

PROTECTING ADOLESCENTS FROM HARM OUTSIDE THE HOME

A TRAUMA INFORMED TOOLKIT FOR SCHOOLS & EDUCATION SETTINGS



Acknowledgements:

Thank you to everyone who has contributed towards the development of this toolkit as part of Lincolnshire Children's Services including: Caring2Learn, Virtual School, Future4Me, Integrated Care Service and UCL Institute of Education—Thomas Coram's Research Unit



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ABOUT THE PROJECT

What is the Protecting Adolescents Project?

The government is committed to strengthening multi-agency safeguarding for Extra Familial Harm (EFH) using insights gained over the pandemic that an effective education placement, including alternative provisions is an integral part of the safeguarding approach. The DFE has provided funding for the East Midlands Region to develop and deliver this project.

In Lincolnshire we are looking to further support education professionals to understand the **impact of trauma and adverse childhood experiences** on behavioural and/or emotional presentation and also recognise the **importance of stability in education** and the **importance of trusted relationships** with key staff within the setting as a critical strength and protective factor for young people. We want all schools and education settings to be confident in **nurturing vulnerable young people** so they are protected, make good progress and achieve in education. We want all our young people to **feel safe and to feel that they belong in their home, school and community** in order to provide them with a solid foundation to have the confidence to go on to learn, be aspirational and achieve their full potential.

This project aims to create a wider understanding of the needs of young people at risk of or experiencing extra familial harm and the impact of these adverse experiences and trauma can have on young people with the production of a guidance and self-reflection toolkit for schools and the development of a training offer to support this wider understanding.

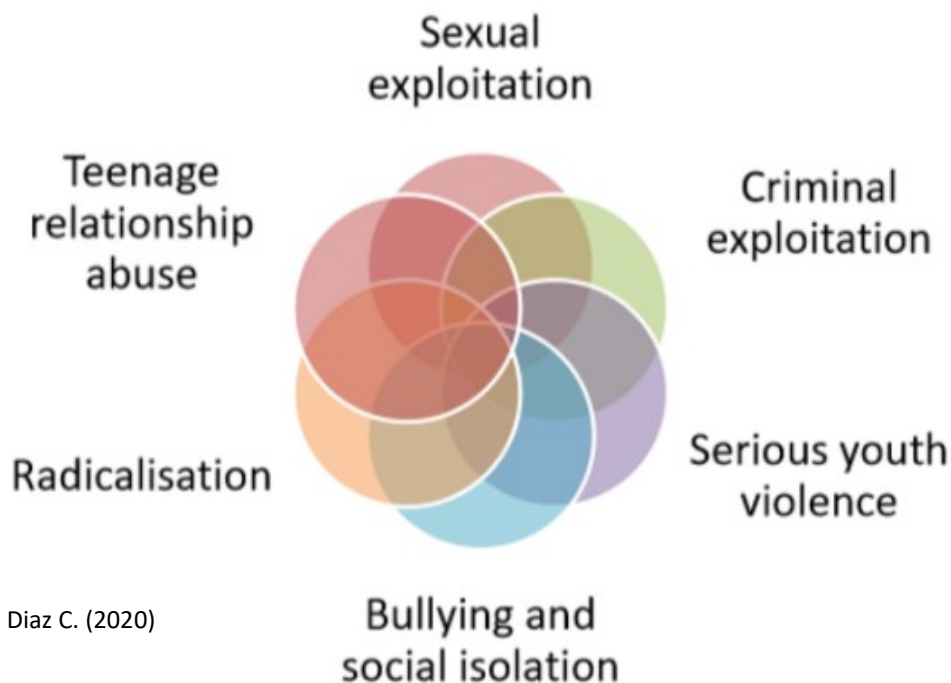
The project aims to:

- reduce the frequency and severity of identified behaviours that indicate the potential for harm (to self, others or from others)
- reduce the number of children and young people offending
- improve resilience and reduce the anxiety of children and young people, staff, family members and carers
- children and young people, staff, family members and carers feel empowered, supported and informed
- increase awareness of the impact of trauma at an individual, organisational and community level
- increase awareness and support for staff to recognise and manage their own responses when working with complex trauma

- enhance feelings of psychological safety for children and young people, staff, family members and carers

What is Extra Familial Harm & Contextual Safeguarding?

Contextual Safeguarding is an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse beyond their front doors.



Diaz C. (2020)

Schools and education settings have been identified as sites in which young people can both **experience and be safeguarded from abuse and violence**. From experiences of sexual harassment and sexual violence through to physical assaults, relationship-based abuse, bullying and grooming into exploitative networks, young people have told practitioners, researchers and journalists about risks they have faced in educational settings. It is therefore crucial that **schools actively adopt a contextual safeguarding approach** and develop the ways they can contribute to and enhance the safety of young people.

A trauma informed approach and whole school ethos enables schools and education settings to create and enhance felt safety, build connected relationships and build social,

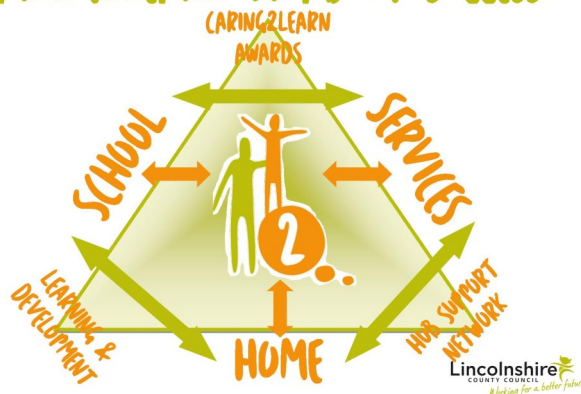
emotional and resiliency skills for both the young people and adults within their contexts.

In Lincolnshire we call this a Caring School and have developed the Caring2Learn approach to work together with the whole team around the young person to promote a wide range of improved outcomes and life chances.

Developing a Caring School

A Caring School can be any type of education setting; maintained, academy or independent, mainstream, specialist or alternative provision. It is an education setting where the nurture and well-being of all students and in particular the most vulnerable is as high a priority as their academic achievement. It is a place where the holistic needs of a young person are addressed and their wellbeing and mental health is supported and enhanced so that they can achieve their full potential. Working together with parents, carers, external agencies and professionals can have a massive impact on how well a young person is protected and achieves and can mean the difference to young

CARING2LEARN TRIAD OF SUCCESS



people experiencing or becoming at risk of extra familial harm and continuing in education or training for a safe and successful future. We know that when schools, carers and services work in true partnership with a trauma informed approach, young people experiencing or at risk of extra familial harm have a much higher chance of being protected and achieving success in school.

The purpose of the toolkit?

This toolkit for schools aims to support your development of a trauma informed approach and aid in your self-reflection and self-evaluation processes in the following ways:

- improve the safety and education outcomes for young people experiencing or at risk of extra familial harm and support schools to become inclusive communities in which our young people feel safe, believe they belong and achieve.
- encourage active participation in education and improve the attendance and learning outcomes of young people experiencing or at risk of extra familial harm.
- promote trauma informed practice in schools and education settings to support the wellbeing, emotional and mental health of young people experiencing or at risk of extra familial harm.

The toolkit is divided into four domains which draw together best practice in Ethos and Leadership, an Adolescent-centred Approach, Working Together with Families, Parents and Carers and Working Together with External Partners, Services, Teams and Agencies. Each domain is divided into a set of indicators which describe specific good practice across these areas. The practice examples are also organised on a continuum of development which reflects the journey of development from trauma aware or sensitive to trauma responsive through to an education setting which is fully trauma informed. The three aspects of trauma informed development describe how schools and education settings and their staff teams can move from knowing and doing to being fully trauma informed.



Who can support my setting?

Caring2Learn, the Lincolnshire Virtual School, the Future4Me team, the Integrated Care Service, LSCP and the Designated Safeguarding Lead Network are working together to support your setting. We offer a range of training, support and networking opportunities as well as the specific offer developed through this project. For more information, please contact us at caring2learn@lincolnshire.gov.uk

HOTH Training Offer

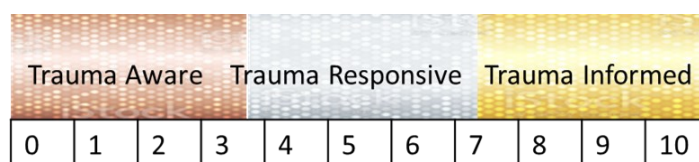
- Workshops available from September 2022:
- Introduction to Child Exploitation and Harm Outside the Home
- Understanding Contextual Safeguarding
- Introduction to Trauma Informed Practice for Education Settings

Do not hesitate to contact us to discuss the training available by contacting Caring2Learn@lincolnshire.gov.uk

HOW TO USE THE TOOLKIT

Trauma Aware, Trauma Responsive or Trauma Informed?

- The practice examples given in the toolkit are not designed to be a 'tick list' or a blueprint for what a caring, trauma informed school is.
- It is up to your team to reflect on your own practice and provision and use the examples given as a guide to make a decision about how embedded Trauma Informed Practice is in your setting.
- Trauma aware or sensitive describes practice and provision which recognises the impact of trauma on young people and is starting to be understood by a wider group of staff. The school has begun to explore trauma informed principles in daily work; build consensus; consider the implications of embedding trauma informed practice; and is preparing for change.
- Trauma responsive aims to describe enhanced levels of practice, provision, knowledge and experience. The school is readily responding to trauma, including support for both young people, families and staff, and has begun to change the culture to align with trauma informed principles.
- Trauma informed exemplifies settings which go above and beyond statutory requirements to provide their young people with the best provision and practice and also support the dissemination of this excellent practice beyond their own setting. Their trauma informed approach is the norm, accepted and embedded across the organisation so it no longer depends on a few 'champions', 'coaches' or 'leaders'. The school continues to work with partners to strengthen and adapt its trauma informed approach.
- Use of scaling for different areas or departments of your setting could help form an overall judgment.



What our current practice looks like?

- Think about the culture and ethos of your school and how this translates and filters down to your staff across the organisation. How this reflects in their everyday practice and how this is experienced by young people, families, staff and the wider community on a daily basis?
- What do you currently do in school linked to each of the domains and individual criteria and how well embedded and consistent this daily practice is?
- Observe and identify the specific actions, language and behaviours of adults and young people across the school which refer to each of the indicators across the domains.
- Also ask yourself how do I know this?

A key member of staff is available every morning to welcome young people and make them feel safe. They are the first point of contact to listen and deal with any issues arising.

HOW TO USE THE TOOLKIT

What is the impact of this on children & young people?

- Practice intentions and actual impact are two different things. Think about the real impact of your daily practice on an individual or groups of young people. Does the practice intention result in the intended positive impact for your young people and families?
- Do you have evidence of improved outcomes or progress for individual young people, families or vulnerable groups? E.g. reducing exclusion, improved attendance or attainment, engagement with support services etc.
- Does this reflect in young peoples success, attitudes and sense of wellbeing and safety within your setting?
- Does your trauma informed approach support better outcomes for young people experiencing or at risk of extra familial harm?
- Does your monitoring of attendance, progress, attainment or exclusion show evidence of improved outcomes or data in line with, above or showing an improving trend towards national standards in general and in particular for young people experiencing or at risk of extra familial harm?
- Evaluating the impact of your practice is important in also identifying any negative or unintended consequences of daily practice, policies and procedures which impact adversely on vulnerable young people and families.
- Are young people experiencing or at risk of extra familial harm placed at more disadvantage as a result of your current daily practice, policies and procedures?

Inclusion is a strength. There have been 0 permanent exclusions and only 4 fixed term exclusions in the last 3 years.

Proposed actions / next steps for development:

- Following a systematic analysis of current practice and impact it will be extremely useful to identify any proposed actions or next steps for development.
 - What are you going to do in the short, medium and longer term to maintain or improve provision for young people experiencing or at risk of extra familial harm and ensure your setting moves from trauma aware to fully trauma informed?
 - Include these proposed actions in area or department, as well as whole school development and improvement planning.

We plan to extend our pastoral team to include a Parent Support Worker within the next financial year.

ETHOS AND LEADERSHIP

Domain 1—In our setting:

1.1 We embed a trauma informed ethos, principles and values which are shared, acted upon and experienced by our whole community

1.2 All staff have and promote high aspirations in terms of safety, wellbeing, attendance and achievement for all young people and in particular young people experiencing or at risk of extra familial harm

1.3 Senior staff promote and model trauma informed practice and promote safety, wellbeing and nurture as a priority. They are visible, available and approachable to young people, parents & carers, staff and the wider community

1.4 All relevant staff are involved in the decision making and planning for young people experiencing or at risk of extra familial harm

1.5 We promote a sense of safety and belonging for young people experiencing or at risk of extra familial harm and are proactive involvement with the wider community both locally and nationally

1.6 The environment is welcoming to all and promotes a sense of belonging and safety for young people experiencing or at risk of extra familial harm and their families

1.7 We take a positive relational and restorative approach that is based on building, maintaining and repairing relationships and unconditional positive regard for our students and in particular young people experiencing or at risk of extra familial harm

1.8 Staff have access to training and development that equips them to develop Trauma Informed Practice and support young people's safety, wellbeing and social, emotional and mental health

1.9 Governors, trust director or trustees promote Trauma Informed Practice and focus on the achievement and attendance of young people experiencing or at risk of extra familial harm as a priority

"Leadership is not about being in charge. Leadership is about taking care of those in your charge."

Simon Sinek

Creating a trauma informed school is not the job of individual staff members or a pastoral team. It needs to be an organisational approach and ethos which permeates every area of the education setting.

It must be led and modelled by senior leadership, teaching and support staff at all levels.

"Every child deserves a champion; an adult who will never give up on them, who understands the power of connection and insists that they become the best they can possibly be."

Rita Pierson

WHAT THIS LOOKS LIKE IN PRACTICE:

In our setting:	TRAUMA AWARE/SENSITIVE	TRAUMA INFORMED																			
<p>1.1 We embed a trauma informed ethos, principles and values which are shared, acted upon and experienced by our whole community</p>	<p>The setting has a basic understanding or trauma informed principles and values ethos, values and principles and this is beginning to impact their practice, policies and procedures.</p> <p>A range of policies e.g. Safeguarding, Inclusion, Behaviour, Looked –after Children etc. reflect the concept of contextual safeguarding and the specific and individual needs of young people experiencing or at risk of extra familial harm.</p>	<p>There is a palpable sense of shared purpose and agreement from all members of the settings community which recognises that trauma informed practice for young people experiencing or at risk of extra familial harm is good practice for <u>all</u> young people and families.</p> <p>The culture of the setting is inclusive and seeks to protect students from extra familial harm. Staff are able to respond to trauma and provide the support needed to young people experiencing or at risk of extra familial harm.</p>																			
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Next Steps:																					
<p>1.2 All staff have and promote high aspirations in terms of safety, wellbeing, attendance and achievement for all young people and in particular young people experiencing or at risk of extra familial harm</p>	<p>All staff encourage students to challenge themselves and achieve their full potential academically, socially and emotionally.</p> <p>Teachers set achievable and ambitious targets for students.</p> <p>Data analysis focuses on identifying students experiencing or at risk of CE/CSE and the attainment gap between young people experiencing or at risk of extra familial harm and other students and is working towards narrowing the gap.</p>	<p>A strengths based approach ensures that young people's talents and achievements are identified, nurtured, recognised, celebrated.</p> <p>Young people experiencing or at risk of extra familial harm are represented in the setting's highest achieving groups. High aspirations for young people are intentional and permeate throughout the education setting. Their horizons are broadened beyond their current situations through active participation in learning and cultural opportunities. There is a real belief that ALL young people can achieve the highest standards.</p> <p>There is little or no attainment gap between young people experiencing or at risk of extra familial harm and others.</p>																			
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In our setting:	TRAUMA AWARE/SENSITIVE	TRAUMA INFORMED																				
<p>1.3 Senior staff promote and model trauma informed practice and promote safety, wellbeing and nurture as a priority. They are visible, available and approachable to young people, parents & carers, staff and the wider community</p>	<p>The Senior Leadership Team are available on a daily basis for informal conversations and interactions.</p> <p>There is a named Trauma Informed Lead who works together with Safeguarding, Inclusion and Wellbeing leaders across the setting.</p>	<p>Trauma Informed, Safeguarding, Inclusion and Wellbeing lead roles are held by members of Senior Leadership Teams with the power to influence, change, monitor and challenge.</p> <p>All staff, carers and young people know who the SLT and key staff are and what their roles are. Trauma informed practice is a fundamental part of the school development or improvement plan and led by SLT.</p> <p>Leaders and staff are known and make time both informal and formally to build relationships within the setting and externally with key professionals, agencies and teams.</p>																				
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<p>1.4 All relevant staff are involved in the decision making and planning for vulnerable children</p>	<p>Class Teachers, Teaching and Pastoral Assistants are routinely asked for their views and observations in regard to planning and review for young people experiencing or at risk of extra familial harm.</p>	<p>Relevant staff are taking a lead in effective planning and decision making in regard to young people experiencing or at risk of extra familial harm.</p>																				
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Next Steps:																						

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In our setting:	TRAUMA AWARE/SENSITIVE	TRAUMA INFORMED																				
<p>1.5 We promote a sense of safety and belonging for all our young people and families and are proactive in our involvement with the wider community both locally and nationally</p>	<p>Our setting is a valued member of the wider local community by participating in, visiting and fundraising for community events and initiatives. We become involved in national initiatives and events.</p> <p>We are aware of and sign post to local services, teams and charities etc who support young people experiencing or at risk of extra familial harm and their families.</p> <p>We actively welcome members of the wider local community into the setting to collaborate with and support our young people.</p>	<p>We are a focal point or hub for the local community and lead community based activities, intervention and support both in our setting and out in the community.</p> <p>We proactively promote a positive view of our young people within the local community and as part of national initiatives</p> <p>We are actively involved with local organisations, teams and services who offer support e.g. Positive Futures, MACE, Futures4Me???</p>																				
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Next Steps to develop our practice further:																						
<p>1.6 The environment is welcoming to all and promotes a sense of belonging and safety for all and in particular, young people experiencing or at risk of extra familial harm and their families</p>	<p>Our setting is an inviting, welcoming place for all. Young people, parents and carers and other visitors enjoy a warm and friendly welcome.</p> <p>We seek to engage with young people experiencing or at risk of extra familial harm and their families.</p> <p>Our whole environment represents and reflects all members of the community and their needs. E.g. access needs and other language speakers etc.</p>	<p>There are areas and spaces that are designed to meet specific needs, such as private meeting areas, calming zones, quiet and safe spaces.</p> <p>Young people are empowered to access tailored areas for support independently or with support from staff.</p> <p>We are proactive in our support for young people experiencing or at risk of extra familial harm and their families and actively remove barriers to their engagement with us.</p>																				
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<p>1.7 We take a positive relational and restorative approach that is based on building, maintaining and repairing relationships and unconditional positive regard for our students and in particular young people experiencing or at risk of extra familial harm</p>	<p>Behaviour policies, systems and procedures are sensitive to young people who have experienced trauma.</p> <p>Some key staff are well trained in Relational & Restorative Practice and this is visible in their daily interactions with young people, families and colleagues.</p> <p>Restorative Practice principles are utilised in conflict resolution, problem solving and building relationships with young people experiencing or at risk of extra familial harm and their families.</p>	<p>Staff have received training in Relational and Restorative Practice which is fully embedded and reflected in our policies, procedures and practice.</p> <p>We recognise that young people experiencing or at risk of extra familial harm are placed at more risk when not in school and consistently work to avoid exclusion and offer a place of safety and protection for our young people.</p> <p>We take a restorative approach to behaviour management which is reflected in low fixed term and permanent exclusion rates particularly for young people experiencing or at risk of extra familial harm and their families.</p>																			
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Next Steps to develop our practice further:																					
<p>1.8 Staff have access to training and professional development that equips them to develop trauma-informed practice and support young people's safety, wellbeing and social, emotional and mental health</p>	<p>We are attachment and trauma aware and train key staff to understand the impact of trauma on young people and their academic and social and emotional learning.</p> <p>We access additional support for young people experiencing or at risk of extra familial harm who are facing social, emotional and mental health challenges.</p>	<p>A trauma informed response is embedded throughout our setting and the daily practice of all staff who take action and plan to best meet the needs of young people experiencing or at risk of extra familial harm and their families..</p> <p>Our CPD plan includes access to ongoing training on therapeutic interventions for staff at all levels to ensure we have access to the latest knowledge, understanding of how trauma impacts on our young people and how we can support them best.</p>																			
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<p>1.9 Governors, trust director or trustees promote Trauma Informed Practice and focus on the achievement and attendance of young people experiencing or at risk of extra familial harm as a priority</p>	<p>There is a named governor or trustee with a specific focus on developing trauma informed practice and the achievement and support for vulnerable young people.</p>	<p>The Governing Body or Academy Trust Leadership regularly monitors and reports on the progress of trauma informed practice and provision and the achievement of vulnerable young people.</p> <p>The Governing Body or Academy Trust Leadership are proactive in their support for and protection of young people experiencing or at risk of extra familial harm.</p>																				
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<p>Overall Scaling for Domain 1:</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 10%;">0</td> <td style="width: 10%;">1</td> <td style="width: 10%;">2</td> <td style="width: 10%;">3</td> <td style="width: 10%;">4</td> <td style="width: 10%;">5</td> <td style="width: 10%;">6</td> <td style="width: 10%;">7</td> <td style="width: 10%;">8</td> <td style="width: 10%;">9</td> <td style="width: 10%;">10</td> </tr> </table>											0	1	2	3	4	5	6	7	8	9	10
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<p>Justification, including examples of positive impact on young people:</p>																						

AN ADOLESCENT CENTRED APPROACH

Domain 2—In our setting:

2.1 we ensure the voices of all our young people are valued, listened to and acted upon to ensure their safety, protection, achievement and wellbeing

2.2 we promote learning & achievement in all its forms including inside and outside of the classroom

2.3 we provide opportunities for our young people to support their own and the wellbeing of others in the setting and wider community

2.4 we use a graduated approach to adapt our provision and make reasonable adjustments to meet the needs of young people at risk of or experiencing extra familial harm

2.5 we assess, track, plan for and actively address the social, emotional and wellbeing needs of young people at risk of or experiencing extra familial harm

2.6 we know and value our young people well; their families, history, background, home life, skills, talents and aspirations

2.7 we design our curriculum and teaching to inform and address the needs of our young people around safety, risk, exploitation and extra familial harm

2.8 we provide opportunities to take part in local and national initiatives to recognise, raise awareness of and respond to the social, emotional and mental health of our young people and in particular those at risk of or experiencing extra familial harm

"Some of the most wonderful people are the ones who don't fit into boxes."

Tori Amos

A Caring School is flexible enough to meet the needs of individuals in a way that allows them time to develop and thrive despite their challenges and difficulties.

Caring schools do not see their young people as problems or burdens but ask themselves how can we overcome barriers and provide solutions when faced with issues?

"Our task is to help children communicate with the world using all their potential, strengths and languages, and to overcome any barriers presented by our culture."

Loris Malaguzzi

WHAT THIS LOOKS LIKE IN PRACTICE:

In our setting:	TRAUMA AWARE/SENSITIVE	TRAUMA INFORMED																			
<p>2.1 we ensure the voices of all our young people are valued, listened to and acted upon to ensure their safety, protection, achievement and wellbeing</p>	<p>We have arrangements in place to collect the voice of young people across our setting such as annual surveys, questionnaires, worries or suggestion boxes and collectively through student councils and consultations.</p> <p>We encourage young people to feel safe enough to air their views, worries or concerns in private and public forums.</p> <p>We always include individual young people's views in plans and assessments such as SEND, Children in Care or Child Protection reviews, Behaviour or Pastoral Plan meetings etc.</p>	<p>We facilitate young people to take the lead in opportunities for developing their voice and extend this to wider networks outside the setting e.g. Youth Council, Young Mayor, Young Inspectors, V4C etc.</p> <p>Young people are proactively supported and enabled to participate in their own meetings, reviews and planning for their safety and future and that they have access to a trusted adult and feel safe enough to air their views, worries or concerns.</p> <p>We ensure that meetings are made more accessible and less threatening for young people experiencing or at risk of extra familial harm.</p>																			
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Next Steps to develop our practice further:																					
<p>2.2 we promote and celebrate learning and achievement in all it's forms including inside and outside of the classroom</p>	<p>We provides a broad and rich curriculum and all students are provided with opportunities to learn and achieve outside the classroom and experience learning in different contexts including trips, visits and residential.</p> <p>We provide or link with external partners to promote access to curricular and extra-curricular activities which are built into safety and progress plans for young people experiencing or at risk of extra familial harm.</p>	<p>We are proactive in recognising our young peoples strengths, interests and talents and provide access to a wide range of academic and vocational learning and extra-curricular activities. We have developed strong links with external providers and access these through the creative and effective use of additional funding and pupil premium.</p>																			
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Next Steps to develop our practice further:																					

WHAT THIS LOOKS LIKE IN PRACTICE:

In our setting:	TRAUMA AWARE/SENSITIVE	TRAUMA INFORMED																			
<p>2.3 we provide opportunities for our young people to support their own wellbeing and the wellbeing of others in the setting and wider community</p>	<p>We have a Wellbeing and Mental Health Lead who promotes activities across the settings.</p> <p>We regularly promote, recognise and celebrate young people's achievements in caring for others. E.g. Young Carers Award, Good Citizens Awards, National Citizens Service.</p> <p>We have roles for young people including peer mentors, buddies, restorative practice and wellbeing leaders to develop a caring role to support other young people with similar experiences.</p>	<p>Young people take the lead in promoting well-being and caring for others including in the school and wider community.</p> <p>Young people are actively involved in peer mentoring or training other young people and adults to understand their experiences, support wellbeing and develop relational practice.</p>																			
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<p>Next Steps to develop our practice further:</p>																					
<p>2.4 we use a graduated approach to adapt our provision and make reasonable adjustments to meet the special educational needs and disabilities of young people at risk of or experiencing extra familial harm</p>	<p>We use the SEND graduated approach to assess, plan, do and review and through this provide appropriate support, adaptations and reasonable adjustments to meet a range of individual special and additional needs, including SEMH, in line with statutory and non-statutory requirements.</p> <p>We work together with young people and their families to provide a consistent, supportive approach between home and school.</p>	<p>We are knowledgeable and skilled in providing support for a wide range of additional and special needs and support learners at all levels to make good progress and achieve success despite their barriers and challenges.</p> <p>We are creative in our provision of intervention which are effective and demonstrate impact and focus on safety, belonging and trust as well as academic and social, emotional and mental health support for young people experiencing or at risk of extra familial harm.</p>																			
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<p>2.5 we assess, track, plan for and actively address the social, emotional and wellbeing needs of young people at risk of or experiencing extra familial harm</p>	<p>Staff monitor and report on student's well-being and emotional stability through a range of systems such as meet & greet, form check in, circle time etc.</p> <p>Young people know staff will listen and respond to them in general and in times of need or crisis.</p> <p>We provide a programme of activities designed to promote emotional health and well-being for all e.g. Mindfulness, self esteem building etc.</p>	<p>We use standardised assessment tools across the setting to regularly measure well-being and plan for interventions based on our assessments. E.g. SDQ, Boxhall, Fagus, Stirling etc.</p> <p>We link key staff and trusted adults who young people can access in times of difficulty.</p> <p>We provide access to onsite interventions to support wellbeing and mental health e.g. ELSA, Solution Focussed Coaching, Counselling, Art Therapy etc.</p> <p>We sign-post or refer to counselling from trained practitioners such as KOOTH, Healthy Minds Lincolnshire, CAMHS etc.</p>																			
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<p>2.6 we know our young people well; their families, history, background, home life, skills, talents and aspirations</p>	<p>We value the uniqueness of each young person and believe they all have the ability to achieve their full potential.</p> <p>We encourage relevant information sharing within the setting to enable staff to understand our young people's lives both past and present and we remain fully informed about their experiences both inside and outside of the home.</p> <p>Staff make it a priority to know vulnerable young people well and to build trusting relationships with them.</p>	<p>We are proactive in understanding the lives of our young people who are provided safe spaces and opportunities to share their experiences.</p> <p>We support the understanding and knowledge of other schools and settings to avoid young people and families having to share traumatic experiences</p> <p>We honour our young people by allowing them to participate in decision making around the content of the information that is shared and with whom.</p> <p>Staff support young people to have a positive view of the future and achieve their dreams.</p>																			
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WHAT THIS LOOKS LIKE IN PRACTICE:

In our setting:	TRAUMA AWARE/SENSITIVE	TRAUMA INFORMED																				
<p>2.7 we design our curriculum and teaching to inform and address the needs of our young people around safety, risk, exploitation and extra familial harm</p>	<p>The curriculum is tailored and adapted to ensure it meets varied or additional learning needs and abilities.</p> <p>We include opportunities to educate our young people around safety, risk and exploitation.</p> <p>We explore shared or joint provision with specialist or alternative provisions to extend opportunities for young people at risk of or experiencing extra familial harm.</p>	<p>We deliver an innovative curriculum which provides access to a range of approaches to learning e.g. Forest School, education business partnerships, vocational pathways etc.</p> <p>We are proactive and persevere in our attempts to engage and retain young people at risk of or experiencing extra familial harm in education, employment or training.</p>																				
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Next Steps to develop our practice further:																						
<p>2.8 we provide opportunities to take part in local and national initiatives to recognise, raise awareness of and respond to the social, emotional and mental health of our young people and in particular those at risk of or experiencing extra familial harm</p>	<p>We include opportunities for PHSE & Social and Emotional Learning as part of our overall curriculum.</p> <p>We publicise local and national campaigns around safety, wellbeing and mental health.</p> <p>We take and active part in initiatives such as Anti-Bullying Week, Mental Health Awareness Week, Young Minds etc.</p>	<p>Our PHSE & SEL curriculum is well developed and is recognised as a priority alongside academic subjects and achievements.</p> <p>We are accredited in a number of wellbeing and mental health initiatives e.g. Young Carers Award, The Autism Friendly Award, Trauma Informed Schools Award, The Caring2Learn Caring Schools Award etc.</p>																				
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In our setting:	TRAUMA AWARE/SENSITIVE  TRAUMA INFORMED										
Overall Scaling for Domain 2:	0	1	2	3	4	5	6	7	8	9	10
Justification, including examples of positive impact on young people:											

WORKING TOGETHER WITH FAMILIES

Domain 3—In our setting we:

3.1 establish a trusting relationship with families, parents and carers to promote good communication and understanding of learning, safety needs and wellbeing needs

3.2 ensure the voices of our families, parents and carers are listened to, understood and acted upon

3.3 work together with families, parents and carers to support engagement in education and training and help remove barriers to good attendance for young people

3.4 promote, engage, encourage and facilitate families, parents and carers involvement in the wider life of the school setting and the young person

3.5 work with families, parents and carers to support access to support, wellbeing and mental health services

Building strong, trusting and collaborative relationships with families, parents and carers is a priority for a trauma informed Caring School.

Young people thrive in education settings where parents and carers are genuinely viewed as members of the team and their knowledge and understanding of the young person is valued.

"Together may we give our children the roots to grow and the wings to fly."

Anon

Full engagement with carers who have the most direct knowledge of children in care and often have the clearest idea of their strengths, limitations and idiosyncrasies is important. Regular dialogue from a position of mutual respect and partnership underpins successful schooling."

Cameron, Connery & Jackson

WHAT THIS LOOKS LIKE IN PRACTICE:

In our setting:	TRAUMA AWARE/SENSITIVE	TRAUMA INFORMED																			
<p>3.1 we establish a trusting relationship with families, parents and carers to promote good communication and understanding of learning, safety needs and wellbeing needs</p>	<p>We are open and honest with our parents and carers. We respect their views and work with them in the best interests of the young person.</p> <p>We have systems in place to communicate effectively with all parents and carers through face-to-face, phone, text and email to provide updates for parents and carers regarding meetings, events and news. We plan for specific, additional methods of communication when needed to support good home/school relationships.</p> <p>We make contact with new parents and carers and ensure they know who their key contacts in school are.</p>	<p>We take a proactive responsibility for establishing trusting relationships and effective communication with families.</p> <p>We are transparent in the decision making we take and explain this clearly to parents and carers.</p> <p>We provide workshops or training to develop the skills and knowledge of parents and carers to enable them to support safety, wellbeing and learning in the home.</p> <p>We encourage family involvement and support joint planning and learning activities for parents, carers and young people.</p> <p>We utilise the skills and knowledge of our families, parents and carers to develop our understanding of their context and experiences.</p>																			
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<p>Next Steps to develop our practice further:</p>																					
<p>3.2 we ensure the voices of our families, parents and carers are listened to, understood and acted upon</p>	<p>We have arrangements in place to formally collect the voice of parents and carers through regular conversations, consultation, surveys or questionnaires.</p> <p>We encourage parents and carers to share their views, worries or concerns with key staff or through appropriate procedures or forums.</p> <p>We take an open and honest approach to the concerns and worries of a parent or carer and have clear systems and procedures in place to share these and we include parents and carers views in individual plans, assessments and reviews for young people.</p>	<p>We encourage and support families to plan and work together with us to meet the needs of the young person at risk of or experiencing extra familial harm.</p> <p>We proactively encourage and facilitate parents and carers to participate in and contribute to their children's reviews and plans and we make reasonable adjustments to meetings to meet the requirements of families, parents and carers to engage fully with us.</p> <p>Experienced parents and carers act as peer supporters and mentors in supporting the school to ensure the voice of families, parents and carers of young person at risk of or experiencing extra familial harm is valued. E.g. on meetings, PTA led forums. Parent/Carer Governors.</p>																			
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WHAT THIS LOOKS LIKE IN PRACTICE:

In our setting:	TRAUMA AWARE/SENSITIVE	TRAUMA INFORMED																			
<p>3.3 we work together with families, parents and carers to support engagement in education and training and help remove barriers to good attendance for young people and in particular those at risk of or experiencing extra familial harm</p>	<p>We promote the importance of good attendance and engagement in education and monitor dips and themes in order to identify and support young people and in particular those at risk of or experiencing extra familial harm.</p> <p>We raise and discuss concerns regarding attendance and engagement with parents and carers to identify risk at an early stage.</p> <p>We follow the Early Help and Safeguarding pathways in regards to worries or concerns about young people at risk of or experiencing extra familial harm.</p>	<p>We take a supportive and curious approach to issues of engagement attendance and employ bespoke approaches to improving this and seek all alternative routes to avoid using statutory forms of intervention e.g. increased participation in certain activities or alternative areas of the curriculum, reduced timetables as a short term measure with planned support in place to return full-time provision.</p> <p>We actively support parents and carers with issues and challenges of engagement and attendance through Family Support or Pastoral Workers, Learning Mentors, Mental Health First Aiders and Education Welfare Officers etc.</p> <p>We work closely with external partners to support the re-engagement and re-integration of young people at risk of or experiencing extra familial harm.</p>																			
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Next Steps to develop our practice further:																					
<p>3.4 we promote, engage, encourage and facilitate families, parents and carers involvement in the wider life of the school setting and the young person</p>	<p>We encourage and welcome the participation of families, parents and carers in a range of school events such as PTA, fundraising, social and celebratory occasions at different times of year.</p> <p>We seek to understand and recognise the challenges some parents and carers have in accessing activities and events in school and plan internally and with other agencies to overcome barriers where possible. E.g. crèche, different timings, travel, peer support, meet and greet etc.</p>	<p>Where parents and carers are reluctant to engage or unable to attend meetings or school events we are proactive and put alternative arrangement in place to ensure young people and families feel supported and valued e.g. virtual or hybrid meetings, meetings and events at a range of times both during the school day and in the evenings, recordings of performances & activities, sharing on social media & digital platforms etc.</p>																			
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WHAT THIS LOOKS LIKE IN PRACTICE:

In our setting:	TRAUMA AWARE/SENSITIVE	TRAUMA INFORMED																			
<p>3.5 we work with families, parents and carers to support access to wellbeing and mental health services</p>	<p>We pay attention to the wellbeing of young people, families, parents and carers. We inform them about and signpost them to external support, agencies and services such as the Family Services Directory, Kooth, Healthy Minds, CAMHS etc.</p> <p>We support the findings, advice and recommendations from external support services and ensure they are fully implemented into our setting.</p> <p>We are aware that school can also be a source of anxiety and mental health difficulties for parents, carers and young people and work to minimise this.</p>	<p>We are active in providing support for families as a whole who are dealing with mental health issues and challenges through Parents Support Advisors, Family Support Workers, Family Support Groups etc.</p> <p>We utilise the Lincolnshire Emotionally Based School Avoidance (EBSA) pathway to support our young people and families.</p> <p>We have formed effective partnerships and actively work with external partners, teams, agencies and other school settings to offer support to our families and young people with their wellbeing and mental health.</p>																			
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<p>Justification, including example of positive impact on young people:</p>																					

WORKING TOGETHER WITH OTHERS

Domain 4—In our setting we:

4.1 ensure the relevant staff and key workers in our school or setting are aware of and have good communication with all key professionals from external partner services, teams and agencies

4.2 work effectively with other external partner services, teams and agencies to support the holistic needs of young people at risk of or experiencing extra familial harm and access specialist services when needed

4.3 work with external partner services, teams and agencies to ensure that our young people at risk of or experiencing extra familial harm can access education and extra-curricular activities

4.4 advocate for our young peoples best interests with external partner services, teams and agencies

4.5 have a clear and timely system for sharing safeguarding information and concerns around our young people at risk of or experiencing extra familial harm with external partner services, teams and agencies

4.6 ensure attendance at EPEP, CiC, Early Help, TAC CiN, CP, SEND, MACE etc. meetings are a priority for relevant school or setting staff

4.7 work together with external partner services, teams and agencies around additional funding such as pupil premium or pupil premium plus and make effective decisions on the allocation and impact of this

4.8 establish clear lines of communication and good partnership working with other education settings, schools and educational provisions

*“Coming together is a beginning;
keeping together is progress;
working together is success.”*

Henry Ford

Caring Schools are most often the conduit through which true multi-agency working develops and succeeds.

Caring schools build and maintain strong working relationships with a multitude of professionals, services and agencies to get the best for their vulnerable learners.

“How wonderful is it that no one need wait a single minute to improve the world.”

Anne Frank

WHAT THIS LOOKS LIKE IN PRACTICE:

In our setting:	TRAUMA AWARE/SENSITIVE	TRAUMA INFORMED																				
<p>4.1 we ensure the relevant staff and key workers in our school or setting are aware of and have good communication with all key professionals from external partner services, teams and agencies</p>	<p>Relevant staff and key workers in our school e.g. teachers, form tutors, pastoral and intervention workers etc. are aware of social or early help workers in place for individual young people and how they can contact them directly or through Designated Safeguarding Leads in school.</p>	<p>We are proactive in communicating agreed, regular updates to external key professional to inform effective decision-making, interventions and risk management for young people at risk of, or experiencing extra familial harm as part of the team around the young person..</p>																				
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Next Steps to develop our practice further:																						
<p>4.2 we work effectively with other external partner services, teams and agencies to support the holistic needs of young people at risk of or experiencing extra familial harm and access specialist services when needed</p>	<p>We explore our own universal provision and the wider family network of support before referral to external partner services, teams and agencies.</p> <p>We follow the Early Help Pathway and ensure that appropriate referrals and assessment are completed.</p> <p>Relevant staff and key workers in our school are clear about how they can support social workers, parents and carers to ensure that young people at risk of or experiencing extra familial harm receive the support they need.</p>	<p>We use funding to access or develop relevant services in order to meet the needs of young people at risk of or experiencing extra familial harm.</p> <p>We work together with external partner services, teams and agencies to develop and share community resources and services to meet the needs of our young people at risk of or experiencing extra familial harm.</p> <p>Our assessments are holistic and we request external services and support as part of a multi-agency response e.g. Future4Me, Positive Futures, BOSS, Healthy Minds, CAMHS etc.</p>																				
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<p>4.3 we work with external partner services, teams and agencies to ensure that our young people at risk of or experiencing extra familial harm can access education and extra-curricular activities</p>	<p>We provide information to young people, families, parents and carers around the opportunities and support available from external partner services, teams and agencies e.g. holiday activities and food programmes (HAF), music, sports and youth clubs etc.</p> <p>We support young people to access further, additional or alternative education provisions to improve their aspirations and learning outcomes e.g. specialist tutoring, mentoring or access programmes, apprenticeships etc.</p>	<p>We proactively network with other education settings and external agencies to share good practice and improve educational or extra-curricular opportunities for young people at risk of or experiencing extra familial harm.</p> <p>We work together with external partner services, teams and agencies to provide shared learning activities and events to families and young people in school e.g. Zaspire Family Learning</p>																			
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<p>Next Steps to develop our practice further:</p>																					
<p>4.4 we advocate for our young peoples best interests with external partner services, teams and agencies</p>	<p>We advocate for the voice of the young person and contribute to decision making in the best interests of the young person.</p> <p>We support and are also confident to challenge decisions made by external partner services, teams and agencies in the best interest of the young person.</p> <p>We actively support young people to express their voice within a safe environment to impact on effective decision making.</p>	<p>We encourage and advocate an open and honest approach when explaining decision making to young people.</p> <p>We proactively support young people to have agency within decision making and to make positive decisions for themselves where appropriate.</p> <p>When conflict arises or communication breaks down with external partner services, teams and agencies we strive to resolve difficulties and look for restorative, solution-focused outcomes.</p>																			
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WHAT THIS LOOKS LIKE IN PRACTICE:

In our setting:	TRAUMA AWARE/SENSITIVE	TRAUMA INFORMED																			
<p>4.5 we have a clear and timely system for sharing safeguarding information and concerns around our young people at risk of or experiencing extra familial harm with external partner services, teams and agencies</p>	<p>We have effective policies and procedures in place in line with statutory guidance for safeguarding, including Contextual Safeguarding and follow the Early Help and LCC referral pathways.</p> <p>We have a system of confidential record keeping for monitoring and reporting safeguarding incidents and concerns relating to young people at risk of or experiencing extra familial harm and all staff know how to use it and who to inform.</p> <p>Relevant staff work together with external partner services, teams and agencies to contribute towards the team around the child and development and implementation of safety plans.</p>	<p>Relevant staff and key workers in our school have access to our systems for sharing key safeguarding information.</p> <p>Relevant staff and key workers in our school lead the coordination of the team around the child and safety plans for young people at risk of, or experiencing extra familial harm.</p> <p>They are able to make decisions about the nature of support and risk management when needed.</p>																			
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Next Steps to develop our practice further:																					
<p>4.6 we ensure attendance at EPEP, CiC, Early Help, TAC CiN, CP, SEND, MACE etc. meetings are a priority for relevant school or setting staff</p>	<p>The Designated Safeguarding Lead or other lead role in school takes the lead in all meetings, reviews and plans for individual young people.</p> <p>We prioritise meetings for vulnerable young people and allow relevant staff and key workers time to contribute to these as necessary.</p>	<p>Relevant staff and key workers take the lead in effective coordination of meetings, reviews, plans and decision making together with external partner services, teams and agencies for young people at risk of, or experiencing extra familial harm.</p> <p>Relevant staff liaise with the Designated Safeguarding Lead or other lead role in school who has oversight of all meetings, reviews and plans for individual young people.</p>																			
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Next Steps to develop our practice further:																					

WHAT THIS LOOKS LIKE IN PRACTICE:

In our setting:	TRAUMA AWARE/SENSITIVE	TRAUMA INFORMED																			
<p>4.7 we work together with external partner services, teams and agencies around additional funding such as pupil premium or pupil premium plus and make effective decisions on the allocation and impact of this</p>	<p>Our information gathering and census returns are up to date to ensure accurate allocation of Pupil Premium through the school budget.</p> <p>Progress targets and funding are linked to raising the educational achievement, safety and wellbeing of young people.</p> <p>Relevant staff and key workers work with the Virtual School and social workers to update the EPEP and attend PEP meetings, overseen by the Designated Teacher for Looked-after Children in school.</p>	<p>The use of pupil premium and other additional funding is highlighted and monitored in young people's plans and their progress and the impact of this funding is captured to ensure its use is effective.</p> <p>We work together with families and external partner services, teams and agencies to jointly agree the decision making in regards to effective use of additional funding.</p> <p>We ensure that the allocation and spending of pupil premium and other additional funding such as catch up premium is used to its maximum potential in meeting the needs and overcoming barriers to learning of young people.</p>																			
Scaling:	<table border="1"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>										0	1	2	3	4	5	6	7	8	9	10
0	1	2	3	4	5	6	7	8	9	10											
Next Steps to develop our practice further:																					
<p>4.8 we establish clear lines of communication and good partnership working with other education settings, schools and educational provisions</p>	<p>There are measures in place to offer additional support for young people when joining our school.</p> <p>Transition plans are in place for to support vulnerable young people when they experience changes of class, year group, school, education setting or staff.</p>	<p>We establish and secure effective information sharing and joined up thinking with other schools and education settings that have siblings of young people at risk of or experiencing extra familial harm on roll.</p> <p>We network with other schools, education settings and external partner services, teams and agencies to share good practice and improve educational provision young people at risk of or experiencing extra familial harm e.g. TAC Forum, DSL Network, teaching school alliances etc.</p>																			
Scaling:	<table border="1"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>										0	1	2	3	4	5	6	7	8	9	10
0	1	2	3	4	5	6	7	8	9	10											
Next Steps to develop our practice further:																					

WHAT THIS LOOKS LIKE IN PRACTICE:

In our setting:	<div style="display: flex; justify-content: space-between; align-items: center;"> TRAUMA AWARE/SENSITIVE TRAUMA INFORMED </div>										
Overall Scaling for Domain 4:	0	1	2	3	4	5	6	7	8	9	10
Justification, including examples of positive impact on young people:											

GLOSSARY

CE – Child Exploitation

CiC – Child in Care (Formally known as ‘Looked After Child’)

CiN – Child in Need

CL and/or County Lines - a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of ‘deal line’. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons. (*Definition provided by Working Together*)

CSE – Child Sexual Exploitation

CP – Child Protection

EHW—Early Help Worker

Extra Familial Harm EFH- harm or abuse that occurs to children outside of their family system, often during the adolescent years because at this age their social networks widen.

F4M – Future4Me Agency comprised of; Early Help, Youth Offending, CYP Complex Needs Service, Positive Futures, Community Hub.

LPFT/NHS – Lincolnshire Partnership Foundation Trust

MACE – The Multi Agency Child Exploitation meeting discusses information relating to the links between children at risk or subject of exploitation, perpetrators, or individuals who may pose a risk by exploitation, locations that may pose a risk of harm and community intelligence

NRM—The National Referral Mechanism is a framework for identifying victims of human trafficking and ensuring they receive the appropriate protection and support. The NRM is also the mechanism through which the Home Office collects data about victims.

SW—Social Worker

TAC – Team Around the Child

YOS/YOT – Youth Offending Service/Youth Offending Team in Lincolnshire this is part the Future4Me team

LINKS & RESOURCES

Contextual Safeguarding Network — [Contextual Safeguarding Network – The Contextual Safeguarding programme, and the team who deliver it, are part of the International Centre: Researching child sexual exploitation, violence and trafficking \(IC\) at the University of Bedfordshire](#)

Joining the Dots Framework—[Joining the Dots - Tackling Child Exploitation \(researchinpractice.org.uk\)](#)

NWGNetwork.org—[Child Exploitation Day 2022](#)

The Commission on Young Lives—[Home \(thecommissiononyounglives.co.uk\)](#)

The Commission on Young Lives Thematic Report 2 Supporting families to keep teenagers safe from gangs, exploitation and abuse— [A NEW PARTNERSHIP WITH PARENTS 1 MARCH 2022 FINAL \(thecommissiononyounglives.co.uk\)](#)

UK Trauma Council—[UKTC \(uktraumacouncil.org\)](#)

Childhood Trauma and the Brain: This resource is designed to help professionals and carers understand the latest neuroscience research on childhood abuse and neglect, with insights and advice from clinicians, teachers, and social workers on how to put your learning into practice—[Childhood Trauma and the Brain - UKTC \(uktraumacouncil.org\)](#)

This animation aims to support staff to understand the impact of trauma and to know how to adapt the way they work to make a positive difference to the lives of children and young people affected by trauma— [Sowing seeds : trauma-informed practice for anyone working with children and young people | Turas | Learn \(nhs.scot\)](#)

#Are You Listening— An excellent video from Leicestershire Police which gives lived examples of child exploitation and helps schools and parents spot the signs—[Are You Listening? - CCE Campaign on Vimeo](#)

Alfie's Story— The Community Safety Partnership in North East Lincolnshire, supported by funding from the Office of the Police and Crime Commissioner, have commissioned a new documentary film which is directed towards parents, teachers and carers in our communities. It illustrates the partnership approach for addressing the issue of child criminal exploitation and the support available for these young people to get them away from the grip of the exploiters.[Launch of Documentary on Child Criminal Exploitation \(humberside-pcc.gov.uk\)](#)

CONTACTS

Lincolnshire Safeguarding Children Partnership (LSCP)—

[Lincolnshire Safeguarding Children Partnership – Child exploitation - Lincolnshire County Council](#)

Report a safeguarding concern—

If you believe that a child or adult may be a victim of neglect, abuse or cruelty call:

- Children's safeguarding - 01522 782111 (Monday to Friday, 8am to 6pm)
 - Adults safeguarding - 01522 782155 (Monday to Friday, 8am to 6pm)
 - or 01522 782333 (outside office hours)
- You do not need to know everything about the situation. You may just be worried or feel that something is not right.

If you believe that a crime has been committed and there is an immediate risk of danger, call the police on 999 or 112.

If there is no immediate danger, call the police on 101.

People who are deaf, hard of hearing or speech impaired can use the police Tynetalk service on:

- 01522 558263
 - or, 01522 558140
 - or, 07761 911287
- If you have a concern about domestic abuse, call EDAN Lincs on 01522 510041.

Child sexual exploitation

A confidential 24-hour helpline is available for children and young people who are worried they are in an exploitative situation.

Call or text free on 116 000 or [visit the #SaySomething website](#).

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