

Operation Encompass Audit September 2019

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1. Background

Operation Encompass was originally developed in February 2011, in Plymouth by David Carney-Haworth (Police Sergeant) following conversations with his wife, Elizabeth Carney-Haworth (a Headteacher at a local primary school), regarding children whose lives were impacted by domestic abuse. They would regularly discuss the impact that domestic violence would have on children and how their school would be able to offer support if they were made aware following incident. As a result of these conversations, they developed Operation Encompass; a system to provide early notification to Key Adults within schools when a pupil has been affected by Domestic Violence. In response to a notification, the school would then ensure the appropriate support would then be available for that child. Following a successful roll out in Plymouth, Operation Encompass has been adopted by several Local Authorities and Police forces in England.

A serious case review published by Norfolk Safeguarding Children Board in 2016¹ highlighted the need for a similar system to be implemented in the County. A Joint Agency Working Group was formed in March 2016, to co-ordinate the roll out of Operation Encompass in Norfolk; this group included professionals from Children's Services, Norfolk Constabulary and Education. Operation Encompass was rolled out to maintained schools and academies during the academic year 2016-17.

In Norfolk the decision was made to share all domestic abuse incidents reported to Norfolk Police with the child's school where they were listed as being witness, present or involved in the incident. A phone call is made by the CADS Education Representative to the nominated Key Adults at the school before 9am or as soon as possible thereafter, the following day.

All Key Adults must be trained Designated Safeguarding Leads. The information shared in the notification does not duplicate or replace any safeguarding interventions that may occur following police involvement. The purpose is to provide the schools with important information, so they can better support the pupil appropriately following what is likely to have been a traumatic experience. By sharing this information, it is hoped that children will receive quick and targeted emotional support at the earliest opportunity as required. The support provided can be either silent or overt.

By August 2019, 95% of maintained schools and academies in Norfolk were signed up to receive Operation Encompass Notifications. Operation Encompass was made available to all Independent Schools from April 2019. Since Operation Encompass has been in operation in Norfolk there have been over 6,800 Notifications given schools.

1. Aim

¹ Serious Case Review Q - Recommendations for LSCB to consider, action 9.3

The principle aim of the audit is to identify and evaluate the additional support that schools in Norfolk put in place for pupils in response to the domestic abuse notifications they have received via Operation Encompass. The report highlights key areas of additional support being provided by schools and any learning or good practice for schools and for partner agencies.

The support provided by a school will vary depending on the nature of the Domestic Abuse incident that has been disclosed, the relationships that a school has with the family involved, additional or on-going safeguarding concerns and interventions already in place for the child and the family.

2. Methodology

The audit examined a large sample of notifications provided to schools during the Spring Term 2019 and during the Easter Holiday. In total during the Spring Term 2019 there were 1294 Operation Encompass Notifications given to schools. A 10% case sample of these calls was used for the purpose of the audit to capture a balanced view of notifications and the types of support being provided by schools as a consequence.

The sample consisted of 130 (10%) of Operation Encompass Notifications made during the Spring Term 2019.

Month	Total Calls	Audit Calls
January	269	27
February	313	31
February Half Term	109	11
March	282	28
April	177	18
Easter Holidays	147	15
Total	1294	130

These notifications were provided to total of 124 different education settings from the Primary, Secondary, Further Education and Specialist sectors.

Month	Secondary	Primary & Infant	Further Education	Specialist / SSSfN
January	9	15	2	1

February	10	19	1	1
February HT	3	6	1	1
March	9	16	1	2
April	6	10	1	1
Easter Holidays	4	9	1	1
Total	41	75	7	7

Settings were located in all areas of Norfolk as follows:

Month	Breckland	Broadland	Norwich	Great Yarmouth	Kings Lynn	North Norfolk	South Norfolk
January	3	4	7	4	2	4	3
February	3	6	7	4	4	3	4
February HT	1	3	3	1	1	1	1
March	3	4	6	6	3	3	3
April	1	3	4	2	3	2	3
Easter Holidays	1	3	3	2	2	2	2
Totals	12	23	30	19	15	15	16

The DSL/Key Adult in each of the schools was contacted via telephone by the CADS Education Representative. The purpose of the conversation was to establish what actions were undertaken by the school in response to the notification, how this information was recorded and what support was put in place as a consequence.

The audit questions focused on eight key areas of additional support a school might provide as follows:

1. Teacher/LSA who works with the child was informed.
2. Welfare check with child was carried out.
3. 1:1/Pastoral Support was provided.
4. Social Work/Early Help/Other agencies was contacted.
5. Parent/Guardian was contacted.
6. Wishes and Feelings was carried out.
7. Time out of Class/Lessons was required.
8. Referral to another agency was made.

These are the most common types of additional support that schools provide in response to Operation Encompass notifications. A further explanation of these interventions can be found at Appendix 1.

Using this information, this audit report has been devised to inform learning and development and to identify any required changes to systems, processes and/or procedures.

3. What does the data tell us about practice?

Please find below a summary of findings of the key themes that emerged from the audit. Further information about the baseline demographics can be found in Appendix 2.

3.1. Recording

All notifications in the sample were recorded and stored securely by Key Adults. In 101 (77.69%) cases the Operation Encompass Notification Form provided as part of the Norfolk Protocol was used. In the remaining 29 (22.31%) cases the Operation Encompass Notification form was not used because schools recorded directly onto online safeguarding systems. The same information from the form was re-created on the online safeguarding system.

3.2. Overall Support

Of the 130 cases in the sample, additional support was provided in 118 (90.77%) of the cases. This shows a high level of additional support is provided by schools to children following receipt of an Operation Encompass notification.

In the cases where no additional support was provided schools provided valid and genuine reason for not providing additional support in relation to this specific incident. It was mainly because the child was not attending school, the nature of the incident indicated that additional support was not required at the time, support was already being accessed elsewhere or there were already on-going safeguarding concerns involving the child that the school/other agencies were already providing support for. Where schools had not directly provided any further additional support specifically in relation to the Operation Encompass notification, they described however how they were actively following up and dealing with any attendance, safeguarding concerns and providing additional support in line with their normal school procedures. The Notification at the very least was recorded and placed in the child's safeguarding file for future reference and contributed to their understanding of the child's lived experience outside school.

The table below shows a breakdown of the overall level of additional support in each key area where additional support was/was not provided. In most cases more than one type of support was provided to the child following the notification.

Type of Support	Number	%
Welfare check with child	106	90
Wishes & Feelings	41	35
Contact Parent/Guardian	46	39
1:1 / Pastoral Support	79	67
Contacted Social Worker/Early Help/Other Agencies	62	52.5
Time out of Class/Lessons	26	22
Informing Teacher/LSA who works with the child	118	100
Referral to another agency	27	23

It is positive to note that, in all cases where support was provided, the Teacher/LSA who worked with the child was informed of relevant information by the Key Adult, so they could offer support and monitor the child following receiving the notification.

The data shows schools in the sample provided a wide range of support. The most common types of support involved direct work with the child involved initially through staff in school who know them best. 1:1 Pastoral Support was provided in 79 of the cases; this support varied depending on the case but included mentoring and offers of in-school counselling. The evidence demonstrates that schools are regularly capturing the voice of the child by speaking to them directly about the incident or offering the child an opportunity to talk to trusted adult more generally. Schools reported that this can often lead to further concerns or domestic abuse incidents being disclosed and additional support being offered.

In over half the cases the school contacted other agencies already working with the family. In 27 cases, schools made referrals to other agencies as a consequence this included referrals to Early Help, mental health services and Leeway. Schools contacted Parent/Guardian in 46 of the cases.

The least common type of support provided by schools was giving Time Out of Class/Lesson. This shows that schools feel able to provide additional support to the child involved in the incident without having to regularly disturb their learning.

3.3 Gender

Was additional support provided	Was additional support provided?			
	Gender	Yes	%	No
Male	66	92%	6	8%
Female	52	90%	6	10%
Grand Total	118		12	

Type of Support by Gender	Male		Female	
	N	%	N	%
Informing Teacher/LSA who works with the child	63	87.5	48	82.7
Welfare check with child	60	83	46	79
1:1 / Pastoral Support	47	65	32	55
Contact Parent/Guardian	44	61	32	55
Contacted Social Worker/Early Help/Other Agencies	38	52	19	33
Wishes & Feelings	27	37	14	24
Time out of Class/Lessons	17	24	9	15.5
Referral to another agency	15	21	8	14

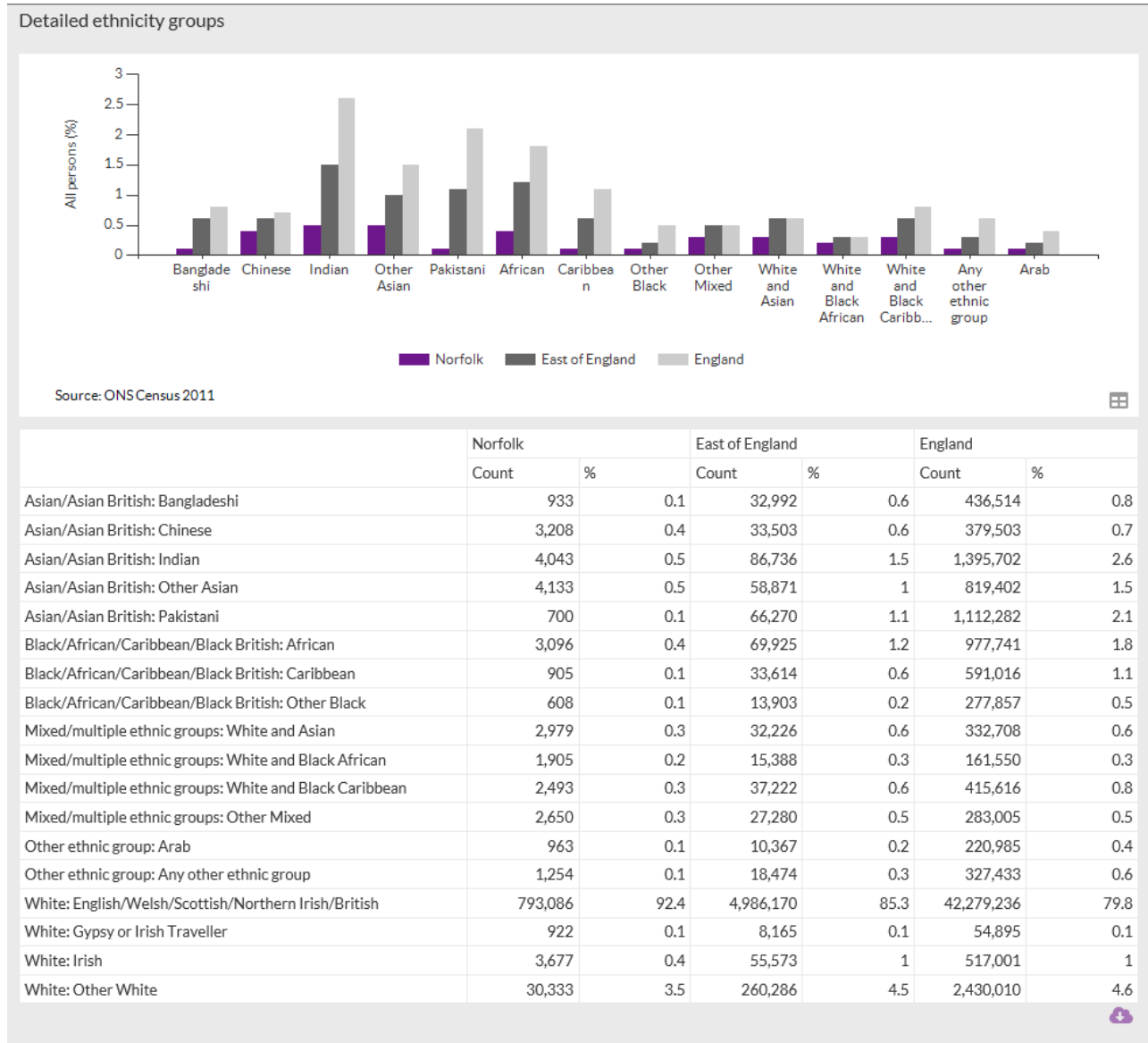
92% of the boys in the sample received support compared with 90% of the girls. Broadly, there was a similar approach with all other types of additional support provided to both boys and girls by schools. The differences in support highlighted in the table above, could be attributed to the overall vulnerability of the child rather than their gender.

3.4 Ethnicity

Ethnicity	No. in sample	No. additional support provided	%
White British	120	108	90
White Eastern European	5	5	100
Any Other Mixed Background	1	1	100
Asian – Any Other Background	1	1	100
Mixed White and Black African	1	1	100
Traveller of Irish Heritage	1	1	100
White – Other Background	1	1	100
Grand Total		118	

There were no significant statistical differences to what types of additional support was provided to different ethnicities. The data does show 92.3% of the total sample was White British. In all of the cases where additional support was not provided, the children were White British.

This data is in line with Norfolk, East of England and England population statistics with detailed ethnicity groups as the graph and statistics show below:



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3.5 Curriculum Year & School Phase

Was additional support provided (Y/N)	Yes	
Curriculum Year	N	%
R	15	88
1	12	100
2	17	100
3	5	83
4	12	100
5	5	71
6	8	100
7	7	87.5
8	8	89
9	5	83
10	7	87.5
11	6	86
12	9	100
13	2	66
Grand Total	118	

Was additional support provided (Y/N)	Yes	
School Phase	N	%
Primary	75	93
Secondary	33	87
Further Education	10	91
Grand Total	118	100.0%

Was additional support provided (Y/N)	Yes	
School Phase	N	%
Primary	75	63.56%
Type of Support	N	%
Informing Teacher/LSA who works with the child	75	100%
Welfare check with child	64	85.33%
Contact Parent/Guardian	55	73.33%
1:1 / Pastoral Support	49	65.33%
Contacted Social Worker/Early Help/Other Agencies	41	54.67%
Wishes & Feelings	36	48.0%
Time out of Class/Lessons	14	18.67%
Referral to another agency	11	14.67%
Was additional support provided (Y/N)	Yes	
School Phase	N	%
Secondary	33	27.97%
Type of Support	N	%
Welfare check with child	32	96.97%
Informing Teacher/LSA who works with the child	33	100%
1:1 / Pastoral Support	24	72.73%
Contact Parent/Guardian	17	51.52%
Contacted Social Worker/Early Help/Other Agencies	11	33.33%
Time out of Class/Lessons	10	30.30%
Referral to another agency	9	27.27%
Wishes & Feelings	5	15.15%
Was additional support provided (Y/N)	Yes	
School Phase	N	%
Further Education	10	8.47%
Type of Support	N	%
Informing Teacher/LSA who works with the child	10	100.0%
Welfare check with child	10	100.0%
1:1 / Pastoral Support	6	60.0%
Contacted Social Worker/Early Help/Other Agencies	5	50.0%
Contact Parent/Guardian	4	40.0%
Referral to another agency	3	30.0%
Time out of Class/Lessons	2	20.0%
Wishes & Feelings	0	0.00%

The number of children receiving support following a notification was broadly similar across all phases. Of the 81 primary aged children in the sample, 75 (92%) received additional support following a notification, in the secondary phase 33 of (86%) of the children in the sample received support and 10 (90%) young people from the Further Education sector received support.

Where no additional support was provided, 50% of the children were from the primary phase, 42% from the secondary phase and 8% (1 case) was in further education.

As with the curriculum year, the data shows that as the child gets older, the type of support provided changes. In the sample, it was less likely that wishes, and feelings was be used as the child got older but 1:1 and pastoral work was more frequently used in the secondary phase. Parents were more likely to be contacted in the primary phase and this is possibly due to the more frequent contact they have with parents. Informing the Teacher/LSA who works with the child consistently applied throughout the phases.

3.7 SEND

Was additional support provided (Y/N)	Yes	
	N	%
SEND		
No SEN	89	90
SEN Support	19	100
EHCP Plan	9	90
EHCP Referral	1	50
Grand Total	118	

There were no significant statistical differences in the type of additional support provided by schools to based on whether the child had special educational needs. Broadly overall there the same level of additional support was provided in all SEND groups.

3.8 Locality

Locality	Additional support provided	% of notifications received in the area
Norwich	27	90
Broadland	19	83
Great Yarmouth	18	95
South Norfolk	15	94
Kings Lynn	14	93
North Norfolk	14	93
Breckland	11	92
Grand Total	118	

There were no significant statistical differences regarding whether support was provided following a notification in the localities across Norfolk.

4. Conclusion

Feedback provided from Key Adults during telephone interviews demonstrates that schools clearly see the importance and value of receiving Operation Encompass notifications and how critical this additional support can be for children that are being affected by Domestic Abuse:

“Before Operation Encompass notifications we never found out this information and we were unable to support children in school effectively.”

“Operation Encompass is now a vital part of safeguarding within the School and we are able to support children and families more than we ever have.”

“Operation Encompass notifications are brilliant and is either an extension of the safeguarding we already have in place or gives us that additional information to be able to support families and children even more, especially the children that have not come to our attention before and can be the final piece of the jigsaw that was missing”.

This audit demonstrates the extent of the support schools provide to pupils in response to Operation Encompass notifications; they act as a safe place and offer various additional support for children and potential victims of Domestic Abuse. The data demonstrates that additional support was consistently offered by schools regardless of the location, gender, ethnicity or educational needs of the child. The type of support provided did vary according to the age of the child as would be expected. The evidence indicates that in addition to providing in-house support, schools are regularly engaging with partner agencies and families regarding the impact of domestic abuse on the child.

5. Recommendations

The following recommendations are made in response to these findings:

1. In order to extend the support offered to children affected by domestic abuse, it is recommended that the CADS Education Representative works with the police and other partners to explore how education settings can contribute to the MARAC process in Norfolk.
2. In response to a review of Norfolk's response to missing children conducted by the National Working Group last academic year, we have developed procedures in partnership with Norfolk Constabulary that will enable us to extend Operation Encompass to include notifications about missing children. This is an important development intended to foster effective multi-agency communication to safeguard and promote the welfare of the missing children. It is important that this scheme is evaluated in the same way as Operation Encompass within its first year of operation.

Appendix 1: Additional Support Types

1. Teacher/LSA who works with child was informed would be any member of staff that the School felt was relevant to update about the incident to be aware of any changes/concerns with the child. The full details of the incident may not have been disclosed to the Teacher/LSA and could just be to keep any eye on the child and refer to the DSL with any concerns following the incident.
2. Welfare check with child could be the School following up with the child involved in the incident by either just a general check in “How Are you?”, “Did you have a good weekend” etc. This may not directly talk about the incident but check how the child is feeling and give them an opportunity to speak.
3. 1:1/Pastoral support could be that the School following a notification of an incident felt the child needed some specialised 1;1 work within School or that the pastoral team would work with the child providing the child with pastoral staff to talk to around any concerns.
4. Social Work/Early Help/Other Agencies was contacted would be any active Social Work teams/Early Help/Family Focus practitioners already working with the child and following up around any further concerns or queries with the worker. It could also be the information provided by the notification led to a call to CADS/MASH to refer further safeguarding concerns. Other Agencies could be Police, mental health services, that are already working with the Child or the child being referred to this specialised agency for further support following any notification.
5. Parent/Guardian was contacted would've been following a notification that the School has engaged with the Parent/guardian of the child involved whether this be via phone or a face to face meeting to discuss any concerns following the notification.
6. Wishes and Feelings being carried out is where a school has done direct work with the child discussing how they feel and usual methods like the ‘three houses’ would've been used. This would be to gain a good understanding of what is going on in the child's life and how they are feeling.
7. Time out of Class/Lessons required would be where the school felt or gave the student specifically time away from their Class/Lessons to help support them following receiving the notification.
8. A referral to another agency was made would be where following the notification and depending on the need the school would follow this up by referring the child to agencies such as Domestic Abuse charities, the Benjamin foundation, the Matthew project and any other charity/service that could support the child and family.

Appendix 2: Data - Baseline Demographics

1.1 Gender

Gender	N	%
Male	72	55.4%
Female	58	44.6%
Grand Total	130	100.0%

1.2 Ethnicity

Ethnicity	N	%
White British	120	92.3%
Asian - Any Other Background	1	0.77%
Mixed White and Black African	1	0.77%
White - Other Background	1	0.77%
White Eastern European	5	3.85%
Any Other Mixed Background	1	0.77%
Traveller of Irish Heritage	1	0.77%
Grand Total	130	100.0%

1.3 Curriculum Year

Curriculum Year	N	%
R	17	13.08%
1	12	9.23%
2	18	13.86%
3	6	4.62%
4	12	9.23%
5	7	5.38%
6	8	6.15%
7	8	6.15%
8	9	6.92%
9	6	4.62%
10	8	6.15%
11	7	5.38%
12	9	6.92%
13	3	2.31%
Grand Total	130	100.0%

1.4 SEND Status

SEND Status	N	%
No SEN	99	76.15%
SEN Support	19	14.62%
EHCP Plan	10	7.69%
EHCP Referral	2	1.54%
Grand Total	130	100.0%

1.5 Phase

Phase	N	%
Primary	81	62.31%
Secondary	38	29.23%
Further Education	11	8.46%
Grand Total	130	100%

1.6 Locality

Locality	N	%
Norwich	30	23.07%
Broadland	23	17.69%
Great Yarmouth	19	14.62%
South Norfolk	16	12.31%
North Norfolk	15	11.54%
Kings Lynn	15	11.54%
Breckland	12	9.23%
Grand Total	130	100.0%