

### Welcome to the March Issue of the Newsletter

Welcome to the fourth edition of the LSCB newsletter. We welcome feedback and contributions from partner agencies. Please get in touch with us should you wish to include information in the next issue.

#### **Round up of 2017-2018 from Beverley Czyz – LSCB Manager**

*As the current LSCB year 2017-2018 comes to an end and reflecting on what we have done, it is apparent that it has been a busy year with lots of changes, but also much LSCB activity and progress achieved. The year started with a peer review of the effectiveness of the LSCB in meeting its statutory duties. The outcome of which, was to recognise the partnership contribution to Leicester City's Improvement Journey and its readiness to take over the challenge and assurance role for CSE, Early Help and the Front Door. The LSCB has met this responsibility and has also delivered large scale events for practitioners sharing the learning from case reviews. We supported the Young Advisers in delivering their Safeguarding Summit in November 2017 and welcomed the key messages and challenges drawn from this. The LSCB at its most recent meeting held a spotlight event on Mental Health and Wellbeing and some of the presentations and key messages are also included in this edition.*

*As part of my own role as professional adviser to the LSCB and Independent Chair, I've supported the Serious Incident Review Group with completing reviews and considering new cases. While also supporting the LLR LSCB Procedure and Development Group with reviewing procedures and developing new ones, I've supported the LSCB audits and quality assurance activity by chairing groups and working with my counterparts within the Leicestershire and Rutland SCB within our cross-border arrangements. As part of this Liz Dunn was recruited to the LLR LSCB Project Development Officer (Training) post in October 2017 and is now driving forward the implementation plan for the new arrangements for administering and coordinating the LLR LSCB Training Programme 2018.*

*In terms of response to national drivers, the Children and Social Work Act 2017 received Royal Assent last April and following this in October there was a consultation on Working Together 2018 guidance and it's the transition guidance. A briefing document setting out how it will impact on partners' roles and the LSCB itself was produced and provided to colleagues within the region. I have been working closely with the Subgroup Chairs around the Business Plan outcomes and in developing the new Business Plan 2018-19 to take us into the new financial year.*

*In other news, the LSCB Annual Report 2016-17 and was presented to Leicester City Council Scrutiny who welcomed the approach and accessibility of the report. We are looking to completing the next Annual Report for 2017-18 and have requested contributions that highlight how successful the safeguarding partnership has been in meeting the LSCB objectives. As well as managing the LSCB office and the team, I have been engaged in other work to take us forward into the new arrangements.*

*I am looking forward to 2018-2019 and the new challenges it will bring including new and innovative ways of working while seeking to establish how we can bring forward the best of the current arrangements into the new, which will be established during 2018-19.*

This issue includes:		
CSE	Operation Encompass	LLR LSCB Multi-agency Safeguarding Procedures
Diversity	Future In Mind Transformation Programme	LLR LSCB Safeguarding Training and Learning
Prevent	Universal Credit	Further Information and Resources

## CSE - Meet the team dedicated to protecting children from child sexual exploitation



The Multi-agency CSE (MA-CSE) team has held an awareness day for the media and fellow professionals, to raise awareness of their relentless work to tackle child sexual exploitation.

Representatives from the Police, social care, health and other support workers are co-located at Wigston Police Station to ensure a joined-up approach to safeguarding children and bringing offenders to justice.

The team is led by Children's Social Care Service Manager Donna Smalley and Detective Chief Inspector Natalee Wignall.

The timing of the event, which took place on March 16, was chosen to coincide with the lead-up to National CSE Awareness Day, which took place two days later.

It was attended by Chief Constable Simon Cole, the Police and Crime Commissioner Lord Willy Bach, local and regional media and fellow professional from across Leicester, Leicestershire and Rutland.

A short film has been produced which was shown at the event and has been released to the public, to highlight the work carried out by several agencies working together to protect children in Leicester, Leicestershire and Rutland from becoming victims of sexual abuse and exploitation.

## Diversity – do you consider this your practice?

Recent LSCB multi-agency case file audits such as the Emotional Wellbeing and CAMHS Involvement Audit identified the need for practitioners to consider diversity within their practice when working with a wide range of individuals/families to ensure that the service intervention meets the intended outcomes for safeguarding the child(ren). At the LSCB Multi-Agency Frontline Practitioners Group meeting in January 2018, this issue was

considered and learning was shared through the activity below. Practitioners revisited their perceptions as this could influence their practice. This activity was found so useful by one of the members of the group, that they are using this in the training they deliver to about 600 midwives across Leicester, Leicestershire and Rutland. You too can use this activity on your own or within your team to revisit this issue and keep diversity in the agenda.

### Diversity in practice – Activity

The aim is to set the context of your work and explore the impact of media representation of different cultures.

What events have occurred in the last 12 months that have shaped public perception about groups likely to experience prejudice and discrimination?

Globally	Nationally	Locally/in your work
Sources of information		
Impacting factors		

## Prevent and Safeguarding - What can you do?

The activity and discussion on diversity was followed by a presentation by Will Baldet on Prevent and Safeguarding, which included the role practitioners in relation to Prevent. This was well received by the group and key messages are presented below.

Prevent's aim is to stop people becoming terrorists or supporting terrorism.

- ✓ Respond to the **ideological challenge** of terrorism and the threat we face from those who promote it.
- ✓ **Prevent people from being drawn into terrorism** and ensure they are given appropriate advice and support.
- ✓ Work with **sectors and institutions** where there are risks of radicalisation which we need to address.
- ✓ Supporting **vulnerable people** through local safeguarding channels

### There are 3 elements of Terrorist Propaganda:

1. Doomsday Framing	Terrorist narratives will often present a view of the world that is apocalyptic. In the case of Al-Qaeda and ISIS, they argue that Islam will cease to exist if the current course of history is not halted. With the White Supremacist (neo-Nazi) ideology, the doomsday framing is the end of 'white people', brought about by multi-culturalism and dual heritage relationships. While these views may seem conspiratorial to many, there are those who firmly believe these to be genuine and are inclined to support causes which seek to bring an end to these apocalyptic visions.
2. Moral obligation	Once the doomsday framing has been set, there will be an exploitation of people's moral – or religious - obligation to halt the course of events. Very often this will be reflected in language that talks about an obligation to children, grandchildren etc. You will also see the threat of the desecration of women used in these narratives, a common theme in propaganda, in order to instill a sense of moral obligation in an individual to act.
3. Need to Act	This is the 'call to action' of the terrorist narrative. It is the need to act <b>now</b> to prevent these apocalyptic events from occurring. Any delays in acting could mean it will be too late. In effect, this is the call to violence with the doomsday framing and moral obligation being the justification for acts of violence.

### What does 'vulnerability' look like?

Emotional	External	
Low esteem	Family breakdown	<p>By no means should we suggest that having one or all of these characteristics or circumstances will drive someone to terrorism, but they often lead to a sense of injustice that can be exploited.</p> <p>These vulnerabilities (signs) will manifest either <b>physically, verbally or emotionally</b>.</p> <p>Our role in safeguarding is to be able to identify these signs and offer the appropriate support.</p> <p><b><u>These 'signs look like any other troubling behavior</u></b> and so standard safeguarding policies are the most appropriate way to address them</p>
Victimization	Social exclusion	
Guilt	Unemployment	
Loss	Conspiracy theories	
Isolation	Immigration	
Fear	Peer Pressure	
Lack of purpose	Foreign affairs	
Sense of worth	Charismatic leader	
Desire for revenge	Internet sites	
Anger	Grievance	
Identity	Drugs	
Frustration	Social Media	
Belonging		

### This is not a Checklist

INSIGNIFICANT BEHAVIOUR	TROUBLING BEHAVIOUR	WORRISOME BEHAVIOUR	ALARMING BEHAVIOUR
+Argues fervently to defend his/her convictions before family members and/or close friends +Adopts visible signs (traditional clothes, beard, shaved head, religious symbols, specific tattoos etc.) to express his/her identity or sense of belonging +Is active on Social Media +Takes a stand and campaigns peacefully for a cause related to a community, a group or an individual +Takes a keen interest in national and international current events +Expresses the desire to reintegrate or increase involvement in a religious practice or an identity or political engagement +Adopts new ideological, religious or political beliefs which do not, however, go against societal values	+Expresses polarizing views of absolute truth, paranoia or extreme mistrust +Adopts behavior which creates a rupture with family practices +Is drawn to conspiracy theories and discourse +Begins to isolate himself/herself from family and/or friends +Suddenly changes his/her habits +Feels a sense of victimization and rejection +Rejects the collective values of “togetherness” (living together)	+Cuts off ties with family members and/or close friends in order to keep exclusive company with a new circle of acquaintances or friends +Legitimizes the use of violence to defend a cause or an ideology +Hides a new lifestyle, allegiance or belief system from family members and/or close friends +Becomes closer to individuals or groups known to be violent extremists +Consolidates his/her thoughts by regularly consulting violent extremist forums and websites on the Internet +Expresses dehumanizing views regarding other individuals or groups +Becomes obsessed with the end of the world (Armageddon) or with messianic views	+Commits violent acts guided by ideological motives or by a violent extremist cause +Takes part in violent extremist group activities by any means whatsoever (material, financial or physical) +Recruits individuals for a violent extremist cause (or encourages their enlistment to that cause) +Is in contact with a group or a network of individuals known to be violent radicals, either online or in real life

(Adapted courtesy of [www.info-radical.org](http://www.info-radical.org) )

#### How should you respond?

- **ALARMING:** Serious Concern – likely to require support from the police
- **WORRISOME:** Worrying Concern – Share with a colleague (safeguarding lead) and *possible* referral
- **TROUBLING:** May need support/exploration within the classroom or institution
- **INSIGNIFICANT:** Something of no concern

#### A Referral could go to the Channel Programme – which is a Safeguarding initiative

- Similar to the Common Assessment Framework (CAF) in schools
- Consent is required
- Professionals convene to discuss safeguarding options: Children & Adult’s Safeguarding, Social Care, Early Help, Health, Mental Health, Youth Service etc.
- Resolutions include:
  - 1-2-1 mentoring
  - Family support
  - Anger management
  - Conflict resolution
  - Cohesion work (Visit My Mosque day)
  - Counselling
  - Leadership courses
  - Community support networks
  - Youth work

## The Prevent Duty

- Named bodies must have due regard to the need to prevent persons being drawn into terrorism
- 'Having due regard' means that agencies should **place appropriate weight** on the need to prevent people being drawn into terrorism
- Being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a *specific* understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them

## Useful Resources

- DfE Website: <http://www.educateagainsthate.com/>
- Let's Talk About It: <http://www.ltai.info/>
- WRAP Online: <https://www.elearning.prevent.homeoffice.gov.uk/>
- Channel Online:
- [http://course.ncalt.com/Channel General Awareness/01/index.html](http://course.ncalt.com/Channel%20General%20Awareness/01/index.html)
- Prevent Tragedies: <http://www.preventtragedies.co.uk/>
- The Respect Programme: <http://www.therespectprogramme.org.uk/>
- Leicester Prevent: [www.leicesterprevent.co.uk](http://www.leicesterprevent.co.uk)

## Operation Encompass – do you know about this?

Operation Encompass is an initiative to enhance communication between the police and schools where a child is at risk from domestic abuse.

The purpose is to ensure schools have more information to support safeguarding of children. When police have attended any domestic violence incident at the homes of children, their schools are informed before the next school day begins. By knowing that the child has had this experience, the school is in a better position to understand and be supportive of the child's needs and possible behaviours.

Operation Encompass will complement existing safeguarding procedures.

This model was first introduced in Plymouth, Devon and Cornwall, in February 2011 and has since been adopted in many areas across the UK. In other areas, it has been found to be a very effective way of supporting children at a most difficult time. The initial approach anticipates that the sharing of information should not, in itself, provoke a proactive response to individual

children by the school. Rather it should assist in informing the schools' response to any presenting behaviour and allowing the school to be in a better position to understand any adverse impact on the child's subsequent behaviour in school. This information should only be shared by the Head Teacher or DSL on a need to know basis e.g. with the form/class teacher.

Operation Encompass was launched at the Designated Safeguarding Leads Forum on Monday 29 January 2018 at City Hall, Leicester City Council. This included a briefing on how this approach will work, the processes, documentation to use and the benefits for children and young people as well as education providers, including post 16.

The process being developed for Leicester in partnership with Leicestershire Police and other documentation includes a template letter that schools can use to send to parents too inform them of this approach.

The template letter and further information about Operation Encompass is available at: <http://www.lcitylscb.org/information-for-practitioners/operation-encompass/>

## Future In Mind Transformation Programme – what is this?

Future in Mind is a national programme to improve the emotional mental health and wellbeing services delivered to children and young people. The aim of this programme is to deliver the services that children and young people say they need so that they feel supported and they feel improvements in their emotional, mental health and wellbeing.

In Leicester Leicestershire and Rutland the people who commission and provide services have worked with the children, young people and their families/carers to look at how we could improve our services. Our children and young people told us they wanted easier access to services, they did not want to wait to be seen and they did not want to go to A&E.

Since the work began in 2015 we have:

1. Introduced a 'road to Resilience programme. This is delivered in schools to Children and young people to help them with issues such as bullying or worrying over exams. The school staff will be taught how to recognise when children and young people are struggling and they will have information on where these children can get help.
2. Introduced a new Crisis and Home Treatment Service that means C&YP can quickly access treatment and support when they are in Crisis, without having to go to A&E.
3. Developed a CAMHS access service to help to reduce the waiting times to be assessed.
4. Introduced an On Line Counselling Service that includes: live forum, peer support groups, access to articles and reports, online messaging and one to one on line counselling.
5. Introduced a new Early Intervention Service that delivers treatment for children and young people that do not need specialist CAMHS, they can get the care and treatment they need by the staff working in the early intervention service.

The children and young people's mental health and wellbeing services is entering its next phase of delivery and will build on the above achievements far, this work will include includes:

1. Developing a single point of access for emotional, mental health and wellbeing services
2. We will focus on prevention and helping children and young people deal with life's challenges.
3. Developing our workforce to increase the numbers, and the skill and knowledge of the staff delivering emotional, mental health and wellbeing services

### Future in mind

Promoting, protecting and improving our children and young people's mental health and wellbeing



## Universal Credit Full Service – What are the key features?

Universal Credit (UC) will be rolled out in Leicester City from 13<sup>th</sup> June 2018.

Universal Credit is the most significant change to the welfare state in many years.

At the heart of Universal Credit is a desire to see more people move closer to work, into work and earning more: **reducing their dependency** on benefits.

It replaces:

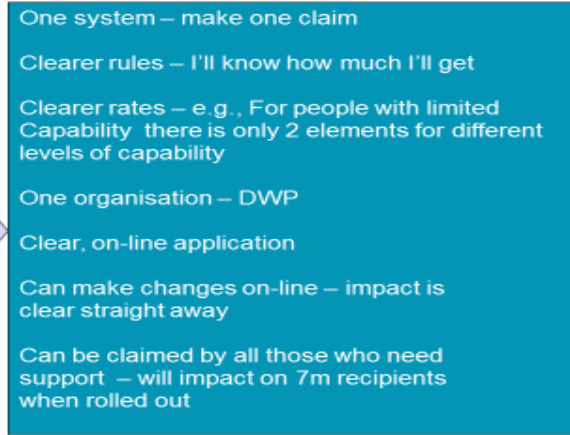
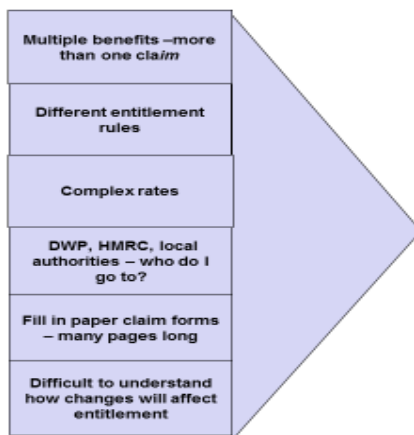
- Income Support
- Income Related ESA
- Income Based JSA
- Housing Benefit
- Child Tax Credits
- Working Tax Credits

It is intended to make the benefit system simpler:

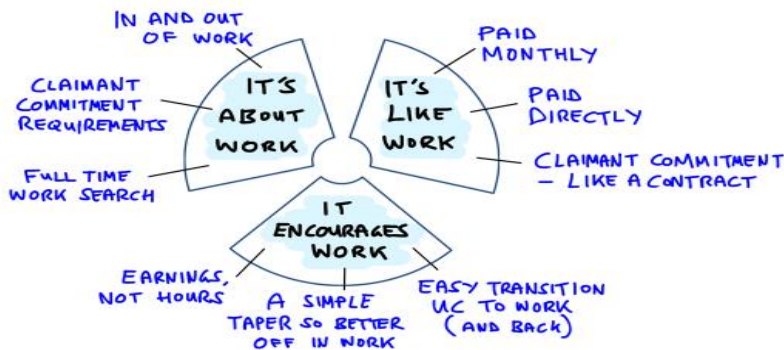
### Simplification of the Benefit System

Current System

Universal Credit



### What is different about UC?





- UC also “Makes Work Pay”. It is based on earnings and not the hours worked, therefore customers get to keep more of their earnings.
- Universal Credit helps to ensure people are better off in work than on benefits by:
  - Removing the limit to the number of hours someone can work each week.
  - Reducing a claimant’s Universal Credit payment gradually as their earnings increase, so they won’t lose all their benefits at once if they’re on a low income.
  - The Universal Credit taper means that financial support is withdrawn at a consistent and predictable rate, meaning claimants can clearly understand the advantages of work
  - Earnings allowance for families and those with limited capability for work and then reduction of 63p for each £1 earned.
  - The service is a digital service and designed to work as well on a mobile as on a computer, making it easier for claimants to access the service in a way that suits them
  - Claimants manage their Universal Credit through a single online account, where they can access information on payments, report changes of circumstances, get job alerts and work coach help and support

Universal Credit is an Agile system, this means its updates and changes are made sometimes daily.

- Digital support to make and maintain a claim
- Personal Budgeting Support
- Advance Payments
  - New Claim Advance
  - Change of Circumstances Advance
  - Benefit Transfer
  - Budgeting Advance

All advances are repayable interest free

- Payment of Housing costs direct to Landlord for a set period of time (Reviewed from 3 -24 Months)
- Dedicated Work Coach and Case Manager
- Universal Credit Journal for communication between the customer, work coach and case manager.
- Visiting Officers for complex cases.
- Complex Needs Plans to support staff in working with our most vulnerable customers.

For further information visit <https://www.gov.uk/universal-credit>

Or visit our new website launched for partners @ [www.understandinguniversalcredit.gov.uk](http://www.understandinguniversalcredit.gov.uk)

## LLR LSCB Multi-Agency Safeguarding Procedures – did you know these have been updated?

The following procedures have been updated and the next update is scheduled for September 2018. The procedures are available at: <http://llrscb.proceduresonline.com/chapters/contents.html>

Updated Chapters	Details of amends
<b>Responding to Abuse and Neglect</b>	A link has been added to NSPCC Core Information Leaflets on Aspects of Physical Child Abuse. This information will be of use to a wide range of professionals in different disciplines.
<b>Paediatric Safeguarding Medicals</b>	This chapter previously called Paediatric Medical Assessments has been updated and should be read throughout.
<b>Initial Child Protection Conferences</b>	Section 12.2, <b>this and Other Agency Reports to Conference</b> has been updated with regards to the secure electronic methods that should be used to send sensitive and personal information.
<b>Multi-Agency Report to Conference: Guidance Notes</b>	Section 3, 'What Needs to Happen?' has been updated with regards to the secure electronic methods that should be used to send sensitive and personal information.
<b>Historical (non-recent) Abuse Allegations</b>	Section 3, Action to Safeguard has been updated to reflect that Adult Social Care should also be informed if the victim has needs for care and support now and it will have met a safeguarding threshold if the victim is currently experiencing, or is at risk of, abuse or neglect, and as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it. All practitioners involved in an allegation should ensure that support is offered, particularly with consideration to the Sexual Assault Referral Centre based in Leicester, which can take place even if the individual does not wish to pursue a criminal investigation.
<b>Safeguarding Children and Young People from Child Sexual Exploitation</b>	A link to the Centre of expertise on Child Sexual Abuse – Key messages from research on child sexual exploitation. A further link has been added to Child sexual exploitation: Practice Tool (2017) (open access) - further background information about child sexual exploitation and additional commentary around some of the complexities of practically responding to the issue.
<b>Children Moving Across Boundaries</b>	Section 8, A Child (not Looked After or Subject of a Child Protection Plan) in Receipt of Services from Originating Authority has been updated particularly in relation to children in need, early help and private fostering. <b>The notification form had also been update.</b>
<b>Dangerous Dogs and Safeguarding Children</b>	This chapter has been reviewed and updated.
<b>People Posing a Risk to Children - Guidance and Procedure</b>	This chapter has been extensively updated and includes the addition of new Section 5, Disclosure of Information by Local Authority and Section 6, Disclosure Process.

New Chapters	Details
<b>Sexual Abuse</b>	This chapter deals with the definition, risk and indicators. It also covers action to be taken and learning from Serious Case Reviews.
<b>Gangs, Group Activity, Youth Violence and Criminal Exploitation Affecting Children</b>	This chapter deals with the definition, risk and indicators. It also covers action to be taken and links to related guidance.

### Top Tips for Using the LLR LSCB Safeguarding Procedures Manual

The following from Trix are useful for accessing the LLR LSCB procedure manual which can be accessed via any suitable device.

- ✓ Save to your favourites or add an ICON on your desktop. Once in the individual manual, right click and select create a shortcut. This asks you whether you wish to add a shortcut to your desktop, select yes. Go back to your desktop and you can rename the tri.x logo whatever you wish to.
- ✓ Add an ICON to mobile devices. Users will need to add the manual address to the internet address bar. Depending on what version the manual is and the type of mobile device will determine how the manual is displayed.
- ✓ Read the 'Using this manual' for functions.
- ✓ Register for Updates.
- ✓ Familiarise yourself with the manual i.e. your service area.
- ✓ Use Ctrl F to quickly find a word e.g. missing. This can be used in the Contents Lists or within specific procedures.
- ✓ Search box – will find words in headings and sub-headings first and then wherever else it appears in the manual. Consider part words in some cases where alternatives may be available e.g. Whistleblowing / Whistle blowing.
- ✓ Look at the extra features e.g. Working Together to Safeguard Children 2015, Policy Briefings and the Glossary
- ✓ Check the manual for guidance before you go to your manager.
- ✓ If the manual has an amendments feature check what has changed. You may also need to clear your browsing history (cookies/cache) to update it. When the manual is open in internet explorer, on the menu you will find the tools icon then select browsing history and delete.
- ✓ Remember the '72 Hour Rule' - print pages for reference only.

### LLR LSCB Safeguarding Training and Learning – what's happening?

Hello

*I would like to thank everyone who filled in the Safeguarding Children Competency Framework Questionnaire. As you know this is being reviewed and so the responses were welcome, and are being included in the work I am doing with partners. If you would like to be further involved, or would like the chance to have your say, then please look out for workshops that will be advertised on the LSCB website later in April.*

*With regard to training, this too, is being reviewed and I am working with the Multi-Agency Training Group to put together a Training Programme for 2018-19. Obviously, I will let you all know how to access this when it is available.*

*In the meantime, please don't hesitate to contact me ([Elizabeth.Dunn@leicester.gov.uk](mailto:Elizabeth.Dunn@leicester.gov.uk)) if you have any queries around training or the Competency Framework....*

Thanks

*Liz*

## Further information/Resources

**Action for Children** - Research, resources and information

<http://www.actionforchildren.org.uk/policy-research>

**Barnardos** - Research and information including fact sheets

[http://www.barnardos.org.uk/what\\_we\\_do/policy\\_research\\_unit/research\\_and\\_publications.htm](http://www.barnardos.org.uk/what_we_do/policy_research_unit/research_and_publications.htm)

Sign up for regular Newsletter:

[http://www.barnardos.org.uk/email\\_subscription\\_form.htm](http://www.barnardos.org.uk/email_subscription_form.htm)

**Leicester, Leicestershire and Rutland**

**Safeguarding Children Boards' Procedures** (staff can register to be alerted on updates)

<http://llrscb.proceduresonline.com/chapters/contents.html>

**National Children's Bureau** - Policy, research and information

**National Working Group Network (NWG)** –

Tackling child sexual exploitation

<http://www.nwgnetwork.org/>

**National Referral Mechanism (NRM)** - The Government's National Referral Mechanism guidance and referral forms can be accessed at the link below. The referral and assessment forms

should be used to report potential victims of human trafficking

<https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms>

**NSPCC** – Information, research, briefings and resources including the [National Repository of published Serious Case Reviews](https://www.nspcc.org.uk/)

<https://www.nspcc.org.uk/>

**Office of the Children's Commissioner for**

**England** - Information, briefings and research on issues affecting children and young people, and includes the final report of the Office of the Children's Commissioner's *Inquiry into Child Sexual Exploitation in Gangs and Groups* (November 2013)

<http://www.childrenscommissioner.gov.uk>

**Research in Practice** - Research, information and resources to support evidence informed practice

<http://www.rip.org.uk/>

(Leicester City Council employees can register using their work email address)

**Safeguarding in Education** - Further Information

<http://www.lcitylscb.org/safeguarding-learning-development-training/safeguarding-in-education/>

## Further information about the LSCB

Information about the LSCB including the Board, sub-groups, information for children & young people, parents & carers and professionals including news, procedures and useful link see the LSCB [website](#).

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