.

7 Parental engagement

Engaging parents and caregivers is crucial in promoting online safety. Schools should provide resources and information to help parents understand online risks and support their children in staying safe online.

By following these guidelines, UK schools can create a safer online environment for their students and effectively address any incidents of online exploitation.

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References

- https://assets.publishing.service.gov.uk/media/632b18628fa8f53cba450128/Online_safety_in_schools_and_colleges.Questions_from_the_Governing_Board_2022.pdf.

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HSCP Education Sub Group meeting notes – September 2024

Twice a term HSCP partners meet to raise awareness of multi-agency working across education in the context of safeguarding. This article outlines the main points discussed and signposts to highlighted documents. The meeting was held in September 2024.

Education Personnel Services (EPS)

Presented by Amanda Stevens from EPS summarised safeguarding statistics report.

Overview

The report provides insights into child safeguarding cases managed by Education Personnel Services (EPS) during the 2022-23 academic year. It focuses on cases involving specific employees and highlights emergent trends to guide future practices.

Key highlights

- **Decrease in new cases:** 143 new safeguarding cases were opened, down from the previous year, with 107 resolved.
- **Nature of cases:** most new cases involved physical contact or use of force, not sexual contact.
- **Managerial advice:** 40% of cases resulted in managerial advice, a decrease possibly due to the Low-Level Concerns policy.
- **Formal outcomes:** increase in formal outcomes to 37%, indicating more serious cases.
- **Referrals and police involvement:** Referrals to Disclosure and Barring Service (DBS) and Teaching Regulation Agency (TRA) increased from 14 to 22, and significant police cases rose from 21 to 34.

Discussion points

- **Parental involvement:** all cases were referrals from schools, not parents.
- **Learning points:** no new patterns identified; cases often involve other agencies, causing delays.
- **Training needs:** increased physical behaviour in schools highlights the need for staff training in positive touch and de-escalation.

HSCP – Elective home education

Overview

The HSCP conducted a Local Reflective Learning Report on Elective Home Education, approved by the HSCP Executive in June 2024. This report emphasizes the importance of understanding how and when a child is educated to support their lived experience.

Key message

If you do one thing: routinely enquire about a child's experience of education. Go beyond the first question and use *"tell me more about..."* Explore their experience of other aspects of education, such as peers and community.

Findings

The report reviewed six HSCP Learning and Inquiry Group (LIG) referrals or case reviews since 2020 where elective home education was a feature. Key findings include:

- **children with special educational needs and disability (SEND):** including diagnosed or suspected conditions

- **parental mental health issues:** significant impact on the child's education
- **anxiety:** referenced for either the child, parent, or both
- **significant neglect:** resulting in hospital presentation and/or admission
- **malnourishment:** children presenting as underweight and/or malnourished
- **age at referral:** typically 11/12 years old
- **complex parent/carers engagement:** fluctuating or difficult engagement
- **lack of visibility:** isolation of children and challenges in engaging with them
- **voice of the child:** not well evidenced unless they had recently attended school
- **poor home conditions:** squalid living environments.

Learning points

- **Information sharing:** emphasises the importance of routine information sharing and understanding the legal bases for sharing information rather than relying on consent.
- **Professional curiosity:** encourages professionals to be curious and ask detailed questions about a child's educational experience.

Challenges

- **Visibility and access:** practitioners face challenges in accessing and engaging with children who are electively home educated (EHE).
- **Role of EHE team:** Understanding the role and responsibility of the EHE Team in Hampshire is crucial for a multi-agency safeguarding response.

Resources

- **DfE information sharing advice:** *Information sharing – advice for practitioners providing safeguarding services* (May 24): https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf.

Learning from reviews

Presented by Debbie Key.

Overview

The HSCP LIG reviews serious safeguarding cases to identify learning and effective practices.

Information exchange

A new workstream focuses on improving information exchange to safeguard children, especially when Children's Social Care is not involved. Members interested in joining the Task and Finish Group can contact HSCP.

Elective home education

A Local Reflective Learning Report on Elective Home Education was approved in June 2024. Key learning points include the importance of understanding a child's educational experience and routine enquiry into their lived experience.

Key findings

- **Additional needs:** many cases involved children with SEND, parental mental health issues, and significant neglect.
- **Professional curiosity:** emphasized the need for routine information sharing and understanding legal bases for sharing information.

Recommendations

- **Routine enquiry:** encourage professionals to ask detailed questions about a child's educational experience.
- **Information sharing:** highlight the importance of sharing information beyond relying on consent.

Resources

Guidance documents

- *Reasonable force, restraint and restrictive practices in alternative provision and special schools* (DfE Research Report, 2024): https://revealingreality.co.uk/wp-content/uploads/2024/03/DfE_Reasonable_Force_FINAL-VERSION_21.03.24.pdf.
- *Reducing the need for restraint and restrictive intervention* (HM Government, 2019): <https://assets.publishing.service.gov.uk/media/5d1387e240f0b6350e1ab567/reducing-the-need-for-restraint-and-restrictive-intervention.pdf>.

Education and inclusion (E&I) safeguarding update – statutory guidance updates

Presented by Sue Savory.

Changes to statutory guidance was highlighted, particularly the **KCSIE 2024**. Updated model policies are now available:

- Child protection policy: <https://documents.hants.gov.uk/childrens-services/SaferSchoolsModelChildProtectionPolicy.docx>.
- Safeguarding policy: <https://documents.hants.gov.uk/childrens-services/SchoolsModelSafeguardingPolicy.docx>.

Transfer of child protection records

Colleagues were reminded that the frequently asked questions (<https://tinyurl.com/HSCP-record-transfer-faq>) on the transfer of child protection records is available on the HSCP website, along with a supporting flowchart (www.hampshirescp.org.uk/wp-content/uploads/2022/04/2021-transfer-of-CP-records-flowchart.pdf).

E&I safeguarding mailbox

The **E&I safeguarding mailbox** (EandIsafeguarding@hants.gov.uk) is now live. Education settings are encouraged to use this mailbox for general safeguarding-related concerns. When contacting the mailbox, please provide:

- name, contact details, and role
- name of school or setting
- brief description of the issue.

This mailbox does not replace established Hampshire County Council safeguarding procedures. For specific concerns:

- **child safeguarding:** complete and submit an Inter-Agency Referral Form (<https://childrenandfamiliesportal.hants.gov.uk/s4s/FormDetails/FillForm?formId=279>)
- **adult concerns:** view information about completing an initial enquiry form to the Hampshire County Council LADO Service: www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/allegations
- **radicalisation concerns:** complete a national referral form: www.hants.gov.uk/community/prevent.

Keeping children safe in education September 2024

The updated version of Keeping children safe in education (www.gov.uk/government/publications/keeping-children-safe-in-education--2) became statutory on 2 September 2024. Key updates include:

- **definition of safeguarding:** emphasises timely support for children and awareness of contextual safeguarding risks
- **definition of abuse:** includes children as victims of domestic abuse when they see, hear, or experience its effects
- **early help needs:** recognises children in need of early help if they have multiple suspensions or are in alternative provision
- **indicators of exploitation:** all staff should be aware of these indicators
- **record keeping:** all concerns, discussions, and decisions must be recorded in writing, including a summary of the concern, follow-up details, and outcomes.

It was identified that more significant changes to KCSIE are expected in 2025. Annex F provides a table of substantive changes from the previous version (September 2023).

Record transfer for pupils over 18 – update

Issue raised

Issues were highlighted around the record transfer for pupils over the age of 18, noting significant variation in practices. There is hesitancy from some settings to transfer safeguarding records without consent, as these pupils are considered adults.

Key points

- **GDPR concerns:** some settings believe GDPR does not allow the transfer of records for pupils over 18 without consent, raising questions about whether consent has been sought to keep and store these records.
- **Legal insight:** insights were shared from Farrer & Co, confirming that settings are complying with GDPR when transferring safeguarding records for pupils over 18, especially those with additional needs. The legal basis for sharing this information is to promote the wellbeing and safeguarding of the pupil.

Actions and recommendations

- **Position statement:** a draft position statement is being developed to help settings understand the legal basis for transferring safeguarding records for pupils over 18. This will be reviewed by the HSCP Education Sub Group in December 2024.

Next steps

- **Draft position statement:** a draft position statement will be presented at the December 2024 HSCP Education Sub Group meeting for member feedback.

Inclusion Support Service (ISS) update

Presented by Jon Willcocks.

Revised DfE guidance

Updates were presented from the Inclusion and Educational Engagement (IEE) Board and highlighted the revised DfE guidance:

- *Working together to improve school attendance*, DfE (August 2024): www.gov.uk/government/publications/working-together-to-improve-school-attendance

- *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*, DfE (August 2024): www.gov.uk/government/publications/school-exclusion.

Working together to improve school attendance

The updated guidance, which became statutory in August 2024, mandates improving school attendance for all children, especially those experiencing vulnerability and those supported by a social worker.

Key points include:

- early intervention: emphasis on early intervention and timely data sharing
- persistent and severe absenteeism: focus on children with 90% or less attendance (persistent) and 50% or less attendance (severe)
- no additional funding: despite new requirements, no additional funding has been provided.

Local authority actions

- Statutory roles: defined roles focusing on early intervention and family support.
- Data tracking: rigorous tracking of local attendance data at district levels.
- Support teams: School Attendance Support Team and Legal Intervention Team working together.
- Health needs: guidance on arranging education for children unable to attend school due to health needs.

Suspensions and permanent exclusions

- Role of school governors: clear guidance for governors to challenge headteachers' decisions on exclusions.

- Exclusion guidance: www.gov.uk/government/publications/school-exclusion.
- Exclusions guidance for Hampshire schools: www.hants.gov.uk/educationandlearning/educationinclusionservice/exclusion.
- Managed moves: increased focus on managed moves within Ofsted's inspection framework.

Inclusion and Educational Engagement Board updates

Updates were provided on the seven workstreams

- Hampshire approach across education: core work within Hampshire County Council Children and Families branch, with all schools having membership to the Attachment Research Community (ARC).
- Early intervention and support: funding streams in place.
- Exploring suspensions: pilot project starting in October 2024 with multiple schools participating.
- Complex admissions panel and resource: supporting approximately 400 children awaiting school placement.
- Team around the school/responsive intervention pilot: 22 schools identified for the pilot.
- Inclusion and educational engagement hubs: termly hubs for schools to share best practices and problem-solve.
- Needs-led training offer for schools and colleges: new teaching and learning programme launching in autumn 2024.

Concerns and challenges

Private professionals: concerns about unverified credentials of private professionals providing evidence for school non-attendance.

Professional curiosity: schools need to be curious and challenge the information received.

For information, an article (<https://bigplife.com/the-role-of-the-gp-in-maximising-school-attendance/>) was shared with the group regarding the role of the GP in maximising school attendance.

Next steps for enhancing education sector representation in the HSCP Executive Group and partnership structure

Overview

Following discussions in the HSCP Education Sub Group about the ***Working together to safeguard children 2023 (WT2023)***, this agenda item outlines the next steps for enhancing education sector representation in the HSCP Executive Group and partnership structure.

Current situation

The function and current membership of the HSCP Executive was provided, emphasizing the need to strengthen the voice and influence of the education sector in multi-agency safeguarding arrangements.

This builds on the existing work of the HSCP Education Sub Group and representation at the Main Partnership Board.

Considerations for representation

- **Balance of voices:** ensuring a balanced representation within the group.
- **Alignment with other structures:** how this model aligns with other organisational routes, such as commissioned health providers and the Integrated Care Board.

Proposed model

It was proposed that a senior school leader would be nominated from the HSCP Education Sub Group. This nominee, supported by the Chair and the sub group, would distil views from settings, raise critical issues, and ensure two-way information flow. This model assumes:

- effective two-way communication flows within and across different phases and settings
- HSCP Education Sub Group members are representative of their phase/sector.

Support and questions

- **Support from HSCP Team:** including communications support, pre-meetings to review agendas, and induction with the independent scrutineer/partnership chair.
- **Key questions:**
 - are two-way information flows in place and secure?
 - can the HSCP Education Sub Group support sector representation at the HSCP Executive?

Challenges and feedback

- **Independent sector challenges:** difficulty for the independent sector representatives due to different structures.
- **Representation of all key stages:** it was suggested that having two representatives would cover all key stages.
- **National perspective:** there will be a discussion with Jon LeFevre (National Safeguarding Partner Facilitator) to understand the national landscape.

Necessity of further representation

- **Direct voice of education:** DK noted that WT2023 requires direct education sector representation in decision-making forums, not just local authority representation.

Safeguarding checks when a child is not attending school – *Eyes on*

Overview

A frequent question was raised about *eyes on* and the need for definitive guidance on how regularly a child should be seen when not attending school. The possibility of establishing guidance or practice principles was raised.

Current efforts

- **Statutory guidance review:** statutory guidance has been viewed and identified references related to the frequency of safeguarding checks for children not attending school. These references were compiled into a document circulated before the meeting.
- **Group feedback:** members were asked if further development of guidance based on statutory references would be useful.

Discussion points

- **Multi-agency responsibility:** it was emphasized that school attendance is not solely the school's responsibility and should be viewed from a multi-agency perspective.
- **Variance in safeguarding checks:** it was noted that there is a significant variance in safeguarding checks and logistical challenges, especially in cases of relationship breakdowns between schools and parents/caregivers.

- **Staff safeguarding:** it was highlighted that there is a need to consider staff safety during safeguarding checks. It was noted that social workers have protocols for home visits and lone working issues.
- **Cumulative impact resource:** there has been a recently developed multi-agency resource on cumulative impact, which could serve as a model for a safeguarding checks resource.

Stop Domestic Abuse – support for children and young people

Presented by Rachel Windebank.

Overview

Statistics were presented on children and domestic abuse, highlighting that by the time they start school, at least one child or young person in every class will have been witnessing and/or experiencing domestic abuse since birth. The Domestic Abuse Act 2021 (www.gov.uk/government/publications/domestic-abuse-bill-2020-factsheets/domestic-abuse-bill-2020-overarching-factsheet), recognises children as victims in their own right, though no additional funding was provided.

Signs and indicators

Potential signs and indicators in children were discussed, noting that each child's experience is unique, and no single set of characteristics definitively indicates domestic abuse.

Stop Domestic Abuse offer

Stop Domestic Abuse provides a commissioned service in Hampshire, offering three streams of help.

1 Universal support

- One-off workshops for schools covering a range of topics (prevention and awareness training).
- Age-appropriate content tailored for different year groups.

2 Targeted support

- Group work sessions for Key Stages 1-5.
- **Safe little bears (Reception and Key Stage 1):** Five group sessions (30 minutes) focusing on identifying and expressing feelings.
- **Safe and sound (Key Stage 2):** Six group sessions (60 minutes) on managing feelings and recognising bodily responses, reinforcing messages about identifying safe adults.
- **Key Stage 3 and Key Stage 4 workshops:** *Break the cycle* and *It's a RAPP* (Relationship Abuse Prevention Programme).

3 Specialist support

- One-to-one support.
- **TIPAS:** Teenage Intimate Partner Abuse Support Worker.
- **TEAR:** Teenage Exploitation and Abusive Relationships.
- **APA:** Adolescent to Parent Abuse.

School engagement

It was emphasised that schools can contact Stop Domestic Abuse (<https://stopdomesticabuse.uk/contact>) at any time for advice and support. The team is eager to assist.

Referrals and outreach

- **Current referrals:** more referrals are received from Children's Services than schools.
- **Goal:** increase school referrals to support children as early as possible.

Safeguarding children with reduced educational engagement – a multi-agency thematic review

Overview

HSCP business priorities were outlined and integrated into the audit cycle of the HSCP Scrutiny Group. One of the current priorities is ensuring a multi-agency family approach to safeguarding children through their engagement in education.

Purpose of the thematic audit

The audit aims to evaluate multi-agency activities to prevent and respond to safeguarding risks arising from reduced educational engagement. It focuses on how agencies collaborate to promote educational engagement across Hampshire and respond to reduced engagement, recognizing the associated safeguarding risks. The review will assess policy, practice, and approach to determine the effectiveness of agency responses and support for children.

Audit criteria

Data will be audited from children with a social worker who are currently open to children's social care or have been within the last 6-12 months and meet one of the following criteria.

- Exclusion.
- Suspensions x3.
- Reduced hours provision for longer than six months.
- Children without a school place.

Audit process

- **Case audits:** 12 cases meeting the criteria will be audited.
- **Partner agency involvement:** agencies will complete an audit tool, with responses reviewed by a multi-agency panel to identify strengths, development areas, and points of interest.
- **Staff survey:** conducted by HSCP to gauge professionals' understanding of risk and their role in safeguarding children with reduced educational engagement.
- **National research:** review of national trends to provide a broader context.

Outcomes

A report will be produced, identifying learning from the thematic audit. This report will be shared with the HSCP Scrutiny Group, HSCP Education Group, and HSCP Executive for approval. Once approved, a briefing document will be developed for the wider workforce. Multi-agency recommendations will be monitored by the HSCP Scrutiny Group until completion.

Updates and actions

- **Staff survey:** it was confirmed the survey was disseminated with the latest safeguarding update.
- **Collective responsibility:** it was emphasized that it is the collective responsibility of all partner agencies in safeguarding children through educational engagement and anticipated valuable learning from the audit.

HSCP Partnership update

Presented by Debbie Key and Ellie Graham.

Yearly report and neglect strategy

The **Hampshire Safeguarding Children Partnership (HSCP) Yearly Report for 2023-24** is now published and shared with the Child Safeguarding Practice Review Panel. Feedback from members is welcomed. The updated **Neglect Strategy** outlines the impact of neglect, the voice of children and families, types of neglect, contributing risk factors, cumulative impact, and the multi-agency response. The strategy is supported by the online **Neglect Toolkit**.

Child Exploitation Risk Assessment Framework (CERAF)

Colleagues are reminded of the importance of using the **Child Exploitation Risk Assessment Framework (CERAF)**. This tool should be completed as soon as potential concerns regarding any form of child exploitation are identified.

HSCP safeguarding practice week

Safeguarding practice week was held from **25 November 2024 to 29 November 2024**, focusing on **Safeguarding children and domestic abuse**. The week included:

- HSCP and HDAP Domestic Abuse Toolkit tours
- Wednesday Webinar Domestic Abuse themed training.

Upcoming conference

Every Child's Education Counts – Safeguarding Children Through Their Educational Engagement – A Multi-Agency Approach Conference will be held on **Thursday 16 January 2025**.

Three online sessions will be available throughout the day, providing an introduction to safeguarding children through their engagement in education.

New training courses

Emerging training needs identified through reviews and audits have led to the implementation of new courses.

Child sexual abuse

- Child Sexual Abuse Strategy (One Year On) – A Hampshire Approach.
- Spotting Signs and Indicators of Child Sexual Abuse.
- Speaking to Children about Child Sexual Abuse.

Domestic abuse

- Recognising and Responding to People of Diverse Ethnic and Cultural Backgrounds who are Victims/Survivors of Domestic Abuse.
- Recognising and Responding to Domestic Abuse in LGBTQ+ Relationships.
- Recognising and Responding to Male Victim-Survivors of Domestic Abuse.
- Recognising and Responding to Disability and Life Limiting Illness and Domestic Abuse (DLLA).

New additions to the HSCP training offer

- An Introduction to the Impact of Developmental Trauma on Children and Young People.
- Protecting Childhood: Keeping Child Focused.

Toolkits

Both the **Domestic Abuse** and **Learning From Reviews** toolkits are now available.

Sue Savory

County Inspector/Adviser for Safeguarding and Computing, HIAS

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Valuable children with disrupted education

HSCP carry out regular audits throughout the year. These support them in identifying how they can support different agencies within their action plan.

A focus for one of this year's audits was pulling together reasons why children might undergo disrupted education and identifying what interventions could be used to support them.

The following article outlines the main points taken from the presentation facilitated at this year's Designated Safeguarding Lead (DSL) Conference.

Working together to improve school attendance *"recognised that children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation."* One of the school leaders providing information in the audit identified that *"she knows she is loved here"* demonstrating how each child is loved, cared for and valued within the school.

The main findings:

- the impact of parental mental ill health, domestic abuse and parental substance misuse – parent oriented issues
- variable and non-engagement of parents – improvement in engagement sometimes noted at the level of child protection or public law outline
- identifying and responding to young carers
- knowing who had caring responsibilities in relation to the child (identification of main carer but less clear about work with others with caring responsibilities)
- the significant impact for children arriving late to school (after registration closed)



- increased use of resources and tools available such as *HIOW Neglect* Toolkit, Community Partnership Forms and Child Exploitation Risk Assessment Framework
- cumulative impact of neglect and the risk of the *"normalisation of neglect"*
- provide context when completing an inter-agency referral form – being specific if an event has happened a number of times in a short period
- be specific in goals with families and make sure they are monitored for impact
- impact of neuro divergent conditions of other family members on school attendance
- the use of alternative provision must be tightly framed, achievable and monitored for impact.

Strong practice was identified as:

- school being a safe place for the child
- multi-agency practitioners being tenacious and being confident to escalate concerns
- the school and school community as a protective factor
- additional support offered and the enrichment/extra-curricular offer (term-time and holidays)

- close collaboration between school staff and children's social care – knowing roles and responsibilities – *“thinking child, thinking family and thinking child again”*
 - schools attending to the smaller things and delivering big messages of care to the child at the same time
 - the attendance strategy group.
- 8 Consideration to be given by HSCP in partnership with Hampshire Domestic Abuse Partnership (HDAP) Board regarding the development of a Safeguarding Children and Domestic Abuse Toolkit.
 - 9 Key agencies should gain the feedback of frontline practitioners within their agencies regarding the possible barriers and effective practice in working with families who refuse support or display a reluctance to engage with services, in particular where school attendance is of concern. This feedback and the corresponding actions should be presented to the LSOP Scrutiny Group for discussion within 6 months.

Recommendations

- 1 HSCP to work with Children's Services, Education and Inclusion and the lead for Hampshire Young Carers to develop a webinar and practitioner briefing to support professionals to recognise and assess the impact being a young carer has on a child and know how to access the additional support they may require.
- 2 Neglect task and finish group to develop a *“what being late means to me?”* resource from the child's perspective on how being late to school impacts the child. This will be included in the HSCP and IOWSCP Neglect Toolkit.
- 3 HSCP to work with the Willow Team and police to develop eLearning on how and when to complete the Child Exploitation Risk Assessment Framework (CERAF).
- 4 HSCP to work with colleagues in CRT MASH to develop a video on completing an IARF to include sufficient information and analysis to improve the quality of IARFs.
- 5 HSCP to include learning from this audit including positive practice and young carers in the next DSL Conference.
- 6 Neglect task and finish group to develop a practice guide on the cumulative impact of neglect within the Neglect Toolkit.
- 7 HSCP to develop a practitioner briefing for this audit to be published on the HSCP website and shared across partnership agencies.
- 10 HSCP to work with Education and Inclusion and Children's Services colleagues to identify additional data that may support the Scrutiny Group in monitoring vulnerable valuable children's experience of education. For example, persistent and severe absence rates, the number of reduced hours timetables and use of alternative provision.
- 11 HSCP to work with colleagues in partner agencies to develop a multi-agency webinar; considering school attendance and engagement through a safeguarding lens – what are agencies roles and responsibilities and how to escalate where there are concerns.
- 12 For HSCP to receive a presentation to understand the local area strategic multi-agency approach to school attendance and engagement (or inclusion) and whether this includes consideration of the Children's Commissioner's recommendation of developing teams around schools.
- 13 HSCP to be assured of the level of safeguarding training school attendance staff are required to undertake and that there is guidance in place to support their role.

The following national research was considered:

- *Working together to improve school attendance*: www.gov.uk/government/publications/working-together-to-improve-school-attendance
- *Summary of responsibilities where a mental health issue is affecting attendance*: [https://assets.publishing.service.gov.uk/media/63ee20a3d3bf7f62e5f76ba4/Summary of responsibilities where a mental health issue is affecting attendance.pdf](https://assets.publishing.service.gov.uk/media/63ee20a3d3bf7f62e5f76ba4/Summary_of_responsibilities_where_a_mental_health_issue_is_affecting_attendance.pdf)
- Children's Commissioner's response to persistent absence: <https://assets.childrenscommissioner.gov.uk/wpuploads/2023/02/cc-response-to-persistent-absence-inquiry.pdf>
- DfE study May 2023 *Persistent absence for unauthorised other reasons: who is at risk?*: <https://www.gov.uk/government/publications/persistent-absence-for-unauthorised-other-reasons-who-is-at-risk>
- NSPCC Learning from case reviews: https://learning.nspcc.org.uk/research-resources?gclid=aw.ds&qad_source=1&qclid=EAlaIQo bChMI0sWAj5_SiQMVoZpQBh07bw7IEAAYASAAEgL4mvD_BwE&qclsrc=aw.ds
- *Persistent absence and support for disadvantaged pupils* – Education Committee: <https://committees.parliament.uk/work/7179/persistent-absence-and-support-for-disadvantaged-pupils/>
- Review of local child safeguarding practice reviews published in England between April-August 2023: www.esscp.org.uk/professionals/safeguarding-practice-reviews/.

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Sue Savory

County Inspector/Adviser for Safeguarding and Computing, HIAS

HSCP – multi-agency practice resource

Recognising and responding to the impact of cumulative harm

Cumulative harm is helpfully defined by Bromfield and Miller (2007) as, *“the impact of patterns and circumstances in a child’s life which diminish a child’s sense of safety, stability and wellbeing.”* HSCP have developed a practice resource to support professionals in their recognition and the multi-agency response to cumulative harm. The resource is available on the HSCP website.

The multi-agency resource

(www.hampshirescp.org.uk/wp-content/uploads/2024/10/Multi-agency-practice-resource-Cumulative-Harm_compressed-1.pdf) is

designed to provide an outline for professionals of the following areas:

- a greater understanding of the definition of cumulative harm. The definition of cumulative harm supports our understanding of the impact of repeated abuse, neglect and other adverse childhood experiences and the implications for children across their life course, in terms of poorer outcomes
- an increased awareness of the impact of cumulative harm on a child. Understanding the impact of cumulative harm is rooted in our understanding and knowledge of child development, as the harm may impact on the child’s safety, wellbeing, stability and development in all areas
- the indicators of cumulative harm that a professional may become aware of
- the relationship between neglect and cumulative harm. It is known that serious immediate harm can result from child neglect, yet also the longer-term effects of neglect are more prevalent, even if less visible. Neglect often manifests in a complex and cumulative way, requiring the piecing together of concerns over time



- a framework for a multi-agency response, including effective information exchange, understanding the child’s daily lived experience, clear professional analysis of all available information and robust risk assessment
- practical tips to support professionals in working with children and families
- an overview of national and local learning in relation to cumulative harm.

Neglect Toolkit

www.hampshirescp.org.uk/professionals/toolkits/neglect-toolkit/.

The information in this toolkit reflects the updated H&IOW Neglect Strategy (2024-2026) and has been developed to support frontline professionals and managers who work with children and families to identify and respond to issues of neglect.

Training offer

www.hampshirescp.org.uk/professionals/training/.

HSCP offers a wide variety of fully funded multi-agency events, including virtual courses, webinars, workshops and eLearning materials for professionals working with children and families in the Hampshire local authority area. The training offer includes webinars on *Understanding, Identifying and Responding to Neglect* and *Understanding Cumulative Harm and Preventing the Normalisation of Neglect*.

Book your space on these webinars now:

<https://hampshirescp.event-booking.org.uk/>.

HSCP and HDAP Safeguarding Practice Week on domestic abuse



25 November 2024 was the International Day for the Elimination of Violence Against Women, also known as White Ribbon Day. From that day until Human Rights Day on 10 December 2024, is the 16 Days of Activism. To mark this, HSCP held a Safeguarding Practice Week focused on domestic abuse, which began on Monday 25 November 2024.

To begin the week, HSCP and HDAP provided a tour of the **HSCP and HDAP Domestic Abuse Toolkit** (<https://www.hampshirescp.org.uk/professionals/toolkits/domestic-abuse/>), to support professionals working with young people and their families in the Hampshire local authority area. Launched in summer 2024, the toolkit has been produced to support professionals in their role in identifying, protecting and supporting victims/survivors of domestic abuse and their families. The toolkit provides professionals with information and a range of practical tools and resources.

In partnership with the HDAP, HSCP also hosted a range of domestic abuse themed training in November. Professionals are also encouraged to browse the **2024-25 HSCP training brochure** (<https://www.hampshirescp.org.uk/wp-content/uploads/2024/01/20241021-Training-Brochure-April-2024.pdf>) to see the full range of training available and to explore future occurrences of the webinars that are available throughout the year.



- **An Introduction to Child and Adolescent to Parent Violence (CPV/APV)**, 11 December 2024 09:30-11:00, <https://hampshirescp.event-booking.org.uk/event-detail/%3DkzM5MjM/VIRTUAL-HSCP---An-Introduction-to-Child-and-Adolescent-to-Parent-Violence-CPVAPV>.
- **Responding Well to Disclosures of Domestic Abuse**, 11 December 2024, 12.00-13.00, <https://hampshirescp.event-booking.org.uk/event-detail/%3DMDN5MjM/VIRTUAL-HSCP---Lunchtime-Learning---Responding-Well-to-Disclosures-of-Domestic-Abuse>.
- **An Introduction to Stalking and Cyber Stalking**, 11 December 2024, 13.30-15.00, <https://hampshirescp.event-booking.org.uk/event-detail/%3DADN4MjM/VIRTUAL-HSCP---An-Introduction-to-Stalking-and-Cyber-Stalking>.

Sue Savory

County Inspector/Adviser for Safeguarding and Computing, HIAS

Prevent resources

Many schools are thinking about increasing the regularity of Prevent training for all staff. To support this I have pulled together some resources that could be used for sound bites to promote the awareness of preventing radicalisation and extremism.

educate.against.hate Menu

Enough Enough is a campaign by the Home Office which aims to highlight different forms of violence against women and girls. Subject area: Safeguarding Age group: KS 3, KS 4, KS 5	Prevent Duty Self-Assessment template for Schools Self-assessment template created by the Department for Education to help schools better understand how well they meet their Prevent duty responsibilities. Subject area: Prevent duty	UK Trauma Council: Traumatic Bereavement Guidance which aims to help schools and colleges identify and support traumatically bereaved children and young people. Subject area: Safeguarding Age group:	LGfL Teacher Training Videos Video training resources to provide guidance for teachers on how to implement the Prevent duty. Subject area: Extremism, Fundamental British Values, Prevent duty, Radicalisation, Reporting concerns, Safeguarding, Terrorism
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www.educateagainsthate.com/category/school-leaders/advice-and-training-school-leaders/.

LGfL Connectivity Cybersecurity Safeguarding Teaching Training About Support

Search the LGfL website **Search**

Have you seen our latest Prevent resources?

Going Too Far? A classroom resource on extremism, online safety	Act Early Stories Secondary lessons to build resilience to	Counter-extremism Prevent CPD resource with training for DSLs and	Prevent Training Have a look at our training courses, including a
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<https://lgfl.net/Safeguarding/TypesOfHarm/Prevent>.

In addition, next term I am running Prevent training for DSLs which can be booked through HTLC.

Email: htlc.courses@hants.gov.uk

Sue Savory

County Inspector/Adviser for Safeguarding and Computing, HIAS

Cyber Ambassador update



In order to support the sustainability and self-sufficiency of the Cyber Ambassador scheme, The Office of the Police and Crime Commissioner (OPCC) no longer deliver individual Cyber Ambassador training to schools and instead deliver a train the trainer model. It is hoped this will also help us reach more schools!

In this model, we will provide 1.5 hour train the trainer session, provide advice, guidance, resources and additional consultation where needed. We will additionally continue to provide free, up-to-date Cyber Ambassador resources including top trump cards, badges and certificates and other online resources.

We run quarterly train the trainer sessions with our next session on Monday 9 December.

If you are interested in attending or would like more information, please contact Florence Smith florence.smith@hampshire.police.uk

Florence Smith

Youth Engagement Officer, Police and Crime Commissioner for Hampshire and Isle of Wight

Contact details

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Also from HIAS!

Publications: If you enjoyed reading this curriculum update why not take a look to see what other publications are produced by the Hampshire Inspection and Advisory Service. You will find a list of publications on our website at:

www.hants.gov.uk/educationandlearning/hias/curriculum-support.

Moodles: Have you visited the HIAS Moodles? The Moodle sites include top-quality resources, training and course materials – see: <https://hias-moodle.mylearningapp.com/>. Do not forget to sign up to our site news pages so we can keep you up to date with the latest news and training opportunities from the HIAS subject teams.

Moodle+ offers access to a wide range of high-quality resources for subject leads and teachers for all key stages in primary and secondary and is available by subscription. For more information email HIAS Publications: hias.publications@hants.gov.uk.