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| --- | --- | --- | --- |
| **Police reference number:** |  | **Date notification received from Police:** | 11/08/2023 |
| **Person Role** | **Person Forename** | **Person Surname** | **Age** | **Person DOB** | **Resides At Address** | **In House During Incident** | **Witnessed Incident** | **Involved In Incident** |
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| **Date & Time:** |  |
| **Circumstances of incident:** |
|  |
| **Key Adult DSL must save this notification in the child’s child protection file. The Key Adult DSL must make a note of any decisions reached, actions undertaken or rationale as to why no action has been taken and the outcome (paragraph 68,** [**Keeping Children Safe in Education**](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)**, DfE)****If this is a MARAC (multi agency risk assessment conference) referral, you will receive details of the allocated IDVA (Independent Domestic Violence Advocate) via the** **Education CADS Representative** **if the victim has consented to the support of the IDVA through** [**NIDAS**](https://nidasnorfolk.co.uk/)**. This will enable the Key Adult DSL to work collaboratively with the IDVA and other relevant agencies to support the victim including children.**  |
| **Silent support examples** | **Overt support examples** |
| * Informing child’s key staff in school
* Flexible application of rules for example uniform, homework etc.
* Understanding and flexibility in expectations in terms of behaviour and work through a trauma informed approach
* Opportunities for one-to-one time with teacher to provide opportunities to talk for example helping with a task
* Review lesson plans to ensure appropriate for the child on the day
* Ensuring the child knows who they can talk to in school
* Safe spaces available in school
* Use of comforters, cuddly toys etc
* Checking collection/ transport arrangements at end of school/college day
* Consider the child’s lived experience in context and over time
 | * Physical needs such as systems for spare uniform, lunch, equipment, dropping off and collection arrangements at the start and end of school day etc.
* Providing 1:1 or buddy support
* Time out of class/lessons or working elsewhere
* Using tools to understand a child’s lived experiences such as wishes and feelings work
* Talking to parents/carers to offer support
* Using Early Help processes to offer and access additional support
* Healthy Relationships sessions
* Ongoing school support
* Share information with other agencies if additional information raises concerns
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| **Further source of support and guidance:*** Single point of contact for schools and colleges: CADS Education Representative via operationencompass@norfolk.gov.uk
* [National Operation Encompass Key Adult helpline](https://www.operationencompass.org/)
* [Domestic abuse information](https://www.norfolk.gov.uk/safety/domestic-abuse), Norfolk County Council
* [NIDAS](https://nidasnorfolk.co.uk/) (Norfolk Integrated Domestic Abuse Services)
* [Norfolk and Suffolk Victim Care](https://www.nsvictimcare.org/) (support available where NIDAS threshold is not met)
* [Norfolk Early Help](https://www.norfolklscb.org/people-working-with-children/early-help/)
* [Children’s Advice and Duty Service](https://www.norfolklscb.org/people-working-with-children/how-to-raise-a-concern/)
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