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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:** | | | | | | | | | | | | |
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| **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**](mailto:%20operationencompass@norfolk.gov.uk) **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 | | | | | | |
| **Further source of support and guidance:**   * Single point of contact for schools and colleges: CADS Education Representative via [operationencompass@norfolk.gov.uk](mailto: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/) | | | | | | | | | | | | |