

DSL Briefing Spring Term 2026

**Education
Safeguarding Advice
Service
(ESAS)**

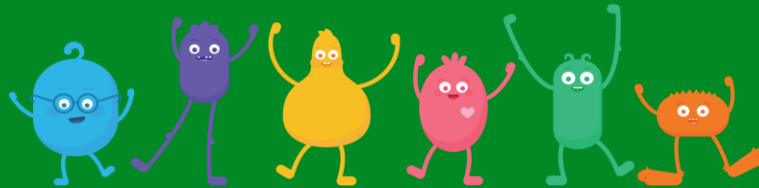
Agenda

www.staffordshire.gov.uk

- Shelly Charnock - NSPCC Schools service
- Sam Smith – Introduction to Ripple
- ESAS - Child Sexual Abuse incl Signs & Indicators template
 - Sharing nudes and semi nudes
 - SFIFD update and challenge
 - CE & Screening Tool
 - Child Death Overview Panel
 - Families First Programme
 - Operation Encompass update
 - Ofsted complaints

The NSPCC has a lot to offer and we want to support you and your school to help keep children safe

Talk PANTS: We have developed and strengthened our resources for this programme in partnership with the PSHE Association. Contact your Schools Coordinator for more details and get access to these new resources to use in your school.



Common Sense Media: Common Sense Education digital citizenship resources support teachers and prepare learners to think critically and use technology responsibly to learn, create and participate by exploring:

- Healthy Habits: Media Balance & Well-Being
- Cyberbullying, Digital Drama & Hate Speech
- Relationships & Communication
- News & Media Literacy
- Privacy & Security
- Digital Footprint & Identity.





Speak out Stay safe: our Primary School Offer

We have updated our year 5&6 workshop and have added follow-on lesson plans to help embed the important messages from our virtual assemblies.

[Scan to sign up](#)



Talk Relationships: our Secondary School Offer

Talk Relationships supports secondary age settings to enhance their sex and relationships education. The tools and resources included will help young people to learn about sex and relationships in a safe environment that recognises, responds to, and prevents abuse.

[Scan to access](#)



Questions:

- Can you tell us a bit more about your school?
- What are the main issues you are dealing with?
- How can we at the NSPCC help?

We have a lot to offer schools and a lot of free resources and programmes for you to use.

If you have any questions or would like to discuss further then please contact your Schools Coordinator. We are looking forward to working together to help keep children safe.

Our new Alternative Provision resources for Speak out Stay safe

We now have some alternative provision resources for our Speak out Stay safe programme with a Practitioner Toolkit and Home Education Resource pack.

Alternative Provision Practitioner Toolkit homepage:



Home Education Resource Pack homepage:



This includes:

- An introductory video
- A downloadable toolkit
- Activities
- A briefing for those who will support the sessions



Contact your local Schools Coordinator if you would like more details

NSPCC Schools Service

Your local Schools Coordinator contacts

Rachel Willis

Staffordshire Moorlands and North
Derbyshire

Rachel.Willis@nspcc.org.uk

Matt Harding

Staffordshire and Stoke-on-Trent

Matthew.Harding@nspcc.org.uk

Who We Are

The R;pple story and impact

Alice Hendy MBE lost her brother Josh to suicide at 21 years old. Josh had been researching over the internet techniques to take his own life.

To ensure more help and support is given to individuals searching for harmful content online, Alice set up R;pple.

1.9m

Active
Users

110k+

Searches
Intercepted

31

Lives
Saved*

34

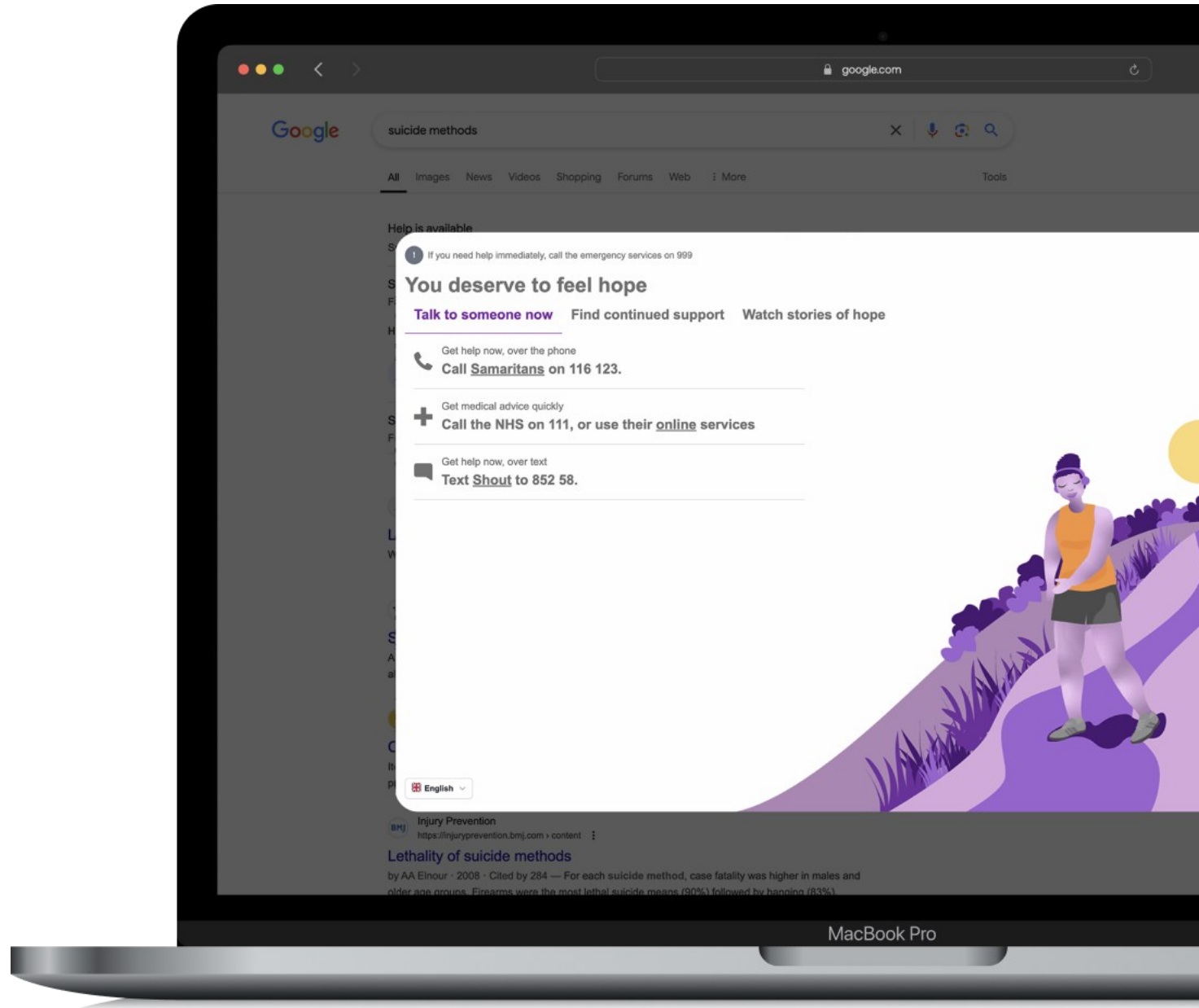
Awards
Won

**People who have reached out to us directly*



Invisible Guardian

- 1 Always-on protection
- 2 Interception
- 3 Signposting to support



Primary

1 If you need help immediately, call the emergency services on 999

You deserve to feel hope


Talk to someone now Find continued support

Get help now, over the phone
Call **Childline** on 0800 1111.

Get help now, over the phone
Call **Samaritans** on 116 123.

Get help now, over text
Text **Shout** to 852 58.

English



1 If you need help immediately, call the emergency services on 999

You deserve to feel hope

Talk to someone now Find continued support


YOUNG MINDS YoungMinds
Guides to help you understand how you're feeling, learn about a mental health condition or find support.
[Access support resources now](#)

PAPYRUS
24/7 helpline service, confidential advice and support to help you if you're struggling with suicidal thoughts.
[Access HOPELINE247 and resources](#)

Kidscape
Advice on what bullying is and how to make it stop. Free workshops to help you with bullying.
[Access advice and workshops](#)

action mental health
Videos and resources to learn about and support your mental health.
[Access advice and videos.](#)

English



Secondary

1 If you need help immediately, call the emergency services on 999

You deserve to feel hope

Talk to someone now Find continued support Watch stories of hope

Get help now, over text
Text **Shout** to 852 58.

Get help now, over the phone
Call **Samaritans** on 116 123.

Get medical advice quickly
Call the NHS on 111 and select option 2, or use their [online](#) services.

English



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PAPYRUS
24/7 helpline service, confidential advice and support to help you if you're struggling with suicidal thoughts.
[Access HOPELINE247 and resources](#)

Keeth
A safe and anonymous place where you can find online support and counselling for whatever you're feeling.
[Join and get professional support](#)

action mental health
Videos and resources to learn about and support your mental health.
[Access advice and videos.](#)

Mind
Information and advice about mental health conditions and looking after yourself.
[Access information to support your mental health.](#)

English



Higher

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PAPYRUS
24/7 helpline service, confidential advice and support to help you if you're struggling with suicidal thoughts.
[Access HOPELINE247 and resources](#)

The Mix
Advice and support with life's challenges – from mental health to money, from homelessness to finding a job, from break-ups to drugs.
[Access advice and support resources](#)

action mental health
Videos and resources to learn about and support your mental health.
[Access advice and videos.](#)

English



Supporting over 700 education providers



Memberships and Accreditations



International Association
for Suicide Prevention



Endorsements

Organisations that recommend the deployment of the R;pple tool include:



NATIONAL
CYBERSECURITY
ALLIANCE



MHFA England



North
Lincolnshire
Council





ESAS updates

Centre of expertise on child sexual abuse

Our aim is to reduce the impact of child sexual abuse through improved prevention and better response.

[Research & resources](#) →

[About us](#) →



- Centre of expertise on Child Sexual Abuse (CSA)
- Child Sexual Abuse Response Pathway
- Signs and indicators template



Signs and indicators

A template for identifying and
recording concerns of
child sexual abuse

Sections of the template

- Behaviours of the child
- Physical signs
- Behaviour of those around the child
- Environmental signs

Child A – What we know

- 12-year-old child (Year 8) in middle school setting
- Separated parents-Living 50/50 between the two
- Mum has a new partner (step-dad), heavily pregnant
- Stepdad has another daughter (female) 8yrs who lives 50/50
- Previously told staff about domestic abuse mum/step-dad
- Self harming for 12 months supported by SG/Pastoral staff
- Friendship issues requiring intervention/support by school
- Tells a friend that she has been raped by stepdad
- Friend tells her mum who contacts school

Behaviour of the child

Behaviours in children which can indicate sexual abuse

Behaviours potentially indicating that a child wants to report they are being sexually abused

Full or partial reports from a child that they are being or have been sexually abused

The child has disclosed to her best friend that she has been raped by her stepfather. This came along with an apology to her friend

Dropping hints/leaving clues to provoke discussion of sexual issues

Child has been receiving support from schools safeguarding and pastoral team for approximately 12 months since she started to

Clearly sexualised behaviours which, particularly in young children, are highly indicative of abuse

Asking another child to behave sexually, or playing sexualised games

Not seen/Not known

Behaving in a sexually uninhibited/

Not seen/Not known

Behaviours in children which can indicate sexual abuse

Behaviours indicating emotional distress which may be linked to sexual abuse and/or other issues
(See the note on [disabled children displaying these behaviours](#))

Having nightmares or sleeping difficulties without explanation

She has difficulty getting to sleep, and says that this is when she 'overthinks'- she says she 'zones out'. Known to self harm at

Displaying changes in mood or demeanour (e.g. becoming fearful, withdrawing or 'clamming up' or demonstrating insecurity)

Yes, often. She will become very emotional very quickly, and can be quick to loose her temper. She is also very anxious.

Developing new or unusual fears of certain people or places

Not seen/Not known

Appearing distracted and distant or dissociated

She can dissociate from the topic of her conversation when talking and when receiving student/pastoral support.

Rejecting/avoiding intimacy or closeness

Not seen/Not known

Appearing anxious/hyper-vigilant

Child is anxious and is vigilant noticing detail that some children may miss. Anxiety can be managed by self harm.

Regressing to younger behaviour (e.g. bedwetting or thumb sucking)

Not seen/Not known

Appearing depressed

Yes, at times, seems very low.

Expressing negative feelings about self or body as repulsive or bad

Yes, very much so. She doesn't like herself, she doesn't like how she looks, she has very low self-esteem and self-worth.

Developing eating issues (e.g. refusing to eat or overeating)

A friend has reported that during the last week she has stopped eating, and when she did eat she was being sick.

Misusing substances or alcohol

Not seen/Not known

Self-harming

Yes child cuts using blades and has disclosed cutting her neck across her throat.

Expressing suicidal thoughts/ attempts

Yes she has spoken about suicide and mum has mentioned that she saw a dressing gown cord in a strange position at the back of

Expressing angry, aggressive or violent behaviour

Yes, she is aggressive in communication with both friends and staff when she feels upset

Being very fearful of dental/medical treatments

Not seen/Not known

Questions ??

Sharing nudes & semi-nudes

www.staffordshire.gov.uk



- Sharing nudes and semi-nudes
- Keeping children safe in education
- Searching, screening & confiscation

Key points

- **Do not** delete the imagery/ask the young person to delete unless it is deemed to be experimental at the end of your investigation
- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal. Note:** In exceptional circumstances, it may be necessary for the DSL (or equivalent) only to view the image if **absolutely necessary** to safeguard the child involved, this is the responsibility of the DSL.
- Whilst the guidance states **Do not** ask the child or young person involved to disclose details about the imagery, this may be necessary to understand the context of the incident.
- There should be an immediate focus on safeguarding children, and every incident should be investigated and treated individually. It is important for professionals to place a child's sexual behaviour within the context of their age and development.
- **If the images include Child Sex Abuse Material (CSAM), do not investigate it yourself** as that is a job for the police who have the lawful authority and skills to do so.

Defining the incident

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The typology of youth-produced imagery cases can be used to define and assess incidents according to motivations. Incidents can broadly be divided into two categories:

- Aggravated
- Experimental

Aggravated

- May be an adult involved
- May be threats, coercion, potential grooming, or concerns around capacity to consent
- Youth only – intent to harm
- Youth only – reckless misuse
- The image(s) suggests the content depicts sexual acts which are unusual for the child's developmental stage or are violent.
- **Remember** if the image involves sexual acts with any child under the age of 13, or if you have reason to believe the child is at risk of harm, please contact the front door **and** the police immediately.

Experimental

- If there are no aggravating factors, then these can be further sub-categorised into:
 - Romantic
 - 'Sexual attention seeking'
 - Other
- It is important for us to place a child's sexual behaviour within the context of their age and development, being mindful that behaviour, which may not initially appear to be sexually motivated, may have occurred as a result of risky or harmful behaviour or sexual abuse being 'normalised' for children and young people.
- Note: While it is an offence to possess, distribute, show, or make indecent images of children, children and young people should not be unnecessarily criminalised.

Responding to incidents

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- Follow your settings policy and refer to sharing nudes and semi-nudes guidance.
- The DSL should consider an initial review meeting with appropriate staff.
(May include staff hearing the disclosure/safeguarding team/SLT).
- There should be subsequent talks with the children or young people involved (if appropriate).
- Parents/carers should be informed at an early stage and involved in the process to best support the child unless there is good reason to believe that involving them would put the child at risk of harm.
- A referral should be made to children's social care and/or the police immediately if you determine there are aggravating factors, or if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process.

Things to consider....

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- Is there immediate risk to child-if so refer to police &/or social care
- If it is necessary to view the image(s) to safeguard the child or young (See Sect 2.10 of the guidance)
- What further information is required to decide on the best response
- Has the image been shared widely & via which platforms
- Is immediate action required to delete/remove images/videos
- Any relevant facts about the child involved which would influence risk assessment
- If there is a need to contact another education, setting or individual
- Whether to contact parents or carers of the children or young people involved - in most cases they should be involved

Post incident management

www.staffordshire.gov.uk

- Consider risk assessments and safety planning
- Lots of information on the SLN & here [risk assessments](#) and [Guide for supporting children following incidents of harmful sexual behaviour](#)
- Emotional/wellbeing support for ALL involved.
- Management of behaviours of other children with a clear graduated response.

Further support & guidance www.staffordshire.gov.uk

- Centre of Expertise on Child Sexual Abuse
Response pathway: When sexual abuse images have been discovered
- Education professionals can also contact Professionals Online Safety Helpline (POSH) for any online issue they need advice and support for.
- When to call the police

ESAS 7 Minute Briefing - Sharing nudes and semi-nudes

1. Sharing nudes and semi-nudes: advice for education settings working with children and young people.

The Department for Education (DfE) has produced guidance on [sharing nudes and semi-nudes](#). Please note that this guidance is for educational purposes only and **should not be considered legal advice**.

The term 'sharing nudes and semi-nudes' refers to the posting or sharing of nude or semi-nude images, videos, or live streams by young people under the age of 18. The term 'nudes' is used as it is **most commonly recognised** by young people and better reflects the range of image-sharing incidents encountered in practice. Motivations for sharing such content are varied and not always sexually or criminally motivated. In some cases, images may be shared within relationships or as part of peer interactions.

Please also refer to the "AI & Synthetic Media" 7-minute briefing, which provides guidance on emerging risks related to digitally altered or artificially generated content.

2. Defining incidents into two categories:

1. Aggravated

Incidents involving additional or abusive elements beyond the creation, sending or possession of nudes and semi-nudes. These can further be sub-categorised into:

adult involved: adult offenders attempt to develop relationships by grooming children and young people, in criminal sex offences even without the added element of nudes and semi-nudes. Victims may be family friends, relatives, community members or contacted via the internet. The images may be solicited by adult offenders.

youth only – intent to harm: these cases can arise from interpersonal conflict, such as break-ups and fights among friends, or criminal/abusive conduct such as blackmail, threats or deception, sexual abuse or exploitation by young people.

youth only – reckless misuse: no intent to harm but images are taken or sent without the knowing or willing participation of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly, and a victim may have been harmed as a result.

3. Defining incidents into two categories:

2. Experimental

Incidents involving the creation and sending of nudes and semi-nudes with no adult involvement, no apparent intent to harm or reckless misuse. These can further be sub-categorised into:

romantic: incidents in which young people in ongoing relationships make images for themselves or each other, and images were not intended to be distributed beyond the pair

'sexual attention seeking': the phrase 'sexual attention seeking' is taken directly from the typology however incidents within this category can be a part of normal childhood. A child or young person should not be blamed for taking and sharing their image.

other: cases that do not appear to have aggravating elements.

4. How to respond to incidents of sharing nudes and semi nudes:

Safeguarding must be the immediate priority. Staff should report concerns directly to the DSL without delay. **Do not view, copy, print, or share imagery** unless **absolutely necessary**—and only by the DSL following guidance. Take all disclosures seriously. Children may feel anxious or ashamed. Use the **Hackett continuum** to assess sexual **behaviours** appropriately. **Do not ask the child to delete imagery** or share details. The **DSL should lead the response**. Avoid sharing information with other staff, students, or parents unless required for safeguarding. **Reassure the child** and explain the support available.

Initial Response - An **immediate referral to police/ SFIFD** if it involves **aggravated** elements - adult, coercion, blackmail, grooming, unusual acts for the child's development stage, violence, the child is under 13, or they are at risk of immediate harm. In many cases settings will respond without involving the police, for example if 'experimental' when there is no evidence of abuse or aggravating elements, however these incidents may still require safeguarding intervention, especially if vulnerabilities are present. All images of child sexual abuse, artificially generated or not, should also be reported to the [Internet Watch Foundation](#).

5. Initial review meeting (to be held by DSL/DDSL)

Consider:

- **Risk and Vulnerability:** Assess any immediate risk to the child including known vulnerabilities.
- **Referral Decisions:** Determine if a referral to police/SFIFD is required
- **Image Handling:** Determine if viewing the image(s) is necessary to safeguard the child. In most cases, **images or videos should not be viewed**.
- **Information Gathering:** Do you require further information to inform response.
- **Image Sharing:** Establish whether images or videos have been shared, and whether immediate action is needed to delete or remove them from devices or online platforms.
- **Cross-Setting Communication:** Consider whether another education setting or individual needs to be contacted.
- **Parental Involvement:** Decide whether to inform parents or carers. In most cases, they should be involved unless doing so would increase risk.
- **Safety Planning:** Complete a risk assessment and develop a safety plan for the child or young person.

6. What else should you consider?

- Preserve evidence if the device contains potential evidence of a crime, you may need to confiscate in line with policies.
- Support all individuals involved.
- If no other agencies are active, and the image is not illegal, consider supporting child/parent in deleting to prevent further sharing.
- Document all actions, decisions and rationale clearly and follow your settings policies.
- Ensure regular reviews of [safety plan/ risk assessment](#)
- Educate children on [staying safe online](#) and responsible digital behaviour.
- A police investigation does not automatically result in a criminal record.

7. Further information and training – please also view the SLN for further support

- Reporting & removal tools and support: [Internet Watch Foundation \(IWF\)](#), [CEOP; Child Exploitation and Online Protection](#) & [Think you know](#) & [Childline's report remove tool Training exercise](#) [Lucy Faithful – Stop it now](#) [PSHE sexualised behaviour pack](#)
- SFIFD 0300 111 8007 ESAS 01785 895836 / esas@staffordshire.gov.uk

August 2025

Staffordshire Families Integrated Front Door (SFIFD)

- New referral form with new web address
- No change in process currently
- Changes
- Challenges

CE Screening Tool

www.staffordshire.gov.uk

CONFIDENTIAL

Staffordshire County Council

Child Exploitation – Active Risk Screening Tool

Child's Details					
Child's Name:		DOB:		Address:	
Ethnicity:		Gender at Birth:		Sexual Identity:	
Nationality:		Disability (if any):		Education Setting Name and Type:	
Current Living Situation:	Choose an item.	Legal Status:		Additional Needs (if any):	
Referrer Name:		Referrer Contact details:		Professionals currently working with Child (Ensure to include names of allocated workers with any known contact details):	

PLEASE NOTE this form does not serve as a referral to social care. Information relating to actual or suspected Child Exploitation may be shared when it is reasonable to believe that doing so will prevent a crime and or safeguard children. To assure a co-ordinated response that fully addresses safeguarding concerns relating to child exploitation, and ensure appropriate support and interventions can be accessed, all relevant data should be shared and considered, as permitted within the stipulations of the Data Protection Act

Please send all completed active risk screening tools to: CSEinbox@staffordshire.gov.uk
 To access direct work intervention please see exploitation services available in Staffordshire at:
[Home - Staffordshire Safeguarding Children Board \(staffsscb.org.uk\)](http://staffsscb.org.uk)

Vulnerable to Exploitation					
(Risk of Exploitation is possible - Early intervention is required to prevent escalation)					
Indicator:	(X)	Indicator:	(X)	Indicator:	(X)
Isolated from, or reduced contact with usual peers/family/social networks		Concerns raised about use of internet including Poor privacy setting on social media and interacting with high		Displaying offending and/or anti-social behaviour, smoking/vaping	

- Please complete at the earliest opportunity
- Share with staff so they know what to look out for and report to you
- If you have any concerns and need advice, please link in with your CE Coordinators.
- Please complete the Microsoft Forms that is sent out with updated information.

ESAS 7 Minute Briefing- The CE Active Risk Screening tool

1. Child criminal exploitation including child sexual exploitation

Child exploitation is a form of child abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. This includes child sexual exploitation and trafficking. The victim may have been exploited even if the activity appears consensual. **Child exploitation does not always involve physical contact; it can also occur using technology.**

Where it is believed that a child is at risk of or is being criminally exploited, the CE active risk screening tool (replaced the RFM) supports professionals to work with children, to gather information and inform [decision making](#) to safeguard children from exploitation.

4. How to access the CE active risk screening tool

- The [documents](#) including the support available can be accessed via the Staffordshire safeguarding children partnership site.
- If you need guidance completing the [form](#) please contact the CE team by email.

2. When to start an active risk screening tool and guidance

- An active risk screening tool should be started as soon as there are potential indicators of exploitation, ideally with the child.
- If you have identified, before starting an active risk screening tool that a child has come to harm, Staffordshire Families Integrated Front Door (SFIFD) should be contacted as a priority, you may also need to contact the police.**
- Give as much detail as possible around why indicators have been selected in the comment's boxes provided; including sources of information, whether suspected or observed and whether recent or non-recent.
- When selecting risk level, if you are unsure, consult with appropriate partner agencies or seek managerial support.
- It is recommended that the form is completed electronically for ease of review.
- There will be no requirement to update a form to give a review of exploitation risk/to MACE. For reviews, all professionals will be asked to complete a very short questionnaire which will take 5-10 minutes to complete, allowing all agencies to provide their own perception of risk. This will be done prior to MACE panel.

5. Do I need consent to complete the tool?

The CE active risk screening tool should be discussed with the child and family. Consent should be discussed in relation to sharing information or making referrals to other agencies.

Information relating to suspected or evidenced child exploitation may be shared without consent, when it is reasonable to believe that doing so will prevent a crime and or safeguard children. To assure a co-ordinated response that fully addresses safeguarding concerns relating to child exploitation, and ensure appropriate support and interventions can be accessed, all relevant data should be shared and considered, as permitted within the stipulations of the Data Protection Act.

3. What should I do after completing the active risk screening tool?

The tool will identify a level of risk; **vulnerable to, suspected or evidenced exploitation**. If you feel the risk should sit higher, you can use **professional judgement** to change the level.

All completed active risk screening tools to be sent to the child exploitation team inbox: cseinbox@staffordshire.gov.uk **Evidenced and some suspected exploitation** should be discussed with parent (unless this would put child at further risk) and referred to SFIFD.

The [screening tool and mace process guidance](#) will support your decision making.

Settings should consider [referrals for CSE](#) and CE to [Catch 22](#) and [Futures Matter](#) for child sexual exploitation concerns, or [YOS](#). To do this a referral form and the risk screening tool should be submitted.

The CE team will view the completed tool and determine if the child is to be discussed at a multi-agency child exploitation ([MACE](#)) panel. You will be invited to attend the meeting, if it is determined to proceed to MACE.

6. Things to consider

- Stay child focused, consider what daily life like for the child. What is the child telling us? Not just verbally but in their displayed behaviour.
- Consider what you have seen or heard, be professionally curious. Has the child been seen with gifts, or associating with new people?
- Think of the language we use when speaking to children. Do not assume they are making their own choices.
- People who exploit children will target primary aged children as well as older children.
- Consider utilising the [case consultation toolkit](#). Child exploitation case consultations are an opportunity for practitioners to have time to reflect.
- Anyone working with the child, can start a CE active risk screening tool.
- Use the police information sharing report ([CE intelligence form](#)), to share intelligence information such as area of concern, vehicles, names, etc.

7. Further information and training

- [CE active risk screening tool and pathways](#) [CE intelligence form](#) [Appropriate language](#) [guidance for professionals](#) [PSHE resources](#)
- ESAS 01785 895836 / esas@staffordshire.gov.uk / [Staffordshire learning net](#) SFIFD 0300 111 8007

September 2025

CE Coordinators

www.staffordshire.gov.uk

- Sophia Lucas-Stafford & Burton
sophia.lucas@staffordshire.gov.uk
- Andy Downing-Newcastle & Moorlands
andrew.downing@staffordshire.gov.uk
- Aneel Jakhu-Lichfield & Cannock
aneel.jakhu@staffordshire.gov.uk
- Daisy Welsh-South Staffs & Tamworth
daisy.welsh@staffordshire.gov.uk

Child Death Overview Panel (CDOP) Suicide

www.staffordshire.gov.uk

- Postvention guidance for education settings
- Prevention guidance/resource booklet underway
- Papyrus support for education settings
- Relationship break up
- Exam stress including results and mock results

Families First Programme (FFP)

www.staffordshire.gov.uk

The Families First Partnership (FFP) Programme Guide

- Family Help
- Family Group Decision Making (FGDM)
- Multi-agency Child Protection Teams (MACPT)

Operation Encompass (Domestic Abuse & Missing)

www.staffordshire.gov.uk

- Multi agency Audit-report with recommendations
- Escalated regarding lack of information in alerts
- Police (SFIFD) update on 9th January 2026
- Domestic Abuse Related Death Reviews (DARDR)
- Child voice following an alert
- Challenges

Multi-agency Risk Assessment Conference (MARAC)

www.staffordshire.gov.uk

- Thank you
- Information sharing
- Minutes
- Safeguarding records
- Highly confidential

1. WHAT IS A MARAC?

It's a multi-agency meeting where cases are discussed regarding high-risk victims of domestic abuse who are at risk of significant harm, including domestic homicide.

The role of the MARAC is to share relevant information and agree actions that will be taken to safeguard the victim(s) and their children and to prevent further harm.

A MARAC's focus is to implement a safety plan for the adult victim however children who are involved in the same case will be mentioned.

Children Services may carry out a separate assessment of a child involved in a MARAC case.

2. Who attends MARAC?

A wide range of agencies may attend MARAC, this can include:

- Police
- Health
- Independent Domestic Violence Advisor
- Children Services
- Housing
- Education
- Probation
- Adult Services
- Refuge
- Drug and Alcohol teams

The DSL or DDSL should be attending these meetings when invited, if this isn't possible the person in school who knows the child best should attend.

3. How will you be notified

If a family of a child that attends your school is being heard at MARAC then you may get an invite where appropriate. The email you received will read:

I understand <CHILD NAME & DOB> of <ADDRESS> is a pupil at your school?

Following a domestic incident involving <X's> Mother and Father/Partner, the case is due to be discussed at Cannock MARAC on <DATE> via teams.

Please could you share any knowledge/concerns you may have in relation to the child/ren as a brief summary, depending on the nature of concerns raised,

a further teams invitation may be sent requesting your attendance.

When you reply, please provide a concise written summary, including any concerns you feel are relevant to the context of MARAC.

4. What information to provide

The meetings are 15 minutes long. As information is being shared by a number of agencies it's important that the information you share verbally is concise and relevant to the context of the meeting.

Include:

- Concerns
- Behaviour, particularly changes in behaviour of the children
- Information relating to the victims / perpetrators children who may have contact
- Attendance including patterns

A record of the meeting and any information shared must be kept in the child(ren)'s Safeguarding File and not in the child(re)'s school file.

5. The Marac Process

The Marac Process



6. Contacts and Resources

For information about your Local MARAC's please contact your Harm Reduction hub. Contact details can be found on the SLN: [Contact numbers and emails - Staffordshire County Council](#)

MARAC Resources:

[Marac resources and guidance - SaferLives](#)

Videos about the MARAC

Process:

[Videos about the Marac process - SaferLives](#)

7. Further information and Training

Relationships matter week

Relationships Matter Week – Fill in form



Ofsted complaints - Key themes

www.staffordshire.gov.uk

- Bullying (Perceived bullying)
- Staff conduct including LADO
- Response to SEN
- Parental access to complaints process

Site Security

- Issues –Ofsted/Health and Safety
- Lockdown
- Site staff checking site before start of school/end of school day

Section 175 Annual Audit

www.staffordshire.gov.uk

- Audit is live
- Please check that you can login successfully
- Any issues please contact Charles Daniels
charles.daniels@staffordshire.gov.uk
- ESAS analysis and use of data

Safeguarding Section 175/157

Timeline

- **Part 1 (Sections 1-14): Themes**

- Audit Opened: Monday 12 January
- Audit Closes: Friday 29 May (three half-terms)

- **Part 2: (Section 15): Data collection**

- Audit Reopens (Section 15 only): Monday 29 June
- Audit Closes: Friday 24 July (one month)
- **Questions provided: September 2025**

Part 1: Sections 1 – 14: Themes

1. Contact Details	2. Leadership and Management 20 questions	3. Record Keeping 9 questions	4. Early Help 6 questions	5. Capturing the voice of the child 6 questions
6. Safeguarding concerns or allegations about staff 3 questions	7. Child on Child Abuse including sexual violence and sexual harassment 5 questions	8. Prevent Duty 6 questions	9. Honour Based Abuse 3 questions	10. Contextualised Safeguarding 6 questions
11. Mental Health and Emotional Well-Being 5 questions	12. Child Sexual Abuse 9 questions	13. Online safety 8 questions	14. Domestic Abuse and parental conflict 8 questions	Section 15. data Collection Opens 29/6/26

Safeguarding Section 175/157 Audit

Section 15: Data collection

15. Audit Part 2. General data collection. Enter '0' in all Qs to submit and then amend as appropriate in July 2026

○ Data Collection

Data Collection - [Edit Question](#)

Part 2: Data Collection (Section 15):

- A copy of these questions were sent to all DSLs in September 2025 and referenced in DSL briefings and the Tuesday email throughout the autumn term.
- The audit will be re-opened on Monday 29 June.
- Please amend the which will allow you to amend the answers in Section 15. If applicable please replace the previously entered '0' value.
- The audit will automatically be updated there is no option to submit as you already submitted the audit by the May deadline.
- **Deadline: is Friday 24 July.**



[Open Answer Sheet *](#)

Data Collection

	Total
1. How many Graded Care Profile 2 (GCP2) have school completed? Learning Zone - Staffordshire Safeguarding Children Partnership	numerical data only
2. How many Child Exploitation Risk Screening Tool's has the school completed? Multi Agency Child Exploitation (MACE) - Staffordshire Safeguarding Children Partnership	numerical data only
3. How many Police Intelligence Forms has school completed?	numerical data only
4. How many Prevent referrals has school made?	numerical data only
5. How many forced marriage referrals has school made to either SFIFD or police?	numerical data only
6. How many female genital mutilation referrals has school made to either SFIFD or police?	numerical data only
7. Number of children supported with Earliest Help in school? This could be any form of earliest help support that you provide in school including internal counselling, pastoral support or any support to parent including financial and emotional. This does not include referrals to any Tier 2 external provider.	numerical data only
8. How many children are supported by your school where other external professionals are involved (tier 3) and where school is the lead professional?	numerical data only

Total number of child-on-child abuse incidents this academic year (You should separate recording of child-on-child incidents into these categories.)

	Total
1. Physical	numerical data only
2. Racist	numerical data only
3. Sexist	numerical data only
4. Homophobic	numerical data only
5. Sexual Violence	numerical data only
6. Sexual harassment	numerical data only
7. Harmful sexual behaviours	numerical data only
8. Problematic sexual behaviours	numerical data only



Make the right call



<p>Staffordshire children's advice and support service (SCAS) 0300 111 8007</p>	<p>Risk of/suffered significant harm (S47) Level 4 & Early Help (Level 3)</p> <ul style="list-style-type: none"> • Including evidence/disclosure of child sexual abuse, physical abuse, emotional abuse, child exploitation, forced marriage, female genital mutilation, radicalisation, significant neglect. • Non accidental injuries and bruising in non-mobile babies and children. • Excessive or inappropriate physical chastisement i.e. child injured from use of physical chastisement. • NSPCC Hackett tool red behaviours. • Sharing nudes and semi nudes, aggravated incidents. • Level 4 and Early help referrals. Including private fostering, children with disabilities and occupational therapy referrals.
<p>Education safeguarding advice service (ESAS) phone line 01785 895836</p>	<p>Advice and guidance</p> <ul style="list-style-type: none"> • Non-urgent child specific enquiries. • To discuss and clarify decision making. • Support around threshold levels. • Advice and guidance on professional disagreement and escalation processes. • To gain guidance around next steps.
<p>Education safeguarding advice service (ESAS) email esas@staffordshire.gov.uk</p>	<p>Information requests/ Non child queries</p> <ul style="list-style-type: none"> • Information requests to confirm services/allocated worker working with a child. • To gain contact details for specific teams. • Changes to DSL/DDSL details. • To query Staffordshire training expectations. • Non-urgent advice requests where you cannot contact ESAS by telephone.
<p>Other</p>	<p>Other</p> <ul style="list-style-type: none"> • Help with early help processes/training- Effective practice development officer. • PSHE resources- PSHE Education website / Natalie McGrath. • Allegations of abuse against a person who works with children- LADO referral form and SCAS if a child has come to harm. • L2 Earliest help support via family hubs- Online referral form.

Please note: This is an overview of who to contact for different services. For further information please view the [Staffordshire safeguarding children partnership threshold framework](#).

ESAS July 2025 Version 1

Where to Refer



**Staffordshire Police: 101 and ask for Integrated Front Door.
Outside of Integrated front door hours, report to the Area
Communications Room**

**Staffordshire Families Integrated Front Door (incl LADO)
9am-5pm Mon-Thurs & 9am-4.30pm Fri
0300 111 8007**

**Education Safeguarding Advice Service (ESAS)
01785 895836
esas@staffordshire.gov.uk**

**Emergency Duty Team (outside office hours) 0345 604
2886**