



Safeguarding in Education Conference

Tuesday 27th March 2018



Welcome

A warm welcome from the Trust and Slough Borough Council

Nick Georgiou

ASB & LCSB Chair

Cate Duffy

Director of Children, Learning and Skills, SBC

Nicola Clemo

Chief Executive Officer (CEO), SCST



Outcome of Conference

The conference will help practitioners gain a greater understanding of the key challenges within Slough and explore:

- The latest updates on changes in safeguarding guidance
- Best practice in safeguarding for the education and early years sector
- Identifying emerging safeguarding themes
- Disseminate themes from the safeguarding audits
- Share new local initiatives/projects and provide a networking opportunity with key services working in safeguarding



Agenda	Lead
Opening address	Nick Georgiou – Independent Chair Nicola Clemo, CEO Slough Children’s Trust (SCST) and Cate Duffy, DCS Slough Borough Council (SBC)
The Child’s Voice	Maz Farley, Care Leaver
Update from National guidance	Andrew Hall, Education Safeguarding Specialist
Case Study	Betty Lynch
Slough’s organised crime and impact on CYP	Nikki Pierce, DCI, Thames Valley Police (TVP) & Gavin McKenna, Reach every Generation
The Child’s Journey	Justin Daniels, Early Help Project Lead, SBC Eric De Mello, Head of Operations, SCST
Local Initiatives in response to audit findings	Mark Ashfield, LIME Project Rachel Axtell SBC, and Joanna Szuryn SCST – DA Coordinator’s
CSE performance from local school	Eden Girl’s School
Q&A	Nick Georgiou - Independent Chair



Nick Georgiou
ASB & LCSB Chair

Betty Lynch
Partnership Business Manager



Statutory objectives and functions of the LSCB

Section 14 of the Children Act 2004 sets out the objectives of LSCB:

(a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and

(b) to ensure the effectiveness of what is done by each such person or body for those purposes.

Children and Social Work Act 2017

- Strengthening local multi-agency coordination in safeguarding cases.
- Improving national arrangements for the analysis of serious incidents.
- Reintroduce relationships and sex education (RSE).





Joint working with partners

- LSCB Chair
- Accountability
- Membership/
Partnerships
- Resourcing
- Challenging &
- Scrutiny function
- Multi agency training
- Child Death CDOP/SCR

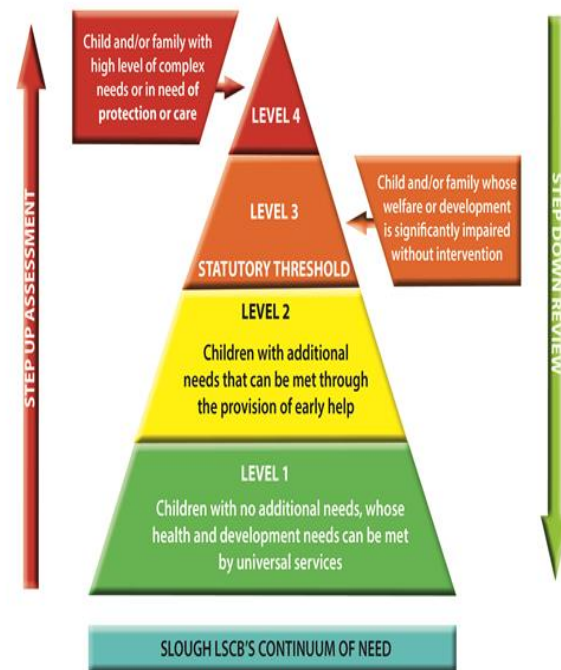
Managing expectations

Threshold document

Tools to help you:

Challenge Log

Escalation Policy



Moving forward: The LSCB website.....

The screenshot shows the homepage of the Slough Safeguarding Boards website. At the top left is the logo for Slough Safeguarding Boards, featuring a stylized green figure. To the right of the logo are navigation links: "Report Concerns", "Providers", "contact us", and a font size selector (Aa Aa Aa). There is also a search bar and a "Select Language" button. Below the navigation is a large banner image of a diverse group of people, including children and adults, smiling. Below the banner is an orange navigation bar with the text: "< 'Say Something if You See Something' - CSE Information Sharing Form >".

Welcome to the Slough Safeguarding Boards

The main content area features two primary links in white boxes with orange borders:

- [Click here to visit the Slough Safeguarding Children Board](#)
- [Click here to visit the Slough Safeguarding Adults Board](#)

Below these are eight colored buttons arranged in two rows:

- Advice and Information on Types of Abuse
- LSCB Learning and Development
- LSAB Learning and Development
- Leaflets & Publications including "Safeguarding Matters"
- Information for Professionals
- Advice and Information For All
- About The Safeguarding Boards
- Accessibility - making this website easier to see and understand

At the bottom of the main content area is a green button: [Contact the Safeguarding Boards Business Office Board Members' Area](#)

The footer contains a row of partner logos: Slough, East of the Downs Valley, Berkshire, Haybrook, Slough Safeguarding Boards, Slough Safeguarding Adults Board, Slough Safeguarding Children Board, Primary Health NHS Foundation Trust, NHS, Thames Valley Police, sloughcvs, and Slough Safeguarding Boards. Below the logos are links for "View Site Map", "Privacy & Cookies", and "Website Terms & Conditions", along with the text "website design by Taylorfitch".



Let's celebrate our achievements:

- Collaborative working between SBC, SCST and LSCB

'Slough children will grow up to be happy, healthy and successful' SBC

- Good school links
- The Link Portal
- 100% return of Section 175 audits and significant work on qualitative audits to ensure safeguarding compliant
- Remodelling Early Help Offer to assist front line practitioners like you access early help in the community
- Threshold document being refreshed to make more user friendly to support you in making sound judgements
- ***'A relentless focus on safeguarding, improving teaching and raising standards is paying off'***
- ***'Safeguarding procedures are thorough, and children have a good understanding of how to keep safe'***

Sneak preview to 'THE LINK'

https://slough-the-link.demo.bbctest.co.uk/

File Edit View Favorites Tools Help

TheLink

Login Register

Slough Borough Council

Home Education Early Years Inclusion LA Services News Events & Training

Educational support services

Read more

Latest news

Are You Ready for the GDPR? (General Data Protection Regulation)

http://www.slough.gov.uk/schools-and-learning/educational-support-services.aspx

Office Desktop 13:52 23/03/2018



Sec 175 Audit analysis and feedback from the safeguarding review meetings (2016-17)

Concerns for schools identified in sec 175 audits:

- Domestic abuse Cyberbullying/sharing of images
- Mental health/wellbeing (*MH Conference 22.02.2018*)
- Neglect
- Emotional abuse
- Physical harm
- CSE grooming
- Gang culture/ affiliation
- Transgender/LGBT

Safeguarding Reviews demonstrated:

- Protection policies and procedures were good
- Knowledge of safeguarding including where to go was evident



Safeguarding Visits Analysis

- Areas of concern mirrored the sec 175 audits including DA, gangs, CSE and online safety (including online safety for parents - CEOP)
- Strengthen Governor role and function in monitoring and challenging policy in practice
- Staff to understand whistle blowing policy and who they would need to whistle blow to including the LADO role and function
- To make safeguarding more visible in schools (*poster in packs*) – safeguarding board in reception
- Record keeping needs to be clear and concise and should hold a chronology sheet in front of cases (CPOMS)
- Safeguarding teams to meet regularly and review cases
- Bitesize sessions each term of safeguarding including in newsletters and audience specific
- Introduce lock down practices inline with lock down policy



Safeguarding Visits Feedback from schools

- “The safeguarding audit and visit process was very valuable as a developmental process – the moderator facilitated this through her open, honest, supportive yet challenging approach.”
- “The audit process as a challenging, yet a beneficial exercise in ensuring that all policy, procedures and practices are in line.”
- “It has built the DSL’s confidence to present the school’s high level of safeguarding to external parties.”
- The school found the self-audit helpful in pulling all safeguarding information together. The discussion during the meeting confirmed the school’s strengths and assisted in the identification of some areas of further development

Maz Farley – Care Leaver



Match Foster Care

"If you do what you've
always done,
you'll get what you've
always gotten"

(Tony Robbins)





The evidence....

Put yourself in my
Shoes....

OFF (1P) WIRELESS

10 DOWNING STREET

You are the
Solution!



Matchfostercare.co.uk

Safeguarding in Schools

Andrew Hall FRSA





Department
for Education

Keeping children safe in education

**Statutory guidance for schools and
colleges**

September 2016



Department
for Education

Keeping children safe in education

Statutory guidance for schools and
colleges

September 2016

KCSIE

September 2018

Key Proposals

Contact Details

Policy

Restraint

Sexual Violence and Harassment

County Lines



**Safeguarding and
Child Protection
are not the same
thing.**

Safeguarding is...

- **Protection from maltreatment**
- **Preventing impairment of health or development**
- **Grow up with provision of safe and effective care**
- **Action taken for all children to have the best outcomes**

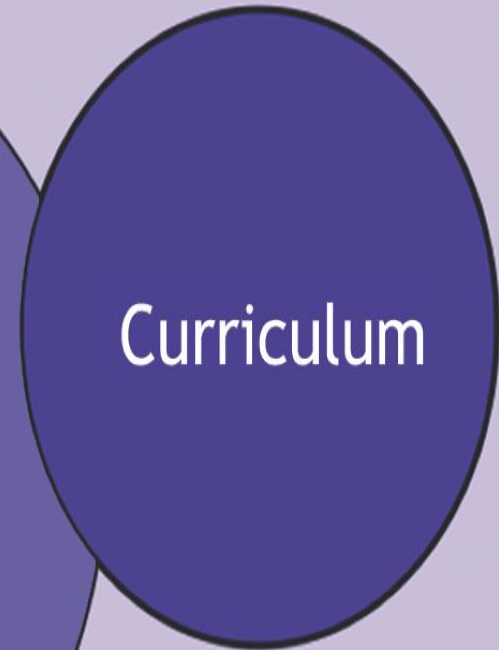
Beyond Community

Community

Safer Perimeter



Safer Recruitment



Ethos





Posed by Model

NSPCC

Children's
Commissioner
Promoting and protecting children's rights



"...I wasn't sure it was normal to watch it..."

A quantitative and qualitative examination of the impact of online pornography on the values, attitudes, beliefs and behaviours of children and young people.

By Elena Martellozzo, Andy Monaghan, Joanna R. Adler, Julia Davidson, Rodolfo Leyva and Miranda A.H. Horvath



FPS FORENSIC
PSYCHOLOGICAL
SERVICES
Supporting your Criminal and Civil Justice Needs



Revised May, 2017

“...I wasn't sure it was normal to watch it...”

NSPCC
Children's Commissioner
Middlesex University
May 2017

NSPCC

Children's
Commissioner
Promoting and protecting children's rights

Middlesex
University
London

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FPS
FORENSIC
PSYCHOLOGICAL
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Revised May, 2017

Sexting

Children thought sexting, was text based sexual comments.

Children are not thinking this is taking or sending intimate images.

Minority (14%) of young people had created naked images.

Around half of those, shared them with someone else.

Source: "I wasn't sure it was normal to watch it" (NSPCC/Children's Commissioner/Middlesex University, 2017)

NSPCC

**Children's
Commissioner**
Promoting and protecting children's rights



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Revised May, 2017

Sexting

**Topless picture of themselves
(13% of total sample)**

Boys - 66% Girls - 27%

**Fully naked
(3% of total sample)**

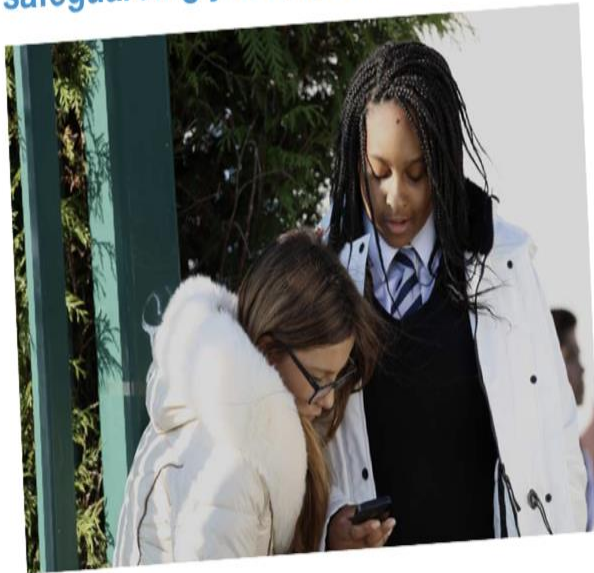
Boys - 50% Girls - 50%

**Shared those images online
(7% of total sample)**

Source: "I wasn't sure it was normal to watch it" (NSPCC/Children's Commissioner/Middlesex University, 2017)

Sexting in schools and colleges:

Responding to incidents and
safeguarding young people



UKCCIS
UK COUNCIL FOR CHILD INTERNET SAFETY

Sexting in schools and colleges

(UKCCIS, 2017)

UK Council for Child Internet Safety

Sexting: a Typology

Youth Produced Sexual Images

Aggravated Incidents

Experimental Incidents

Adult involved

Youth Only

Romantic

Sexual Attention Seeking

Intent to Harm

Reckless Misuse

Other

Sexual violence and sexual harassment between children in schools and colleges

Advice for governing bodies, proprietors,
headteachers, principals, senior
leadership teams and designated
safeguarding leads

December 2017

New guidance for all schools

Essential
reading and
actions need
to be taken

Published
December 2017

NSPCC

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Middlesex
University
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FPS
FORENSIC
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Revised May, 2017

Pornography

Does seeing pornography make you want to emulate what you have seen?

11 year olds - 21%

13 year olds - 39%

15 year olds - 42%

More boys thought that they wanted to try something they had seen.

Source: "I wasn't sure it was normal to watch it" (NSPCC/Children's Commissioner/Middlesex University, 2017)

Sharing classrooms

Sexual Violence

“the alleged perpetrator should be removed from any classes they share with the victim”...Consider shared spaces and school transport.

Sharing classrooms

Sexual Harassment

It “should be considered” whether the victim and the alleged perpetrator should be kept apart.

Sexual Violence

Rape

Assault by penetration

Indecent Assault

Sexual Offences Act 2003

Sexual Harassment

Unwanted conduct of a sexual nature

- sexual comments
- sexual jokes
- physical behaviour
- online conduct

Sexual Harassment

At risk groups

- Girls
- LGBT students (inc. students perceived to be LGBT by peers)
- Pupils with SEND

Harmful Sexual Behaviours

Examples include:

- touching the genitals of other children
- forcing other children into sexual play
- exposing themselves or masturbating in public
- sexually explicit talk to or touching of younger children

Harmful Sexual Behaviours

SEXUAL BEHAVIOURS

 **TRAFFIC LIGHT TOOL**



Green
behaviours
reflect safe and
healthy sexual
development.

Amber
behaviours
have the
potential to be
outside of safe
and healthy
behaviour.

Red behaviours
are outside of
safe and
healthy
behaviour.

Consent

Agree to penetrative acts with
free will and capacity to do so

- consent for different activities
- consent with conditions
- consent can be withdrawn
- consent needed each time



Whole School Approach

School Ethos

**Development of healthy and
respectful relationships.**

Responding to reports

Two people, including DSL

Nature of the incident / poss. offence

Ages / Developmental stage /
power imbalance of the children

Any ongoing risks / wider context

Accurate Record-keeping is essential

Record all concerns, discussions, decisions and reasons for those decisions.

Responding to reports

Manage internally

One-off incidents, dealt with under school's behaviour policy or anti-bullying policy

Early Help

Non-violent harmful sexual behaviours

Refer to Social Care

All incidents where a child has been harmed, is at risk of harm or in immediate danger

Report to Police

All incidents of rape, assault by penetration or sexual assault

Responding to reports

**Manage
internally**

**Early
Help**

**Refer to
Social
Care**

**Report to
Police**

Risk Assessment

Safeguard and Support

Disciplinary Measures Taken

Next steps

Understand the school's context

Record incidents across the spectrum

Understand the risks for pupils

Plan for improvements

Recognise impact of actions

Next steps

Policy and Procedures

Clear and easily understood

Ensure SV and SH is included

Contact details for local services

Next steps

Pupil Curriculum

Develop healthy, respectful relationships

Understand consent

Understand sexual violence & harassment

Know how to report (themselves / peers)

COMPLIANCE



IMPACT

Safeguarding in Schools

Andrew Hall FRSA





Questions and Answers





Case study





1. What is life like for that child/adult? Think about what the child/adult might say if there were no barriers to sharing information?
2. From your service perspective and using your professional judgement – How would you respond and why?



Finally now you have all the members of the family please review your case study responses so far and think about:

1. How do you think you can help from your setting?
1. What interventions do you think this family require?
Which services may be able to provide the additional interventions?



Organised Crime & Serious Youth Violence

**Nikki Pierce DCI
Thames Valley Police (TVP)
&
Sian Griffiths - PS, Intelligence**



This is me...



Drive and Passion



OCG Trends in Slough

Increase in gang related violence in Slough

Trend of younger people being involved and of school age

Intelligence indicating feuds within school grounds



Our Youth Our Responsibility

It is everyone's responsibility to safeguard, protect and give children the opportunity to grow, learn and develop, even if.....

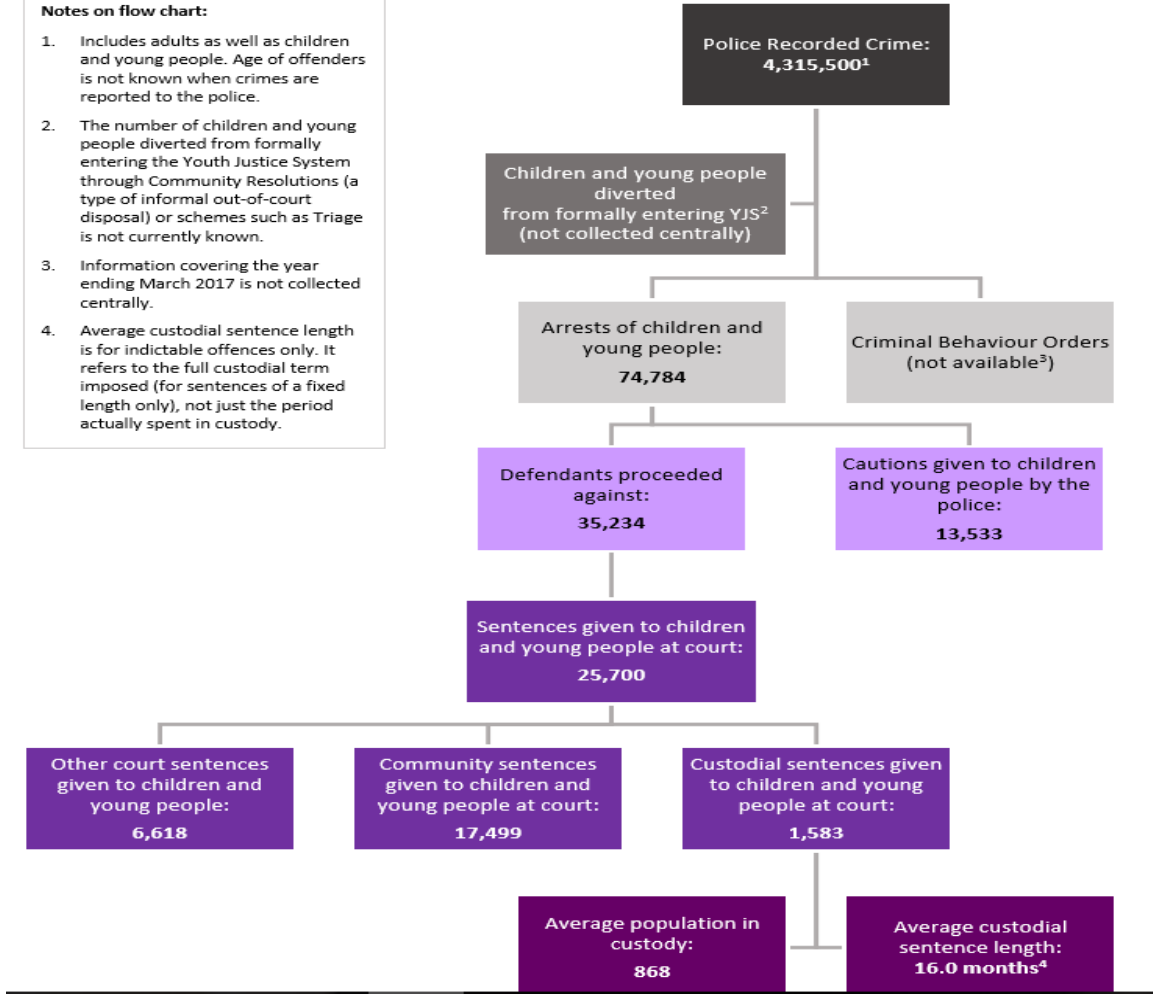
- They are hard to reach or gang members!
- Many professionals are afraid to deal with these young people, schools exclude them, Professionals pass them off, family give up and Police enforce.
- We all need to take our responsibility seriously and start being what our youth need, boundaries, care and encouragement.

Youth Justice Stats 17'

2017

Notes on flow chart:

1. Includes adults as well as children and young people. Age of offenders is not known when crimes are reported to the police.
2. The number of children and young people diverted from formally entering the Youth Justice System through Community Resolutions (a type of informal out-of-court disposal) or schemes such as Triage is not currently known.
3. Information covering the year ending March 2017 is not collected centrally.
4. Average custodial sentence length is for indictable offences only. It refers to the full custodial term imposed (for sentences of a fixed length only), not just the period actually spent in custody.





Conclusion

- Young people are offending more
- Violent crimes increasing
- Younger offenders
- Resources cut for youth
- Greater need for tolerance with schools
- Greater need for interventions
- Spot signs earlier
- Work with partners



Finally

We have to ask ourselves

1. Do we care enough?
2. Do we know what is actually happening?
3. Do we relate to children?
4. Do we have enough patience?
5. Is it just a job?
6. Can we do more?
7. Should we do more?
8. Do we bury our heads, hoping we wont have to do something?
9. How much do children need us?



Reach Every Generation

Creating and Empowering
Change

Gavin McKenna



Why should we share Intelligence

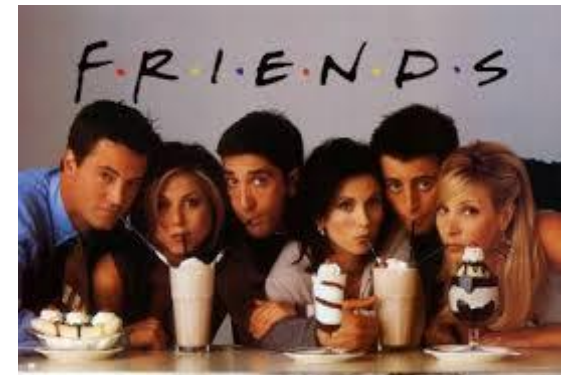
Numerous child abuse cases in recent years – Rotherham, Rochdale & Oxford

100's of young people groomed and sexually exploited by gangs in Oxfordshire for 15 years but Police and Social Services failed to stop it.

The Police rely on the help of the community and partner agencies to prevent members of that community from coming to harm



What is Intelligence?



How do we ensure security of the Intelligence and that the source is not revealed?

We never disclose the source details (PII)

Why? - implications for a “Grass”

If the source comes to harm, not only would people stop talking to the Police, but the Police could quite rightly be criticised for failing to protect the source

Berkshire East Partners Intelligence Submission Form



PROFESSIONAL DETAILS			
Staff Name			
Job Title			
Office Number			
Email Address			
INTELLIGENCE REPORT			
Date of Report			
SOURCE DETAILS			
Is Officer the Source?			
Is the Source willing to be contacted?			
Source Name			
Source Address			
Contact Number			
Email Address			
ADDITIONAL INFORMATION			
Manager Details			
	E-mail completed form to: berkshireeastcid72s@thamesvalley.pnn.police.uk cc'ing in sian.e.griffiths@thamesvalley.pnn.police.uk and robert.havelock@thamesvalley.pnn.police.uk for Slough forms		



Contacts

PS 6222 Siân Griffiths- Intelligence Team, Slough

Sian.e.Griffiths@thamesvalley.pnn.police.uk

01865 542508 or 101

DS 5280 Rob Havelock- Intelligence Team, Slough

Robert.Havelock@thamesvalley.pnn.police.uk

01865 542508 or 101

PC 5771 Louise Sloane- Schools Officer, Slough

Louise.Sloane@thamesvalley.pnn.police.uk

07974780526 or 101



Justin Daniels

Transformation Manager, Early Help SBC

What does a good EH Offer look like?

What our EH community has told us

- Clearly Defined – Shared understanding
- EH Provision accessible across the age range and against local needs
- Rich and consistent data collected and;
- Performance measures set against KPI's
- Collective ONE SLOUGH approach; boundary-less with ease of access
- Supported by co-designed assessments, and;
- Informed by clear, concise and localised thresholds to inform EH Community
- Represents value for money (ROI)
- Seamless interface between EH Community to minimise duplication
- Confidence and engagement from EH Community
- Encompassed by coordinated and centralised offer (including effective communication)

What Schools have told us

School Type	% Use Threshold Document for Referrals	Top Key Issues with current process	% Reported Access issues to EHM*	% See Early Help as the responsibility of the Trust
Primary and Nursery	30	System access, Thresholds and Communication	100	100
Secondary	60		100	100

Data collected from one to one consultations with 6 schools, group consultation with DSL's from Nursery Schools through to Secondary Schools and through the Early Help Task and Finish Groups where representatives from schools attend .

How we've responded:

The work undertaken via the Multi-Agency Early Help Task and Finish Group has been invaluable in evidencing the strengths and weaknesses of Slough's existing model and informing the way forward. On Thursday 22nd March 2018 Slough Borough Council and Slough Children's Service Trust were able to unanimously agree a way forward, which we believe will quickly address the issues outlined by Ofsted and the Early Help Task and Finish Group. This includes:

- The immediate implementation of an Early Help pilot team supported by two dedicated Early Help social workers
- A new and simpler multi-agency co-designed referral process against clear and concise thresholds
- The de-commissioning of EHM access to Schools and other Early Help providers

What the pilot means for schools?

- Schools will be the initial beneficiary of the new pilot
- The Multi-Agency Early Help Task and Finish Group will be the vehicle driving the pilot forward, shaping performance indicators and reviewing progress in order to develop a model, which works for all Slough children, families and partners.



Next steps

The Council and Trust want this in place quickly and for this to happen Justin will complete the following:

- Develop an operational implementation strategy
- Establish key deliverables of operational workforce and recruit to vacant posts
- Work with key-stakeholders to ensure the pilot can go live and effectively deliver
- Effectively de-commission EHM and develop interim case-management system
- Be transparent with schools on progress and pilot launch date

What schools can do:

- Return the tokens used to access EHM
- Continue to represent at the Task and Finish Group
- Maintain current protocols until launch date
- Prepare for change

Questions

Over to you...

You may have questions, which you'd like to discuss outside of today's conference. You can contact Justin Daniels, Interim Early Help Transformation Manager on his Mobile: 07715 600356 or via email: justin.daniels@slough.gov.uk

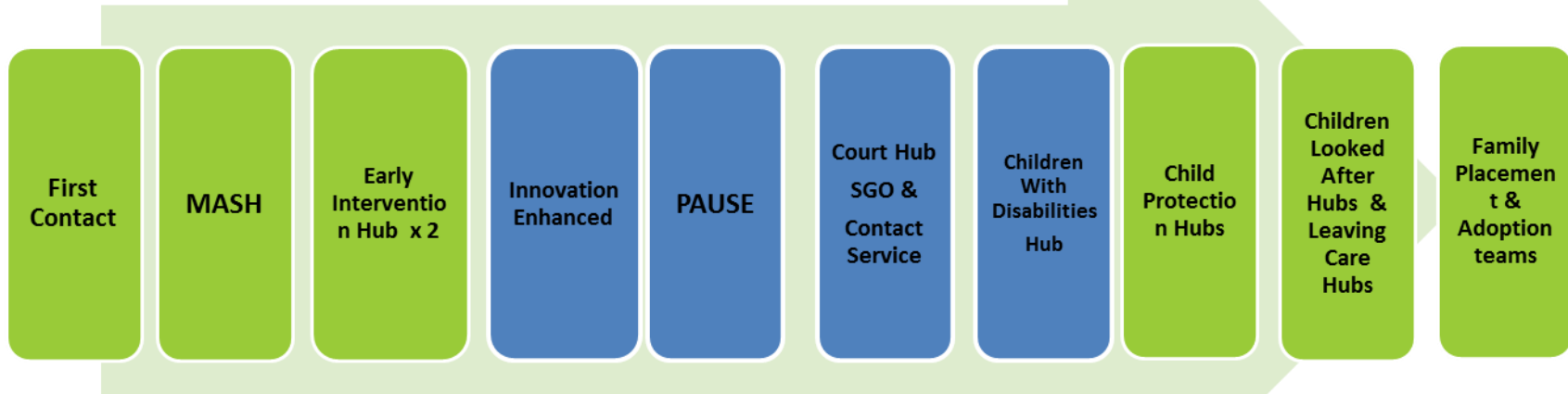
...Thank you for listening.



Eric De Mello
Head of Operations, SCST



The Child's journey





Innovation Projects

- **Inspiring Families**– embedded within the work of the Early Intervention and Innovation Hubs
- **Innovation Hub** – multi agency hub, working intensely with families
- **PAUSE** – national project working with women who have multiple children taken into care



Inspiring Families

- Targets Domestic Violence (DV)
- Delivers a unique whole family approach
- Works with victim and perpetrator individually and together
- Uses group work to consolidate individual change
- Blends work on internal world with external systems/culture
- Is successful! Only two out of 39 re-referred



Innovation Hub

- Is a shape former for the future
- Being multi agency including DV, drugs and alcohol specialists plus police officer
- Works extended hours to meet crisis and planned need
- Uses systemic methodology including family therapy, motivational interviewing and inspiring families
- Combats coercive statutory interventions through intensive input
- Is successful! Four out of six accommodation requests diverted into changing dynamics in family



PAUSE

- Is a national programme targeting women with multiple removals of children based on conditionality (contraceptive implant)
- Offers 18 months to PAUSE the pattern of removal
- Is the only adults only service in the Trust
- Involves intensive tenacious pursuance of isolated alienated women
- Engages with drugs and alcohol, homeless sometimes impulsive
- Is successful! Six women with implant and another 15 engaged



Local Initiatives in response to audit findings

- Identifying risks and making good choices on relationships, *Healthy choices* programme – **Mark Ashfield** – LIME Project

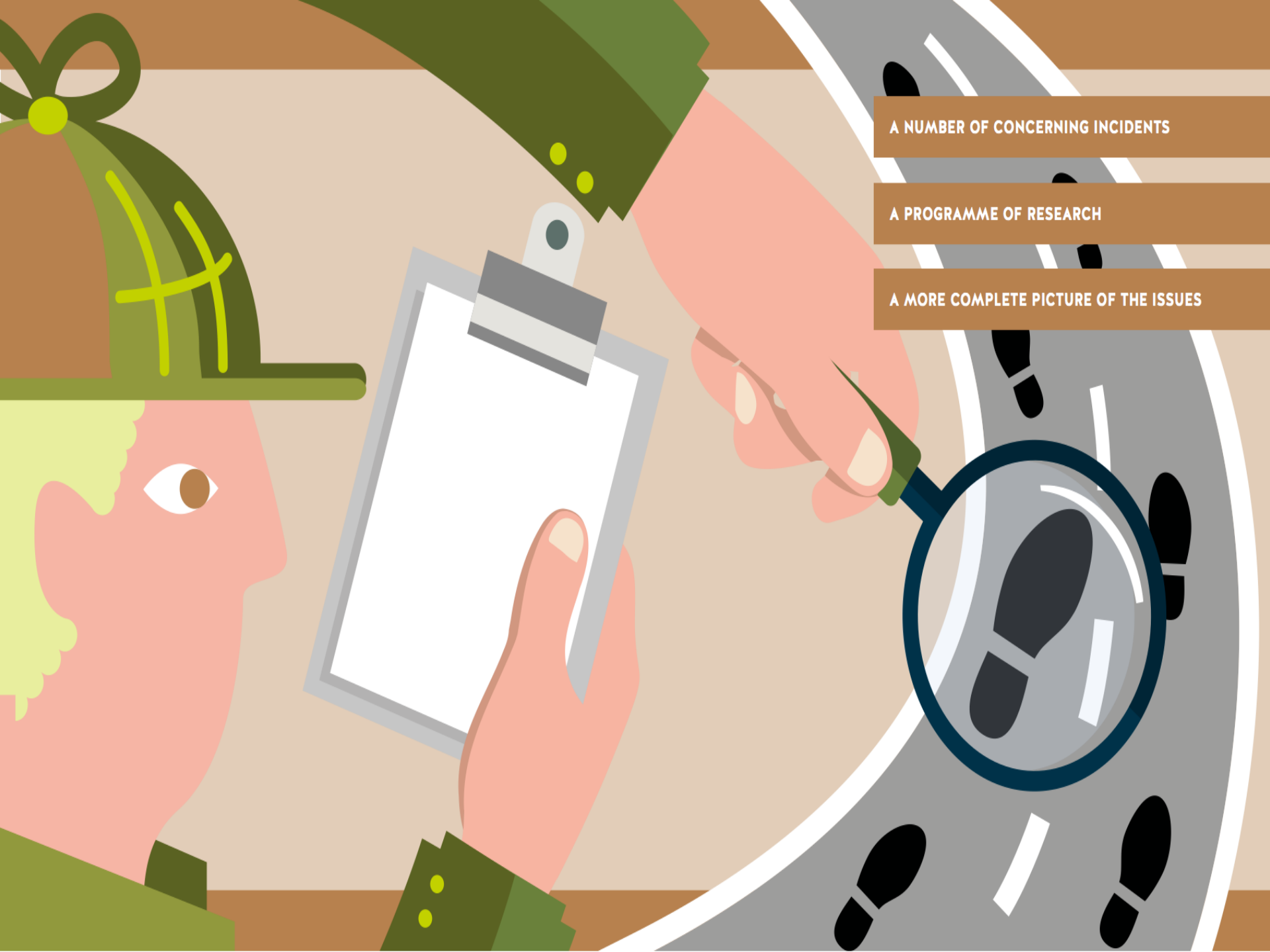
LIME



HOW DID THIS START?

The research





A NUMBER OF CONCERNING INCIDENTS

A PROGRAMME OF RESEARCH

A MORE COMPLETE PICTURE OF THE ISSUES



WHAT DID THIS TELL US?

The findings
Looking at the bigger picture
What makes them vulnerable?
What is the result?

A PICTURE OF SLOUGH'S YOUNG PEOPLE

NO HIGHLY-ORGANISED CSE NETWORK

PREVALENT 'NEAR PEER' ISSUE





BIRMINGHAM, BRISTOL AND SLOUGH

CSE A 'SYMPTOM' OF VULNERABILITY

CHANGING SOCIETY

MORE TIME ONLINE

'GROWING UP' HAS CHANGED



?*&@!

jealous

LOL!





IDENTIFIED, TARGETED AND ACCESSED

UNDERSTAND AND MAKE BETTER CHOICES

LIME



SO WHAT'S THE ANSWER?

How are we doing this?
What does it look like?

RAISING AWARENESS WITHOUT CREATING MORAL PANIC

UNDERSTAND WHO THEY ARE AND HOW THEY MAKE CHOICES

AVOID TACKLING EVERY 'SYMPTOM' WITH A FRAMEWORK TO MANAGE RISK



Who Is Marcus?



ENGAGEMENT IS KEY – THE POWER OF STORYTELLING

DEPERSONALISE ISSUES WHILE RETAINING FIRST PERSON IDENTIFICATION

COLLABORATIVE, CO-CREATIVE DESIGN

STARTS IN PRIMARY AND BUILDS THROUGH TRANSITION/INTO SECONDARY

ADVOCATES EXPLORATION, SHARED DIALOGUE AND CONSENSUS

TAILORED TO YEARS 5 AND EXISTING CURRICULUM DEMANDS



YEAR 5

IDENTITY

DO WE MAKE OUR OWN CHOICES?

INFLUENCE

...OR ARE OUR CHOICES
DECIDED BY OTHERS?

NEEDS

...AND HOW ARE OUR CHOICES
AFFECTED BY OUR OWN (UNMET
OR UNRECOGNISED) NEEDS?

ME IN THE WORLD

We communicate to and with the world with all of this in mind...
...but the world contains individuals and organisations who then use this to prey and exploit.
e.g. gangs, CSE, radicalisation

Do we want to make our own choices in the future?

How do we help ourselves to do that?

ME

MY CLASS/SCHOOL

MY COMMUNITY

YEAR 6

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ME

MY CLASS/SCHOOL

MY COMMUNITY

YEAR 7

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MY CLASS/SCHOOL

MY COMMUNITY

YEAR 8

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OR UNRECOGNISED) NEEDS?

ME IN THE WORLD

We communicate to and with the world with all of this in mind...

...but the world contains individuals and organisations who then use this to prey and exploit.
e.g. gangs, CSE, radicalisation

CONSEQUENCE LENS

nexus points

Do we want to make our own choices in the future?

ME

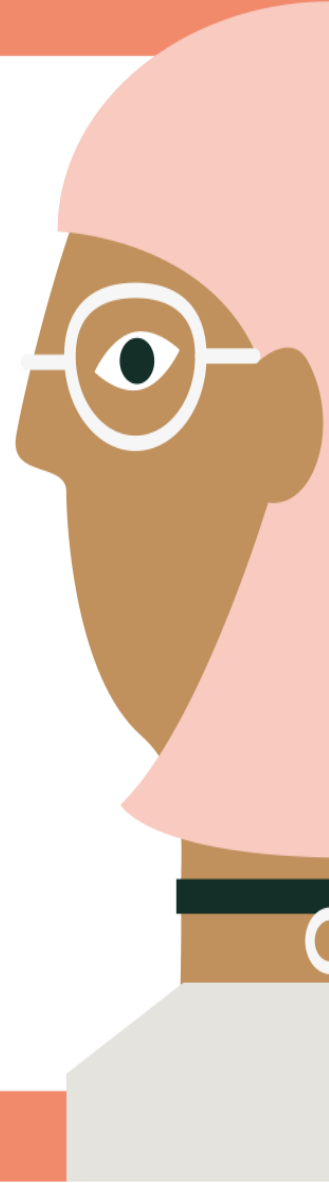
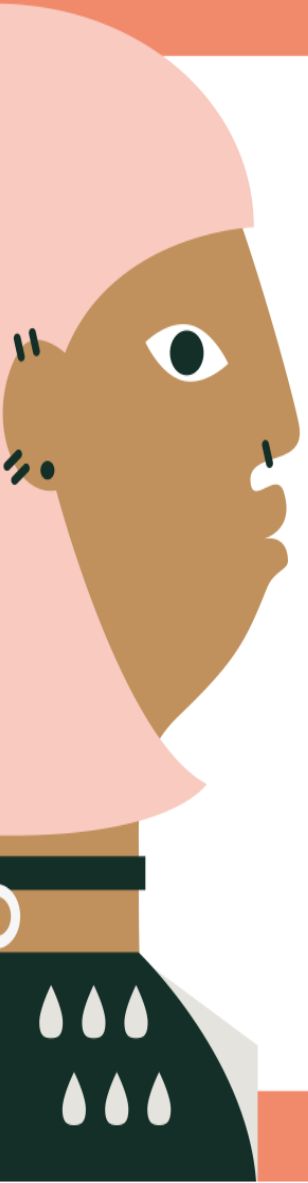
MY CLASS/SCHOOL

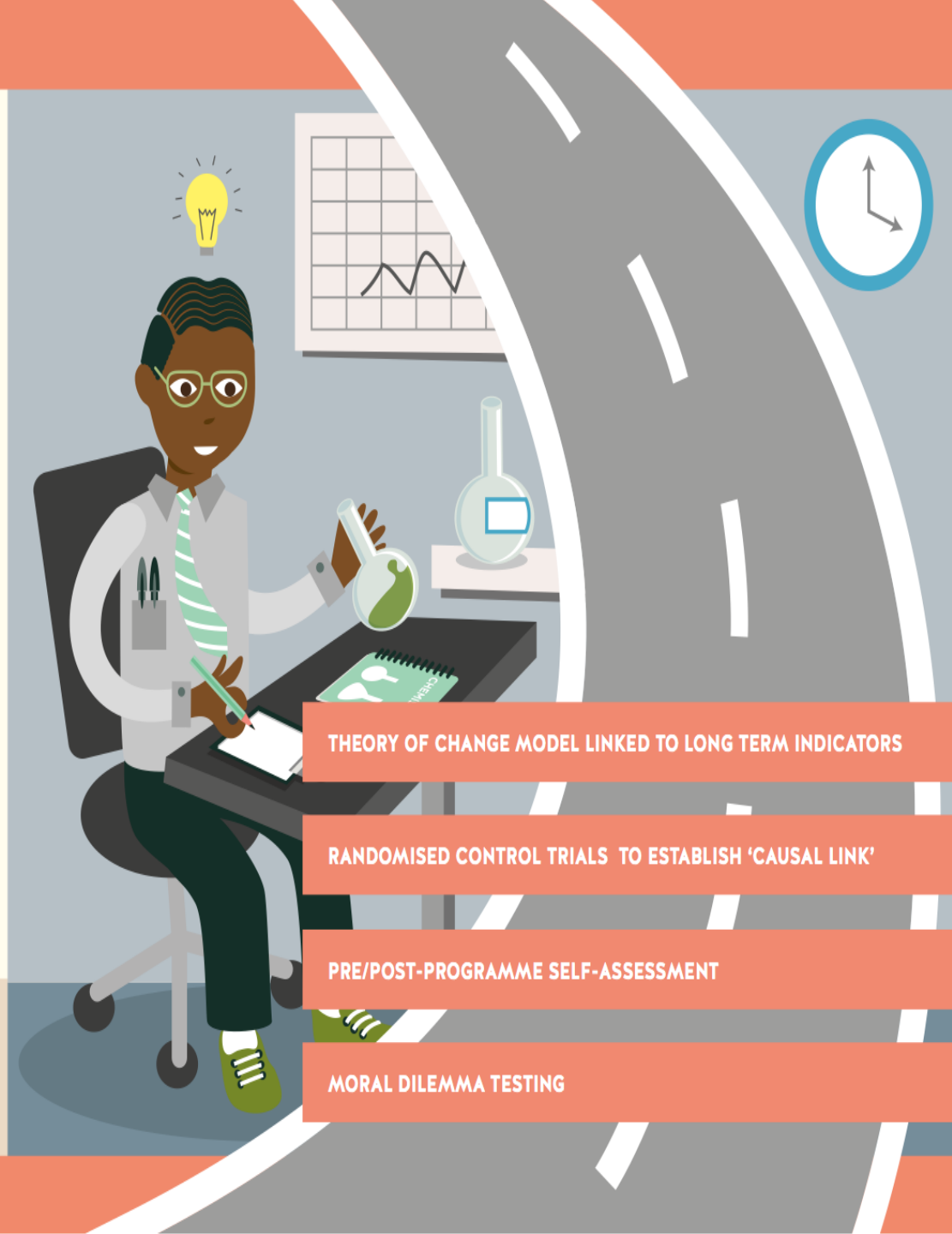
MY COMMUNITY

LIME



**HOW WILL
WE MEASURE
SUCCESS?**





THEORY OF CHANGE MODEL LINKED TO LONG TERM INDICATORS

RANDOMISED CONTROL TRIALS TO ESTABLISH 'CAUSAL LINK'

PRE/POST-PROGRAMME SELF-ASSESSMENT

MORAL DILEMMA TESTING

LIME



GET
INVOLVED!





THANK YOU

Visit us at:
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Joanna Szuryn

Domestic Abuse Co-ordinator SCST

Rachel Axtell

Domestic Abuse Co-ordinator SBC



**DOMESTIC
VIOLENCE**

is everyone's
issue to tackle.

#BeTheSolution



Responding to domestic abuse is everybody's business.

- Domestic abuse – a hot potato?
- We are keen to get it right and anxious not to get it wrong.
- Survivors and families affected by domestic abuse come into contact with several agencies before they receive the right support.
- **How do we get it right the first time round?**



What might help us increase readiness to respond to DA in our setting?

- Awareness of domestic abuse, coercive control and gendered nature of domestic abuse.
- Awareness of the impact of domestic abuse on children and young people – invisible at policy level for a long time – not mere witnesses but survivors in their own right.
- Recognise possible signs of domestic abuse and ask the right questions.
- Once chance rule & safe enquiry principle
- Respond to disclosures: validate, assess, record, action and follow safeguarding procedures
- Once chance rule & safe enquiry principle
- Recognise hallmarks of high risk domestic abuse and refer to MARAC



- Awareness of the local support pathways for families and individuals affected by domestic abuse
- Whenever safe and appropriate, consider a whole family approach.
- Consider safe opportunities to hold adults who use violence and abuse accountable.
- Create opportunities for safe disclosures.
- Respectful challenge and empowerment.
- Importance of partnership working – domestic abuse is best addressed through coordinated community response;
- Seek advice and utilise local sources of support – Domestic Abuse Champions, the local domestic abuse services, the local domestic abuse coordinators



So what are we doing to respond to domestic abuse in Slough?

- Extensive use of multi agency working with SCST, SBC, TVP and other services
- Using the 'Team Around the family/child' approach putting children at the centre, being creative; being needs led
- Using community services to support residents of Slough to stay safe i.e. Children's Centres, GP's, Health Visitors, community groups & faith settings
- Clear governance, structure and data collation around DA in Slough
- 65 Domestic Abuse Champions recruited
- Training for Practitioners on DA and MARAC
- Operation Encompass rollout
- Healthy Choices Programme in schools



What support does your setting require to be able to respond to domestic abuse?

- Working closer around need & risk model – consider risk in relation to resilience (One size does not fit all)
- No longer sending everything into expensive specialist services
- New service provision map for partners
- Needs led services including:
 - Linked to the OPCC Victims First Hub (April 3)
 - New DA Provider for high risk cases (April 3)
 - Specialist Services such as the Inspiring Families Programme, Recovery toolkit and IDVA's and Perpetrator Services
 - Access to tools and resources such as MARAC, EHA's Claire's Law, Non Molestation orders



CSE Performance

