

Multi-agency Threshold Guidance: Continuum of Help & Support'



STRENGTHENING MULTI AGENCY PARTNERSHIP EFFORTS TO SAFEGUARD CHILDREN AND YOUNG PEOPLE

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Contents

Foreword.....	2
1. Introduction.....	3
2. Principles and Definitions.....	5
3. Levels of intervention and need.....	7
4. Accessing Services.....	9
5. Consent & Information Sharing.....	11
6. Resolving Disagreements, Escalations and Whistleblowing.....	12
7. Accessing Support for Children and families.....	13
8. Step-Up, Step-down arrangements.....	15
Appendix 1: Key contact details.....	16
Appendix 2: Threshold matrix.....	18
Appendix 3: Contextual Safeguarding – additional subject specific information.....	27
Appendix 4: Step-up, Step-down Flowchart	33
Appendix 5: Consent & Sharing Information Guide & Flowchart.....	34
Appendix 6 Practitioners Guide: What makes a good MARF.....	37

Safeguarding children in Sandwell is everyone's responsibility.

Foreword

“Our vision is for all children to be safe at home and in their communities, where they are loved, cared for and have the stability to grow healthily and to achieve their ambition”.

This refreshed Multi Agency Thresholds Guidance: Continuum of Help & Support' Document produced by Sandwell Children Safeguarding Partnership (SCSP), provides a framework to help you identify when a child may need additional support to achieve their full potential through a graduated response from universal, early help, multi-agency early help and statutory social work. It is produced in line with relevant statutory guidance and procedures; it should be noted that this framework is not intended to be fully prescriptive. It should be read in conjunction with relevant local and national guidance, west midlands safeguarding procedures and local partnership guidance's.

Working Together to Safeguard Children 2018 is a statutory guide to interagency working to safeguard and promote the welfare of children. It states: “In making their local arrangements, the safeguarding partners (SCSP), should agree with their relevant agencies the levels for the different types of assessment and services to be commissioned and delivered. This should include services for children who have suffered or are likely to suffer abuse and neglect whether from within the family or from external threats. This should also include services for disabled children and emphasises the importance of “early help” as the partnership's approach to getting the right services and support to families at the right time.

The safeguarding partners should publish a threshold document, which sets out the local criteria for action in a way that is transparent, accessible and easily understood. This should include:

- the process for the early help assessment and the type and level of early help services to be provided
- the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under:
 - section 17 of the Children Act 1989 (children in need)
 - section 47 of the Children Act 1989 (reasonable cause to suspect a child is suffering or likely to suffer significant harm)
 - section 31 of the Children Act 1989 (care and supervision orders)
 - section 20 of the Children Act 1989 (duty to accommodate a child)
- clear procedures and processes for cases relating to:
 - the abuse, neglect and exploitation of children
 - children managed within the youth secure estate
 - disabled children.”

Our thresholds offer relies upon a workforce where staff from across all agencies share the core values, knowledge, skills and abilities to engage well with children and families by building relationships which are based on the strengths within a family. Effective safeguarding systems are child centred, it is incumbent on agencies in Sandwell to work together to identify children with additional needs and provide support at the earliest opportunity. Children must be listened to and have their voices heard; you should ensure you focus on the needs and views of the child. There also need to be focus on solutions, the ability to motivate to achieve positive change and be aware of risk and protective factors. We know that by working effectively together we can identify vulnerable children early to ensure that we keep them safe, support their families and transform their lives.

This document is therefore relevant to Practitioners and Managers in all agencies and organisations providing services to children and families in Sandwell.

1. Introduction

What is the purpose of the guidance

- 1.1. The Sandwell Childrens Safeguarding Partnership have refreshed this guidance to ensure that the actions for support are clear, timely, consistently applied and inclusive to children and young people, and that there is a baseline understanding:

- ✓ that an early help assessment is, in all but urgent cases, a single agency responsibility to be considered as soon as two or more emerging/unmet needs are identified that require a multi-agency response;
- ✓ that an early help assessment should be based on a plan of work devised on a multi-agency basis with the child/parents to improve a situation and outcomes for a child at the earliest possible stage;
- ✓ that any agency can be the role of the lead professional and we all have individual responsibilities when working with children, young people and families;
- ✓ that a common language is used;
- ✓ that all interventions are in line with regulation and good practice;
- ✓ about the role and responsibility of different agencies and when and how to seek additional support from other agencies; and
- ✓ about the tools in place to support professionals in their role.

How has the guidance been developed?

- 1.2. The guidance has been written by a range of practitioners and managers who have been involved in design and delivery of this approach. It includes contribution from Sandwell's Voluntary and Community Sector, Sandwell Children's Trust, Sandwell Schools, Health Providers, Metropolitan Borough Council, Sandwell and West Birmingham Clinical Commissioning Group and West Midlands Police.

What does the guidance include?

- 1.3. The guidance describes the agreed overarching approach taken by Sandwell Safeguarding Partnership to support children, young people and their families (from pre-birth to 18 years of age).
- 1.4. This multiagency threshold document seeks to:
- Set out the principles that underpin the way Sandwell practitioners will work with children young people and families
 - Describe levels of need and vulnerability and the appropriate response at different levels
 - Make clear the thresholds for action / intervention

How should the guidance be used?

- 1.5. This document is only intended to offer guidance about the type of need which would trigger service, and therefore a reference tool for practitioners. There will be circumstances in which children's needs will cross tiers and for which practitioners will need to seek advice and guidance which are signposted in this document to those from your own organisation to ensure service provision is having an impact.

Expectations

- 1.6. It is the expectation of the Sandwell Children's Safeguarding Partnership that all practitioners working with children, young people and their families will operate within this guidance, as reinforced within the Regional Child Protection procedures for West Midlands.
- 1.7. All children, young people and their families have basic needs that are provided through universal services. These include education, early years, health, youth services, leisure facilities, and the many services provided by voluntary organisations. However; some children, young people and their families have additional needs and require further support by Multi-agency Early Help, and Statutory Social Work Services.

1.8. All practitioners that have contact with children and their families, who identify additional needs, are deemed to be the 'Lead Professional' until such time where an Early Help Assessment (EHA) is completed and it is clear that the child and family require intra or multiagency support and a team around the family (TAF) is established.

1.9. The Lead Professional who identifies the additional needs will remain the Lead Professional until it is agreed within the TAF that another a practitioner from the TAF is better placed to undertake this role.

- 1.10. All organisations and agencies should ensure that managers and staff have the appropriate levels of support and supervision when working with children and families and can access the Early Help Module (EHM) to record the TAF engagement.

Where do I go for more advice and guidance?

- 1.11. The first contact for advice, guidance and support when there are concerns about a child and uncertainty about ensuring the right level of support in response to the presenting needs should be sought from the agency's safeguarding lead. Multi-Agency Safeguarding Hub (MASH) is the single point of contact for all advice, guidance and consultation on applying threshold criteria to the circumstances of a child or family where you have identified additional needs or where your concerns are such that you have made the decision to make a request for services/support.
- 1.12. The single point of contact is in the MASH and should be used by all agencies/organisations, including members of the public.

If a child is in imminent danger and at risk of significant harm the referrer should call the Police or ambulance service on 999.

All agencies and organisations thereafter should contact Sandwell Children's Social Care by telephoning the **Single Point of Contact within the MASH on 0121 569 3100 (24 hour line)**.

All agencies / organisations will be expected to complete and submit a **MARF** without delay.

Role of the LADO

Allegations against staff or volunteers working with children and young people

- 1.13. Allegations are sometimes made against professionals or others working with children. It is a legal requirement that any agency must inform the designated officer (known as the LADO) within one working day when an allegation is made against any member of staff or volunteer and prior to any further investigation taking place.
- 1.14. The MASH will receive all referrals to the Local Authority Designated Officer (LADO), where concerns involve an allegation of abuse against someone who either works or volunteers with children – in a 'Position of Trust' (POT).
- 1.15. All LADO referrals should be made through the SPOC at the MASH. For further guidance and a 'Position of Trust' referral form, please refer to the management of Allegations Against Staff or Volunteers aka Position of Trust process on the SCSP website [here](#).

2. Principles and definitions

- 2.1. [Appendix 2](#) of this document - the Thresholds Matrix - provides illustrative examples about how need might present itself, rather than an exhaustive list of fixed criteria that must be met. The level of need will be increased where there is a multiplicity of factors and the practitioner's professional judgement will always be required.
- 2.2. The following principles should be considered in applying the framework:

- A child is anyone who has not reached their 18th birthday including unborn children (Children Act 1989)
- All children have the right to grow up safe from harm and to reach their potential.
- Children are best supported and protected when additional needs are identified early, and the support is provided in a timely manner and commensurate to these needs.
- The Children Act (1989/2004/2017) encourages agencies where ever possible, to work in partnership with families and to make onward request for support from other agencies with the consent of the family. If the practitioner

believes that the child may be at risk of significant harm and that consent may place the child at further risk they should take advice from their Safeguarding Lead and clearly state at the point of request for services, why consent has not been sought.

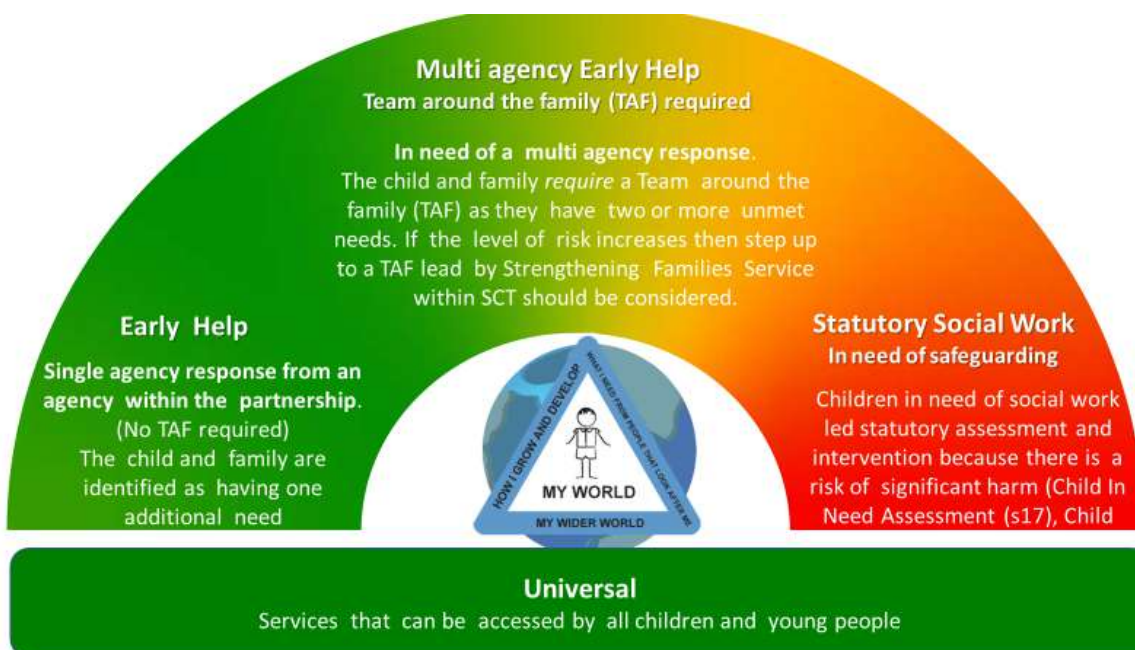
- Support should be delivered at the lowest appropriate level to meet the child's needs thus preventing the need for escalation to more specialist and intrusive services.
- Support should be based on assessment and intervention delivered through a clear plan of work which is regularly reviewed. This may include the completion of an Early Help Assessment (EHA) and the creation of a Team Around the Family (TAF).
- Work must be child focussed and care taken to ensure that children/parents/carers/agencies understand the plan, how this will be delivered and their role in implementing the plan.
- Children with disabilities may have additional needs related to their communication / mobility and depend on others for their basic care needs to be met, which can increase their vulnerability.

- 2.3. The term Lead Professional is used within the Framework to mean **someone who takes the lead to co-ordinate provision and be a single point of contact for a child and their family**. The Lead Professional will be required when a range of services providing 'multi-agency early help' is involved with the child or family. In identifying 'lead professional's', it is important to seek the wishes of the family and also consider the professional with existing and productive relationships with the family.
- 2.4. Multi Agency Early Help is Sandwell's approach to working with children and families who are below the threshold of social care intervention but have two or more emerging/unmet needs and require a multi-agency response that stops problems from escalating and supports families to improve their situation.
- 2.5. Signs of Safety (SofS) is the chosen multiagency approach of intervention with children, young people and their families. It is designed to integrate professional and family knowledge in the assessment of risk and any subsequent planning.
- 2.6. The Graded Care Profile 2, which includes a local profile tool to assess, should be used in cases where neglect is suspected and will support practitioners working with children and families in all partner agencies to quickly identify areas of concern which may indicate a child/young person is being neglected.

3. Levels of intervention and need

- 3.1. Working Together to Safeguard Children (Department for Education 2018) makes it clear that safeguarding children and promoting their welfare is the responsibility of all practitioners/ working with children and that they should understand the criteria for taking action across a continuum of support if required.
- 3.2. This will include protecting children from maltreatment; ensuring that children grow up in circumstances consistent with safe and effective care; taking action to prevent impairment of children's health and development and taking action to ensure children achieve the best outcomes. The voice of the child and their wishes and feelings must be ascertained and recorded where possible and due consideration given to them, having regard to his/her age and understanding.
- 3.3. This Threshold Guidance, including the 'Continuum of Help & Support' Document sets out **four levels of support** and provides guidance to individuals, agencies and staff to assist them to identify a child's level of support and determine whether additional services are required. It is not a rigid set of procedures; as every child is unique, and their needs will change over time. Practitioners should always discuss concerns and/or seek advice from the safeguarding lead from within their own organisations.
- 3.4. Children and families are supported most effectively and efficiently when services and information sharing are planned and delivered in a co-ordinated way.
- 3.5. By working together agencies can significantly improve outcomes for children and families. Evidence shows that a multi-agency approach is needed to identify vulnerable families early and effectively. Many of the risk factors that are typically seen as the business of one agency can also be supported by other service providers. It is important for all agencies and to ensure staff are aware and able to recognise Adverse Childhood Experiences (ACE's) and adopt a relationship and strengths-based approach that is trauma informed when working with children and their families.
- 3.6. Sandwell Children's Safeguarding Partnership has adopted a common approach to describing the levels of support that may be required by children, young people and their families. This is commonly known as the '*continuum of need and support*' illustrated below.

Sandwell's Windscreen Model: illustrating the Continuum of Help & Support



- 3.7. The four levels of intervention - **Universal; Early Help, Multi Agency Early Help and Statutory Social Work**– as illustrated in the windscreen model above provides the *'indicators of needs and risks'* to help describe the circumstances in which an **Early Help Assessment (EHA)** should be considered and when a request to Children's Social Care may be necessary alongside a range of universal services.
- 3.8. Where there are two or more emerging/unmet need and Multi-Agency Early Help is required, an **Early Help Assessment** should always be considered and completed **only after** a discussion and **obtaining the consent of the family**.
- 3.9. The indicators of need for each level of intervention are split into three domains in line with the *'Framework for the Assessment of Children in Need and their Families'*.

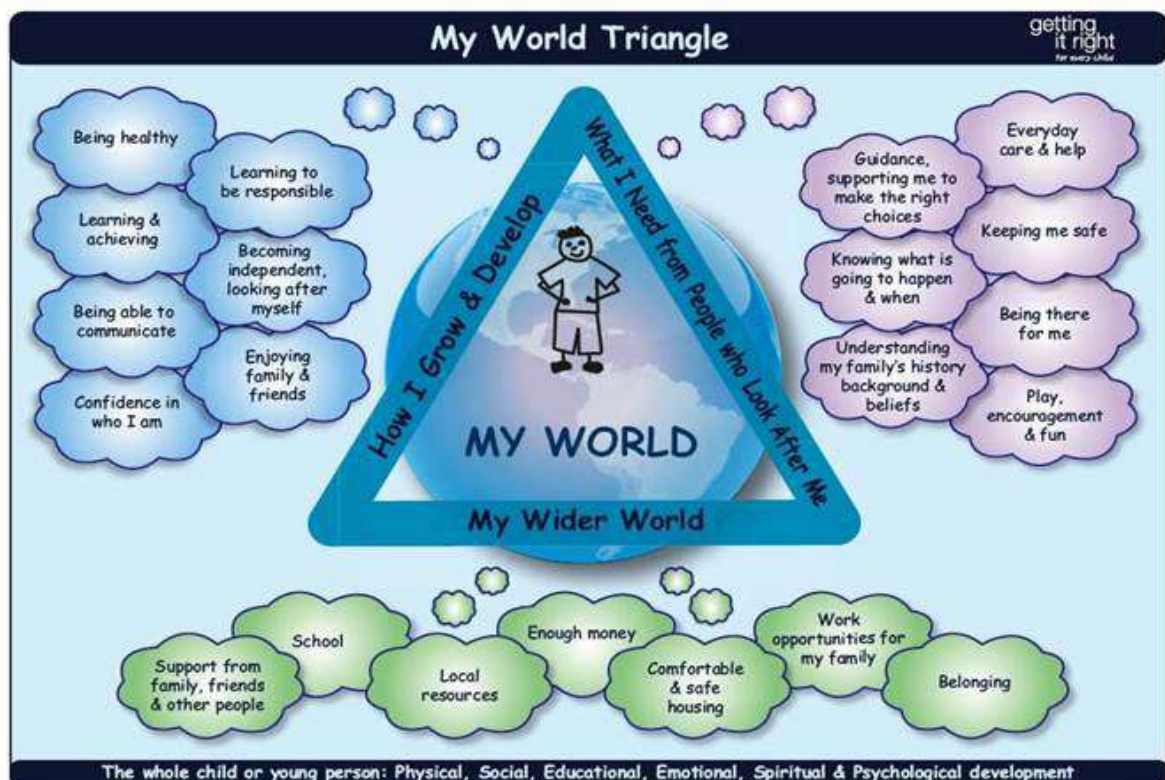
4. Accessing Services

4.1 The Framework for the Assessment of Children in Need and their Families and My World

4.2 The Framework for the Assessment of Children in Need and their Families (assessment triangle) is a visual tool to assist in the assessment of three domains - **Child's Developmental Needs; Parenting Capacity; Family & Environmental Factors**.



4.3 Below is the description of the domains from a child perspective. The My World Triangle is adapted from Glasgow's 2005 guidance on the Integrated Assessment Framework.



4.4 Each of these domains are represented by a side of the assessment triangle and correspond to the three domains used in the Threshold Matrix. Assessments should take account of all three domains and how these impact on the child and their development.

4.5 In summary the **Thresholds Matrix** is a framework that has combined the 'continuum of need' and the 'assessment triangle' to provide practitioners with a systematic basis for collecting and analysing information to support professional judgements by practitioners about how to help children and families in the best interests of the child.

How to use the Matrix

4.6 Practitioners should use the Threshold Matrix to gain an understanding of a child's developmental needs; the capacity of parents or caregivers to respond appropriately to those needs, including their capacity to keep the child safe from harm; and the impact of

wider family and environmental factors on the parents and child. The complex interplay of factors across all three domains should be carefully understood and analysed.

4.7 Practitioners are therefore encouraged to use their knowledge and skills to be involved in:

- ✓ information gathering;
- ✓ professional judgement;
- ✓ analysis; and
- ✓ consideration of risk.

4.8 The Early Help Assessment, in its entirety, should be **completed with families** so as to enable joint understanding of the areas of need, and to explore strategies, including the type of interventions to support the specific needs of those families who do not meet the threshold for statutory social care work.

4.9 If, however, the level of need is judged to require more specialist support greater than can be offered through Multi Agency Early Help, and statutory social work intervention is needed, then the SCSP multiagency child protection procedures immediately.

Which level of need?

4.10 The list of indicators contained in this document is not exhaustive and is for guidance. In assessing need and risk that require specialist services, multiple factors are likely to be present and decisions as to whether the criteria are met remain a professional judgement by practitioners, in consultation with their agency's safeguarding lead and, or line managers. It is also important to remember that the signs that a child or young person has particular needs are often not found in a single piece of evidence but in a combination of factors or indicators.

4.11 The model is intended to ensure the early identification of children and families who require additional help. It aims to prevent children moving towards higher levels of need and to reduce the level of need wherever possible.

4.12 Children may present with needs at different levels. Inter-disciplinary discussion and co-ordination will ensure appropriate services are arranged.

4.13 It is acknowledged that children may move up and down from one level to another and that agencies (including universal services) will offer support at more than one level. Although the practitioner may refer a family for more intensive early help support, it is expected that the practitioner will still engage with the family during assessment and is likely to continue to have a role in TAF meetings.

4.14 Support is available with the decision-making process. All agencies will have a safeguarding lead that will usually be part of the threshold discussion. Practitioners should not delay referring urgent cases due to the unavailability of their safeguarding lead.

Which 'tier' of Service

4.15 Irrespective of the support required or level of a concern, children and families should have access to the right service that is best placed to support their needs.

4.16 The table below can be used alongside the ‘windscreen model’ to ascertain the services that are likely to be involved with children and families in response to their level of need.

Tiers of Services



5 Consent and Information sharing

5.2 Children and families have a right to expect their personal information will be handled confidentially and you should always seek their consent and co-operation if you want to share information about them. If a child or family refuses to give consent to share their information their wishes should be respected except where a child’s/individual’s/people’s safety may be at risk or when it is not appropriate to seek the child or family member’s agreement to share their information. If you share personal information without an individual’s consent it is within your judgement to make the decision based on the fact that the lack of consent is overridden in the public interest. You must record the reasons for your decision. In cases where you are not certain about whether to share information with other agencies, check with your designated safeguarding leads.

5.3 Information sharing is essential to enable early intervention and preventative work for safeguarding and promoting welfare and for wider public protection. A key factor identified in many serious case reviews (SCRs) has been a failure by practitioners to record information, to share it, to understand its significance and then take appropriate action.

5.4 Appendix 5 includes our consent and information guide and flowchart based on the seven golden rules for information sharing, ([Information Sharing: Advice for practitioners providing safeguarding services](#) (March 2015, Department for Education: Updated 4 July 2018) and Sandwell's Information Sharing Protocol, Guidance on Making a Request for Statutory Social Care Services, Information Sharing and Seeking Parental Consent which can be found on the SCSP website.

5.5 Where children have an identified lead professional or allocated social worker; any concerns should be discussed with them (or their manager) in the first instance. A Multi-Agency Request Form (MARF) would not be required.

5.6 Following guidance from the designated safeguarding lead within their agency, if a child protection concern is identified, the referrer is required to complete a MARF and submit it to the MASH within 1 hour of alert of the concern.

6 Resolving Disagreements, Escalation of Concerns and Whistleblowing

6.1 The SCSP Resolution and Escalation Policy contains details on the resolution processes appropriate in circumstances where differences exist between the agencies regarding the handling of a case.

Whistleblowing

6.2 Whistleblowing or confidential reporting policies are designed to encourage any member of staff to raise concerns if they suspect malpractice in their organisation. The Public Interest Disclosure Act 1998 encourages individuals to raise concerns about malpractice in the workplace. Staff should raise concerns within their organisation first unless they think the employer will cover it up, would treat them unfairly if they complained or hasn't sorted it out and they've already told them. If a member of staff believes that a reported allegation or concern is not being dealt with appropriately by their organisation, they should report the matter to the [Designated Officer \(LADO\)](#)

For further information, see [Raising concerns at work: whistle-blowing guidance for workers and employers in health and social care](#).

7 Accessing support for children and families

7.1 Once the practitioner has used the Threshold matrix ([Appendix 2](#)) they should determine what the best course of action will be:

- Continue provision through universal services (level 1).
- Record and monitor using agency internal recording system/processes (level 2).
- Complete an Early Help Assessment using EHM (level 2 & 3)
- Refer to children's social care by completing a MARF (level 4).

7.2 Levels 1 – Universal - includes services and support that is accessed and available to all families, regardless of whether they have additional needs or not.

7.3 Level 2 – Early Help - a child and family are identified as requiring additional support, which can be managed by a single agency and a multi-agency meeting is not required. Intervention at this level can be provided by one agency and is hoped will reduce the likelihood of further deterioration in care and needs of children and prevent escalating the levels to need the support of more than one agency.

7.4 Levels 3- Multi-Agency Early Help - indicates an increase in need and support required. The child and family are identified as having two or more unmet needs which cannot be provided by one agency. It is at this point where all practitioners need to start an Early Help Assessment. The responsibilities of the Lead Professional should be undertaken by the practitioner who has identified the originating concerns for the child and family until the point where a team around the family (TAF) meeting is convened and a decision is made with the family who is best placed to undertake the Lead Professional role. In these circumstances' practitioners will need to obtain consent from families to commence an EHA, gather and share information with other agencies. If the level of risk increases, then step up to a TAF led by the *Strengthening Families Service* should be considered.

7.5 Level 4 – Statutory Social Work - this level of support identifies the point at which Sandwell Childrens Trust Children's Social Care will become involved with children and families. Practitioners will have identified that the child(ren) have complex needs, including whether a child(ren) is at risk of harm without statutory intervention or have identified that the child is suffering harm. In these circumstances a request must always be made to the MASH where a decision will be made as to whether a single assessment should be undertaken. The purpose of the single assessment is to gather information and to analyse the needs of the child or children and/or their family and the nature and level of any risk of harm to the child(ren).

At all levels (1-4) of child and family need, consent from the person with parental responsibility should always be sought unless this places the child(ren) at significant and imminent risk of harm.

7.6 If a practitioner is unclear about whether to complete an Early Help Assessment (EHA) or MARF they should in the first instance consult the designated Safeguarding Lead within their agency. If the designated lead is not available, then advice from a qualified social worker can be obtained through the:

[Multi-agency Safeguarding Hub \(MASH\) 24-hour line - 0121 569 3100](tel:01215693100)

7.7 From Practitioner to the role of Lead Professional

7.8 All practitioners that have contact with children and their families, who identify the universal, early help or multi agency early help needs, are required to undertake the responsibilities of the Lead professional /or are deemed to be the 'Lead Professional' until such time where an early help assessment (EHA) is completed and it is clear that the child and family require coordination of services from a single agency or multiagency support services and a team around the family (TAF) is established.

7.9 When an EHA identifies that multi-agency, support is required to meet the needs of the child and family then this team becomes the TAF and is responsible for developing and implementing the support plan for the child and family.

7.10 Practitioners will retain the responsibilities / or remain the Lead Professional until the first meeting of the TAF where alongside the parent/carer the TAF will agree who is best placed to become the Lead Professional - this may not always be the practitioner who has identified the originating needs of the child and family or completed the Early Help Assessment.

7.11 The identified Lead Professional will co-ordinate the agreed TAF plan and ensure that regular TAF meetings are held and information is recorded on the agreed central recording system.

7.12 **Urgent advice** - Where children are not known to Children's Social Care and urgent advice is needed by the agencies safeguarding lead, the Single Point of Contact (SPOC) at the multiagency Safeguarding Hub (MASH) can be contacted by telephoning 0121 569 3100.

7.13 All children receiving a service from Children's Social Care will have a plan in place, which will be a **Child Protection Plan, Child in Need Plan, Children Looked After (CLA) Care Plan or a Pathway Plan**. In these circumstances the child and family will not require a TAF plan.

8. Step-up, Step-down

8.1 **'STEP UP'**: A service request supported by a MARF is made to SCT for Social Care intervention for a child currently supported within the Team Around the Child (TAC) via Strengthening Families Service, or where Multi-agency Early Help support is in place and concerns escalate to such a degree indicating that without statutory social work intervention, a child is likely to be at risk of significant harm.

8.2 **'STEP DOWN'**: Where a Child Protection (CP) Plan has ended or a Child in Need (CiN) has been assessed at a meeting and the level of need and or risk has been assessed as reduced, a decision may be made for the case to be stepped down. For such a decision to be made it must be evident that the thresholds which originally led to statutory social work intervention are not now being met (due to the successful implementation of the CiN/CP Plan), consent has been obtained and the direction of travel in relation to the child and family is to de-escalate. Step down processes may also apply where after initial request from the MASH, an assessment by SCT social care deems that no further statutory action is required, but there are sufficient concerns to suggest that there is a high degree of probability that a further request will be necessary within 6 months without some level of support.

8.3 In such instances there will be three principal routes for step down:

- Stepped approach to universal services;
- Stepped down to Multi-Agency Early Help Services and the wider early help network of services via: <https://sandwellearlyhelp.info>
- Request for targeted support through the Strengthening Families. Appendix 2 illustrates the step-down process (see appendix 4).

Appendix 1: Key contact details

Early Help Assessment

Further information on how to complete the Early Help Assessment is available at www.sandwell.gov.uk/families

Strengthening Families Service

The teams can be accessed in office hours on the numbers below

Team	Address	Email	Telephone
Oldbury	Oldbury Council House, Freeth Street, Oldbury, B69 3DE	oldbury_strengtheningfamilies@sandwell.gov.uk	07471 029760
Rowley	Blackheath Library, 1 st Floor High Street Blackheath, B65 OEA	rowley_strengtheningfamilies@sandwell.gov.uk	07799 348 259
Smethwick	Town Hall, High Street, Smethwick, B66 3NT	smethwick_strengtheningfamilies@sandwell.gov.uk	07773 078 189
Tipton	High Street, Tipton, DY4 9JB (located in Tipton Local)	tipton_strengtheningfamilies@sandwell.gov.uk	07917 087 966
Wednesbury	Wednesbury Town Hall, Holyhead Road, Wednesbury, WS10 7DF	wednesbury_strengtheningfamilies@sandwell.gov.uk	07791 921 071
West Bromwich	Central Library, 1 st Floor, 316 High Street, West Bromwich, B70 8DZ	westbrom_strengtheningfamilies@sandwell.gov.uk	07584 534 015

Child Protection Referral: Emergency

If a child is in imminent danger and at risk of significant harm and therefore reporting concerns cannot wait an hour while a MARF is completed, a practitioner should call 999 in the first instance

for Police or an Ambulance and contacting Children's Social Care by telephoning the Single Point of Contact within the MASH on **0121 569 3100 (24 Hour Line)**. They will also be expected to complete a MARF within 1 hour.

Child Protection Request for Statutory Social Care Support: Non-Emergency

If there is no immediate danger but the child has met the threshold for involvement from Children's Social Care, the practitioner should complete and submit a MARF within 1 hour. They will not be required to telephone Children's Social Care to inform them of the MARF (unless a disclosure has been made and the child is due to leave the service/ provision) but it is vital that the referrer is available to discuss the MARF. Guidance on completing a MARF can be found at <https://www.sandwellcsp.org.uk>

MARFs should be sent by secure email to access_team@sandwellchildrenstrust.org with the subject title MARF. For those agencies that do not have secure email, password protect the MARF before sending and forward a further email with the password details.

Appendix 2: Threshold Matrix

Parent or Carer's Capacity			
Universal	Early Help	Multi Agency Early Help	Statutory Social Work
<p>Children with no additional needs and where there are no concerns. Typically, these children are likely to live in a resilient and protective environment where their needs are met. These children will require no additional support beyond that which is universally available. These indicators need to be kept in mind when assessing the significance of indicators from Universal; Early Help; Multi Agency Early Help/ Statutory Social Work intervention.</p>	<p>Early Help - a child and family are identified as requiring additional support, which can be managed by a single agency and a multi-agency meeting is not required. Intervention at this level can be provided by one agency and is hoped will reduce the likelihood of further deterioration in care and needs of children and prevent escalating the levels to need the support of more than one agency. These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential. Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. If ignored these issues may develop into more worrying concerns for the child or young person. These children may be living in greater adversity than most other children or have a greater degree of vulnerability than most if their needs are not clear, not known or remain unmet and further intervention is required.</p>	<p>Multi-Agency Early Help - applies to those children and families identified as having two or more unmet need which cannot be provided by one agency. It is at this point where all practitioners need to start an Early Help Assessment. The responsibilities of the Lead Professional should be undertaken by the practitioner who has identified the originating concerns for the child and family until the point where a team around the family (TAF) meeting is convened and a decision is made with the family to agree who is best placed to undertake the role of Lead Professional. If the level of risk increases, then step up to a TAF lead by the <i>Strengthening Families Service</i> should be considered.</p>	<p>These are children whose needs and care at the present time are likely to be significantly compromised thereby requiring assessment under Section 47 (may be suffering or likely to suffer significant harm) or Section 17 (Child in Need) of the Children Act 1989. These children may become subject to a child protection plan and need to be accommodated (taken into care) by Children's Social Care either on a voluntary basis or by way of Court Order. Section 17-1989 Children Act states a child shall be taken to be in need if:</p> <p>(a) He is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a local authority under this Part;</p> <p>(b) His health or development is likely to be significantly impaired, or further impaired, without the provision for him of such services; or</p> <p>(c) He is disabled</p>
Parent or Carers Capacity	Parent or Carers Capacity	Parent or Carers Capacity	Parent or Carers Capacity
<p>Basic Care, Safety and Protection</p> <ul style="list-style-type: none"> Parents/carers provide for child's physical needs: food, drink, appropriate clothing, medical and dental care. Parents/carers protect from danger or significant harm, in the home and elsewhere. 	<p>Basic Care, Safety and Protection</p> <ul style="list-style-type: none"> Requiring support to provide consistent care e.g. safe and appropriate childcare arrangements; safe and hygienic home conditions; adequate diet. The following parental factors impact on the health or development of the child unless appropriate support provided: health; mental health; learning difficulties; disability; and substance misuse. Poor engagement with universal services likely to impact on child's health or development. Parents/carers have had additional support to care for previous child/young person. Parent requires advice on parenting issues. 	<p>Basic Care, Safety and Protection</p> <ul style="list-style-type: none"> Parent/Carer is able to meet child's needs with support but is not providing adequate care. Concern that an unborn child (of at least 16 weeks' gestation) may be risk of harm. The following parental factors have a direct impact on child's health or development: mental health difficulties; substance misuse; and learning difficulties. Child has indirect contact with individuals who pose a risk of physical or sexual harm to children. History of previous child protection concerns. Practitioners have escalating concerns. Child experiencing unsafe situations. 	<p>Basic Care, Safety and Protection</p> <ul style="list-style-type: none"> Parents/carers are unable to care for the child. Parents/carers have or may have abused/neglected the child/young person. Pre-birth assessment indicates unborn child is at risk of significant harm. Chronic or acute neglect where food, warmth, education and other basics often not available. Parents' own needs mean they cannot keep child/young person safe.

	<ul style="list-style-type: none"> Practitioners are beginning to have some concerns around child's physical needs being met. Some exposure to dangerous situations in home/community where risk is accepted by parent and managed. 	<ul style="list-style-type: none"> Elements of neglect are present where food, warmth and other basics are available that with support would improve. 	<ul style="list-style-type: none"> Parent unable/ unwilling to restrict access to home by adults known to be a risk to children and other adults. Child/young person left in the care of an adult known or suspected to be a risk to children or lives in the same house as the child. Low warmth, high criticism is an enduring feature of the parenting style. Parent's own emotional needs/experiences persistently impact on their ability to meet the child/young person's needs. The following parental factors present a risk of significant harm to the child: mental health
Parent or Carers Capacity	Parent or Carers Capacity	Parent or Carers Capacity	Parent or Carers Capacity
			<ul style="list-style-type: none"> issues; substance misuse; learning difficulties; health/disability. Previous child/young person(s) have been removed from parent's care. There is an instability and violence in the home continually. Suspicion of Trafficking Suspicion of Modern Slavery
Emotional Warmth and Stability <ul style="list-style-type: none"> Parents/carers show warm regard, praise and encouragement. Parents/carers ensure that secure attachments are not disrupted. Parents/carers provide consistency of emotional warmth over time. 	Emotional Warmth and Stability <ul style="list-style-type: none"> Difficulties with attachment. Inconsistent responses to child by parents e.g. discipline and praise. Lack of response to concerns raised about child's welfare. Able to develop positive relationships with others (not the child). Lack of stability and multiple changes of home address and school 	Emotional Warmth and Stability <ul style="list-style-type: none"> Parent is emotionally unavailable. Succession/multiple carers or multiple carers, but no significant relationships with any of them or others. Inappropriate child care arrangements. Receives erratic/inconsistent care/parenting. Parental instability affects capacity to nurture. 	Emotional Warmth and Stability <ul style="list-style-type: none"> Deliberate cruelty or emotional ill treatment of a child resulting in significant harm. Child is continually the subject of negative comments and criticism or is used as a scapegoat by a parent/carer, resulting in feelings of low worth and self-esteem and seriously impacting on the child's emotional and psychological development. Beyond parental-control. Has no-one to care for him/her.
Guidance Boundaries and Stimulation	Guidance Boundaries and Stimulation	Guidance, Boundaries and Stimulation	Guidance Boundaries and Stimulation <ul style="list-style-type: none"> Lack of appropriate supervision resulting in significant harm to child.

<ul style="list-style-type: none"> Parents/carers provide guidance so that child can develop an appropriate internal model of values and conscience. Parents/carers facilitate cognitive development through interaction and play. Parents/carers enable child to experience success. 	<ul style="list-style-type: none"> Inconsistent parenting in respect to routine and boundary setting for child's stage of development and maturity. Parent has age inappropriate expectations that child or young person should be self-reliant. Lack of response to concerns raised about child. Child not exposed to new experiences and spends much time alone. Can behave in an anti-social way. 	<ul style="list-style-type: none"> Child/young person receives little positive stimulation – lack of new experiences or activities. Parents/carers provide inconsistent boundaries or present a negative role model. Erratic/inadequate guidance provided. 	<ul style="list-style-type: none"> Child is given responsibilities that are inappropriate for their age/level of maturity resulting in significant harm to the child. No constructive leisure time or guided play. No effective boundaries set by parents (who) regularly behave in an anti-social way.
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Family and Environmental Factors			
Universal	Early Help	Multi Agency Early Help	Statutory Social Work
<p>Children with no additional needs and where there are no concerns. Typically, these children are likely to live in a resilient and protective environment where their needs are met. These children will require no additional support beyond that which is universally available. These indicators need to be kept in mind when assessing the significance of indicators from Universal; Early Help; Multi Agency Early Help/ Statutory Social Work intervention.</p>	<p>Early Help - a child and family are identified as requiring additional support, which can be managed by a single agency and a multi-agency meeting is not required. Intervention at this level can be provided by one agency and is hoped will reduce the likelihood of further deterioration in care and needs of children and prevent escalating the levels to need the support of more than one agency. These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential. Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. If ignored these issues may develop into more worrying concerns for the child or young person. These children may be living in greater adversity than most other children or have a greater degree of vulnerability than most if their needs are not clear, not known or remain unmet and further intervention is required.</p>	<p>Multi-Agency Early Help - applies to those children and families identified as having two or more unmet need which cannot be provided by one agency. It is at this point where all practitioners need to start an Early Help Assessment. The responsibilities of the Lead Professional should be undertaken by the practitioner who has identified the originating concerns for the child and family until the point where a team around the family (TAF) meeting is convened and a decision is made with the family to agree who is best placed to undertake the role of Lead Professional. If the level of risk increases, then step up to a TAF lead by the <i>Strengthening Families Service</i> should be considered.</p>	<p>These are children whose needs and care at the present time are likely to be significantly compromised thereby requiring assessment under Section 47 (may be suffering or likely to suffer significant harm) or Section 17 (Child in Need) of the Children Act 1989. These children may become subject to a child protection plan and need to be accommodated (taken into care) by Children's Social Care either on a voluntary basis or by way of Court Order. Section 17-1989 Children Act states a child shall be taken to be in need if:</p> <p>(a) He is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a local authority under this Part;</p> <p>(b) His health or development is likely to be significantly impaired, or further impaired, without the provision for him of such services; or</p> <p>(c) He is disabled.</p>
Family & Environmental Factors	Family & Environmental Factors	Family & Environmental Factors	Family & Environmental Factors
<p>Family & Social Relationships and Family Well-Being</p> <ul style="list-style-type: none"> Good relationships within family, including when parents are separated. Few significant changes in family composition. 	<p>Family & Social Relationships and Family Well-Being</p> <ul style="list-style-type: none"> Parents/Carers have relationship difficulties which may affect the child. Low level concerns about domestic abuse. 	<p>Family & Social Relationships and Family Well-Being</p> <ul style="list-style-type: none"> Domestic abuse where the risk to the victim is assessed as standard/medium risk and the child is present within the home during the incident. 	<p>Family & Social Relationships and Family Well-Being</p> <ul style="list-style-type: none"> Assessment identifies risk of physical, emotional, sexual abuse or neglect.

<ul style="list-style-type: none"> Sense of larger family network and good friendships outside of the family unit. 	<ul style="list-style-type: none"> Parents/Carers request advice to manage their child's behaviour. Child is a teenage parent. Child is a young carer (may look after younger siblings). Parent was a Looked After Child (LAC). Large family with multiple young children. Experienced loss of significant adult. Some support from family/ friends. 	<ul style="list-style-type: none"> An initial domestic abuse incident is reported but the victim discloses details of historic abuse with children resident/normally resident. Pre-birth assessment where a history of past child protection concerns. Risk of family relationship breakdown leading to child becoming looked after outside of family network. Child is a young carer requiring assessment of additional needs. Child requires assessment for respite care service due to family circumstances and has no appropriate friend/relative/carer available to support. Parents/carers are unable or unwilling to continue to care for the child. Parent was a LAC child. Acrimonious divorce/separation Family has poor relationship with extended family/little communication. 	<ul style="list-style-type: none"> History of previous significant harm to children, including any concerns of previous child deaths. Family characterised by conflict and serious, chronic relationship difficulties. Child is privately fostered. Unaccompanied asylum-seeking children. Parent/carer has unresolved mental health difficulties which affect the wellbeing of the child. Adult victim of Domestic Abuse is assessed as high-level risk and the child (including unborn) is at risk of significant harm. Child or young person is at risk of or exposed to Honour Based Violence (HBV) Child or young person is at risk of Forced Marriage (FM) Child's carer referred to MARAC. Members of the wider family are known to be, or suspected of being, a risk to children. Child needs to be looked after outside of their immediate family or parents/carers due to abuse/neglect.
Family & Environmental Factors	Family & Environmental Factors	Family & Environmental Factors	Family & Environmental Factors
		<ul style="list-style-type: none"> Family is socially isolated. 	<ul style="list-style-type: none"> Significant parental discord and persistent domestic violence. Destructive/unhelpful involvement from extended family
Housing, Employment and Finance <ul style="list-style-type: none"> Housing has basic amenities and appropriate facilities. Parents able to manage the working or unemployment arrangements and do not perceive them as unduly stressful. Reasonable income over time, with resources used appropriately to meet individual needs. 	Housing, Employment and Finance <ul style="list-style-type: none"> Overcrowding (as per local housing guidelines) that has a potential impact on child's health or development Families affected by low income/living with poverty affecting access to appropriate services to meet child's additional needs. Wage earner has periods of no work/low income plus adverse additional factors which affect the child's development. Parents have limited formal education which is affecting ability to find employment. Family seeking asylum or refugees. 	Housing, Employment and Finance <ul style="list-style-type: none"> Extreme financial difficulties impacting on ability to have basic needs met. Family at risk of eviction having already received support from Housing services. Housing is in poor state of repair, temporary or overcrowded. Parents stressed due to "overworking" or unemployment/parents may find it difficult to obtain employment due to poor basic skills. 	Housing, Employment and Finance <ul style="list-style-type: none"> Homeless child in need of accommodation including 16-17 year olds. Hygiene conditions within the home present a serious and immediate environmental/health risk to children. Physical accommodation places child in danger. Family unable to gain employment due to lack of basic skills or long-

			<p>term difficulties e.g. substance misuse.</p> <ul style="list-style-type: none"> • Extreme poverty/debt impacting on ability to care for Child. • No financial support and no recourse to public funds (NRPF)
<p>Social and Community Resources</p> <ul style="list-style-type: none"> • Family feels integrated into the community and have good social and friendship networks exist. • Access to regular and positive activities within universal services. 	<p>Social and Community Resources</p> <ul style="list-style-type: none"> • Family require advice regarding social exclusion e.g. hate crimes, harassment, and disputes in the community. • Family/child demonstrating low level anti-social behaviour towards others. • Limited access to contraceptive and sexual health advice, information and services. • Parents/carers are socially excluded, have no access to local facilities and require support services. • Family may be new to the area. • Adequate universal resources but family may have access issues. 	<p>Social and Community Resources</p> <ul style="list-style-type: none"> • Significant levels of targeted hostility towards the child and their family, and conflict/volatility within neighbourhood. • Parents socially excluded and have lack of a support network. • Poor quality universal resources and access problems to these and targeted services. 	<p>Social and Community Resources</p> <ul style="list-style-type: none"> • Child or family need immediate support and protection due to harassment/discrimination and have no local support. • Chronic social exclusion/no supportive network. • Poor quality services long-term access problems.

Child or Young Person's Developmental Needs

Universal	Early Help	Multi Agency Early Help	Statutory Social Work
<p>Children with no additional needs and where there are no concerns. Typically, these children are likely to live in a resilient and protective environment where their needs are met. These children will require no additional support beyond that which is universally available. These indicators need to be kept in mind when assessing the significance of indicators from Universal; Early Help; Multi Agency Early Help/ Statutory Social Work intervention.</p>	<p>Early Help - a child and family are identified as requiring additional support, which can be managed by a single agency and a multi-agency meeting is not required. Intervention at this level can be provided by one agency and is hoped will reduce the likelihood of further deterioration in care and needs of children and prevent escalating the levels to need the support of more than one agency. These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential. Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. If ignored these issues may develop into more worrying concerns for the child or young person. These children may be living in greater adversity than most other children or have a greater degree of vulnerability than most if their needs are not clear, not known or remain unmet and further intervention is required.</p>	<p>Multi-Agency Early Help - applies to those children and families identified as having two or more unmet need which cannot be provided by one agency. It is at this point where all practitioners need to start an Early Help Assessment. The responsibilities of the Lead Professional should be undertaken by the practitioner who has identified the originating concerns for the child and family until the point where a team around the family (TAF) meeting is convened and a decision is made with the family to agree who is best placed to undertake the role of Lead Professional. If the level of risk increases, then step up to a TAF lead by the <i>Strengthening Families Service</i> should be considered.</p>	<p>These are children whose needs and care at the present time are likely to be significantly compromised thereby requiring assessment under Section 47 (may be suffering or likely to suffer significant harm) or Section 17 (Child in Need) of the Children Act 1989. These children may become subject to a child protection plan and need to be accommodated (taken into care) by Children's Social Care either on a voluntary basis or by way of Court Order. Section 17-1989 Children Act states a child shall be taken to be in need if:</p> <p>(a) He is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a local authority under this Part;</p> <p>(b) His health or development is likely to be significantly impaired, or further impaired, without the provision for him of such services; or</p> <p>(c) He is disabled.</p>

Child or Young Person's Developmental Needs	Child or Young Person's Developmental Needs	Child or Young Person's Developmental Needs	Child or Young Person's Developmental Needs
Learning/Education <ul style="list-style-type: none"> Acquired a range of skills/interests. Experiences of success/achievement. No concerns around cognitive development. Access to books/toys, play. Good attendance at school (90% or more)/college/training. 	Learning/Education <ul style="list-style-type: none"> Occasional truanting, punctuality issues, attendance below 90%. Not always engaged in learning, e.g. poor concentration, low motivation and interest. The child's current rate of progress is inadequate despite receiving appropriate support and are not thought to be reaching educational potential. Have some identified learning needs that place him/her on SEN Support Register Lack of adequate parent/carer support for child's learning e.g. appropriate stimulation (books/toys) and opportunities to learn. Child/young person under undue parental pressure to achieve/aspirate or parent/carer lacks aspirations for child/young person. Few or no qualifications leading to NEET (not in education, employment or training). Not educated at school (or at home by Parents/Carers). 	Learning/Education <ul style="list-style-type: none"> Child not in education, in conjunction with concerns for child's safety. Chronic non-attendance truanting / authorised absences/fixed term exclusions/punctuality issues. Identified learning needs and may have an Education and Health Care Plan Not achieving key stage benchmarks. No interests/skills displayed. 	Learning/Education <ul style="list-style-type: none"> Child not in education, in conjunction with child protection concerns for child's safety. Parent not actively engaging in the identification of a suitable provision
Child or Young Person's Developmental Needs	Child or Young Person's Developmental Needs	Child or Young Person's Developmental Needs	Child or Young Person's Developmental Needs
Health <ul style="list-style-type: none"> Physically well/healthy, developmental checks/immunisations are up to date and health appointments are kept. Good state of mental health. Developmental milestones appropriate and appropriate height and weight/growth. Speech and language development met. Adequate hygiene/clothing and nutritious diet. Regular dental and optical care. Sexual activity appropriate for age. 	Health <ul style="list-style-type: none"> Slow in reaching developmental milestones. Child not being taken to appropriate routine medical appointments e.g. immunisations and developmental checks. Missing set appointments across health including antenatal, hospital and GP appointments. Is susceptible to minor health problems. Minor concerns re growth and weight (above or below what would be expected). Low level mental health or emotional issues. Evidence of risk taking behaviour i.e. drug/alcohol use, unprotected sex. Minor concerns re diet/hygiene/clothing. 	Health <ul style="list-style-type: none"> Chronic/recurring health problems with missed appointments, routine and non-routine. Delay in achieving physical and other developmental milestones, raising concerns. Frequent accidental injuries to child requiring hospital treatment. Some concerns around mental health, including self-harm and suicidal thoughts. Poor or restricted diet despite intervention/dental decay/poor hygiene. Child has chronic health problems or high-level disability which with extra support may/may not be maintained in a mainstream setting. Learning significantly affected by health problems. Overweight/underweight/enuresis/faltering growth. 	Health <ul style="list-style-type: none"> Parents/carers refusal to recognise or address high level disability, serious physical and/or emotional health. Child not being taken to appropriate medical appointments which puts them at direct risk of significant harm. Child with a disability in need of assessment and support to access appropriate specialist services. Concerns that a child is suffering or likely to suffer harm because of fabricated or induced illness. Child who is suspected to having suffered non-accidental, or serious unexplained, injuries. Persistent substance misuse. Developmental milestones unlikely to be met.

			<ul style="list-style-type: none"> • Early teenage pregnancy. • Serious mental health issues. • Dental decay and no access to treatment. • Child exploitation/abuse. • Non-organic faltering growth/failure of parent or carer to respond to faltering growth. • Female Genital Mutilation (known or suspected), including any suspicion that a young girl is being taken abroad for this purpose.
Social, Emotional, Behavioural, Identity <ul style="list-style-type: none"> • Demonstrates age appropriate responses in feelings and actions. • Good quality early attachments, child is appropriately comfortable in social situations. • Able to adapt to change and demonstrate empathy and express needs. • Demonstrates feelings of belonging and acceptance. • Positive sense of self and abilities. • Knowledgeable about the effects of crime and antisocial behaviour (age appropriate). 	Social, Emotional, Behavioural, Identity <ul style="list-style-type: none"> • Emerging anti-social behaviour and attitudes and/or low-level offending. • Child is victim of bullying or bullies' others. • Expressing wish to become pregnant at young age. • Low level substance misuse (current or historical). • Low self-esteem. • Limited peer relationships/social isolation. • Expressing thoughts of running away. • Disruptive/challenging behaviour at school/neighbourhood/household. • Behavioural difficulties requiring further investigation/diagnosis. • Some difficulties with peer group relationships and with some adults. • Can find managing change difficult 	Social, Emotional, Behavioural, Identity <ul style="list-style-type: none"> • Child with serious level of unexplained and inappropriate sexualised behaviour. • Child is at risk of exploitation (refer to Appendix 3 for potential indicators). Parents are engaged and supportive. • Child currently/frequently missing from home and concerns raised about their physical and emotional safety and welfare. Parents engaged and supportive. • Child whose behaviour is putting them at risk, including substance and alcohol misuse. • Evidence of regular/frequent substance misuse which may combine with other risk factors. • Continuous breaches of curfew order with other risk-taking behaviours. 	Social, Emotional, Behavioural, Identity <ul style="list-style-type: none"> • Challenging behaviour resulting in serious risk to the child and others. • Child/young person beyond parental control – regularly absconds from home and is at risk of significant harm. • Failure or inability to address complex mental health issues requiring specialist interventions e.g. self-harm / suicidal attempts. • Young people with complicated substance misuse problems requiring specific interventions and/or child protection and who can't be managed in the community. • Puts self or others in danger – missing/at risk of sexual exploitation or other forms of exploitation.
Child or Young Person's Developmental Needs	Child or Young Person's Developmental Needs	Child or Young Person's Developmental Needs	Child or Young Person's Developmental Needs
	<ul style="list-style-type: none"> • Starting to show difficulties expressing empathy. • Can be over-friendly or withdrawn with strangers. • Can be provocative in appearance and behaviour. 	<ul style="list-style-type: none"> • Failure or inability to address serious (re)offending behaviour leading to risk of serious harm to self or others. • Child/young person beyond parental control - regularly abscond from home and is at risk of harm. • Child/young person out of control in the community. • Difficulty coping with anger, frustration and upset. • Disruptive/challenging behaviour and unable to demonstrate empathy. 	<ul style="list-style-type: none"> • Experiences persistent discrimination, e.g. on the basis of ethnicity, sexual orientation or disability. • Is socially isolated and lacks appropriate role models. • Alienates self from others. • Concerns about exploitation or other forms of exploitation (including radicalisation; sexual exploitation; criminal exploitation; gang affiliation)

		<ul style="list-style-type: none"> Regularly involved in anti-social/criminal activities. Subject to discrimination – racial, sexual or due to disabilities. Demonstrates significantly low self-esteem in a range of situation. Is provocative in behaviour/appearance. 	<ul style="list-style-type: none"> Child/young person is vulnerable following a period of being reported missing Child under 13 years old engaging in sexual activity (Note: a child under the age of 13 is unable to give consent and therefore intercourse is deemed to be statutory rape).
<p>Family and Social Relationships</p> <ul style="list-style-type: none"> Stable and affectionate relationships with caregivers. Good core relationships with siblings. Positive relationships with peers. 	<p>Family and Social Relationships</p> <ul style="list-style-type: none"> Some support from family and friends. Has some difficulties maintaining relationships. 	<p>Family and Social Relationships</p> <ul style="list-style-type: none"> Has lack of positive role models. Misses after school clubs or leisure activities. Peers also involved in challenging behaviour. Involved in conflicts with peers/siblings. Regularly needed to care for another family member. 	<p>Family and Social Relationships</p> <ul style="list-style-type: none"> Periods of being accommodated by Local Authority. Family breakdown related in some way to child's behavioural difficulties subject to physical, emotional or sexual abuse/neglect. Social presentation.
<p>Self-Care and Independence</p> <ul style="list-style-type: none"> Growing level of competencies in practical and emotional skills, such as feeding, dressing and independent living skills. Able to discriminate between 'safe' and 'unsafe' contacts. Knowledgeable about sex and relationships and consistent use of contraception if sexually active (age appropriate). 	<p>Self-Care and Independence</p> <ul style="list-style-type: none"> Slow to develop age appropriate self-care skills. Early onset of sexual activity (13-14); sexually active young person (15+) with risk taking behaviours e.g. inconsistent use of contraception. Low level alcohol/substance misuse (current or historical). Some evidence of risky use of technology leading to E-safety concerns. Not always adequate self-care – poor hygiene. 	<p>Self-Care and Independence</p> <ul style="list-style-type: none"> Child suffers accidental injury because of inadequate supervision. Child found wandering without adequate supervision. Child expected to be self-reliant for their own basic needs or those of their siblings beyond their capabilities. Severe lack of age appropriate behaviour. Poor self-care for age – hygiene. 	<p>Self-Care and Independence</p> <ul style="list-style-type: none"> Child is left "home alone" without adequate adult supervision or support and at risk of significant harm. Distorted self-image and lack of independent living skills likely to result in significant harm. Poor and inappropriate self-presentation. Neglects to use self-care skills due to alternative priorities, e.g. substance misuse.
Response	Response	Response	Response
<p>These children require no additional support beyond that which is universally available. An Early Help Assessment is not needed for these children. If needs are identified and can be met by the agency, any support/intervention offered must be recorded and maintained within the agency to capture & record needs.</p>	<p>In these circumstances agencies should maintain a record of all concerns, intervention and support on the agencies recording system.</p>	<p>An Early Help Assessment (EHA) should have been completed on the Early Help Module (EHM), with consent, and in collaboration, with the family/child/young person.</p> <p>If the EHA identifies that the correct agencies are involved, the EHA does not need to be submitted to the Early Help Desk in MASH and the Lead Professional should convene a TAF inviting the family/child/young person and all professionals involved, ensuring that the action and plans arising from the TAF are recorded on EHM. If the level of risk increases at any time after the initial TAF, then stepping up to a TAF lead by</p>	<p>If following guidance from designated child protection leads within their agency or from an Integrated Services for Families and Young People social worker, it is agreed that there is a child protection concern and a request for support from children's social care should be made, a professional must complete and submit a MARF and submit it within one hour. If a child is at imminent significant risk of harm/immediate danger (and reporting concerns cannot wait an hour while a MARF is completed) the referrer should call 999 for the Police or an Ambulance and also contact Sandwell Children's</p>

		Strengthening Families Service should be considered by submitting the EHA to the Early Help Desk.	Social Care by telephoning the Contact Centre on 0121 569 3100 (24 hours). All MARFs will be screened by a qualified children's social care social worker who in conjunction with the Team Manager will assess whether the threshold is met to be considered by the multi-agency safeguarding hub (MASH). They will decide what course of action needs to be taken whether that be: strategy discussion; section 47 investigation; single assessment; step down to targeted services, single agency support or no further action.
*Examples of key agencies	*Examples of key agencies	*Examples of key agencies	*Examples of key agencies
<ul style="list-style-type: none"> • Education • Children's Centres • Nurseries • Police • Play Schemes • Health services • Voluntary and Community Services • Housing 	<ul style="list-style-type: none"> • Police • Children's Centres • Education • Health Services • CAMHS • Voluntary and Community services • Housing 	<ul style="list-style-type: none"> • Strengthening Families Service • Education • Health Visiting Service • School Nursing • Other statutory services e.g. SEN Services • Specialist health or disability services (e.g. CAMHS) • Police • Voluntary and Community services • Services at Universal Level • Homelessness Services 	<ul style="list-style-type: none"> • Children's social care • Other statutory services e.g. SEN Services • Specialist health or disability services (e.g. CAMHS) • Police • Integrated Services for Families and Young People • Voluntary and Community services • Services at Universal Level • Homelessness Services

*** Services may work across all levels of need**

Appendix 3: Contextual Safeguarding

Additional subject specific information about areas of risk to children, in both inter and extra familial circumstances

Understanding Child Exploitation	Recognising Risks	
<p>You should always be alert to the possibility that a child/young person you are working with may be being exploited. This may be via being forced to supply drugs and/or commit offences for others who are controlling them. When considering possible exploitation, you should first discuss the concerns with your agency’s designated safeguarding lead and refer to CE indicators in the screening tool and risk assessment. There is no legal definition of ‘county lines’ or criminal exploitation. ‘county lines’ is used to describe situations where children may be trafficked within England for the purpose of criminal exploitation by urban gangs that supply drugs to suburban areas, market or coastal towns and/or other urban areas. Criminal exploitation includes activities such as using children to move drugs or money. A child or young person may not initially relay accurate information about their circumstances, particularly if they do not identify themselves as a victim, or if they are under the power and control of a perpetrator or group/gang. Within this context you need to think about why a child is reported as missing and the duration and frequency of missing episodes.</p> <p>Inappropriate relationship: the child/young person is in a relationship with an older partner who exerts a great deal of influence and control over them due to imbalance of power. The child/young person is likely to believe they are in a serious adult relationship and not recognise its exploitative nature.</p> <p>Peer exploitation: the child/young person is in a relationship with another child/ young person who is coercing them into sexual activity or other forced activity with their friends. This is the model that gang related exploitation follows.</p> <p>Organised exploitation: the child/young person is being groomed or sexually exploited by a network of perpetrators and may be being coerced into sexual activity or other forced activity with different people. Some children or young people may be used to recruit others.</p> <p>For more information: DfE guide to Child Sexual Exploitation (2017): Keeping Children Safe in Education</p>	<p>The following are typical vulnerabilities in children prior to abuse:</p> <ul style="list-style-type: none"> - Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality). - History of abuse (including familial child sexual abuse, risk of forced marriage, risk of ‘honour’-based abuse and violence, physical and emotional abuse and neglect). - Recent bereavement or loss. - Gang association either through relatives, peers or intimate relationships (in cases of gang associated CSE only). - Attending school with young people who are sexually exploited. - Learning disabilities. - Unsure about their sexual orientation or unable to disclose sexual orientation to their families. 	<p>The following signs and behaviour are generally seen in children who are already being exploited:</p> <ul style="list-style-type: none"> - Missing from home or care. - Physical injuries. - Drug or alcohol misuse. - Involvement in offending. - Repeat sexually-transmitted infections, pregnancy and terminations. - Absent from school. - Change in physical appearance. - Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites. - Estranged from their family. - Receipt of gifts from unknown sources. - Recruiting others into exploitative situations. - Poor mental health.

<p>Please see the SCSP website for further details and a CE risk assessment tool.</p>	<ul style="list-style-type: none"> - Friends with young people who are sexually exploited. - Homeless. - Lacking friends from the same age group. - Living in a gang neighbourhood. - Living in residential care. - Living in hostel, bed and breakfast accommodation or a foyer. - Low self-esteem or self-confidence. - Young carer. 	<ul style="list-style-type: none"> - Self-harm. - Thoughts of or attempts at suicide.
<p>Understanding Honour Based Abuse and Forced Marriage</p>		<p>Recognising Risks</p>
<p>Forced marriage is a Crime under the Anti-social Behaviour, Crime and Policing Act 2014. There is a clear distinction between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement still remains with the prospective spouses. However, in forced marriage, one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults and young people who lack the capacity to consent, coercion is not required for a marriage to be forced.</p> <p>The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been intimate partners or family members, regardless of gender or sexuality. The abuse can include but is not limited to: psychological; physical; sexual; financial and emotional abuse.</p> <p>If families have to resort to violence or coercion alluded to above to make someone marry, that person's consent has not been given freely and it is therefore considered a forced marriage. Where a child/young person lacks the capacity to consent, an offence is also capable of being committed by any conduct carried out with the purpose of causing the victim to marry, whether or not it amounts to threats of violence or any other form of coercion.</p>	<p>health problems including self-harm and eating disorders, reports to the police of domestic abuse, harassment or breach of the peace at the family home and a family history of early and forced marriage of siblings and running away from home.</p> <p>A full list of indicators can be found at p13 of The Right to Choose (published 2014), multi-agency statutory guidance for dealing with forced marriage.</p> <p>For more information:</p> <p>The Forced Marriage Unit, Foreign and Commonwealth Office (FCO) Telephone: 020 7008 0151 Email: fmufco.gov.uk Email for outreach work: fmuo Outreach@fco.gov.uk</p> <p>Karma Nirvana helpline: 0800 5999 247 email: info@karmanirvana.org.uk</p> <p>West Midlands Police website: Honour Based Abuse page</p>	
<p>Understanding Female Genital Mutilation (FGM)</p>	<p>If FGM is observed or disclosed by an under 18 year old there is a statutory duty to report this.</p>	

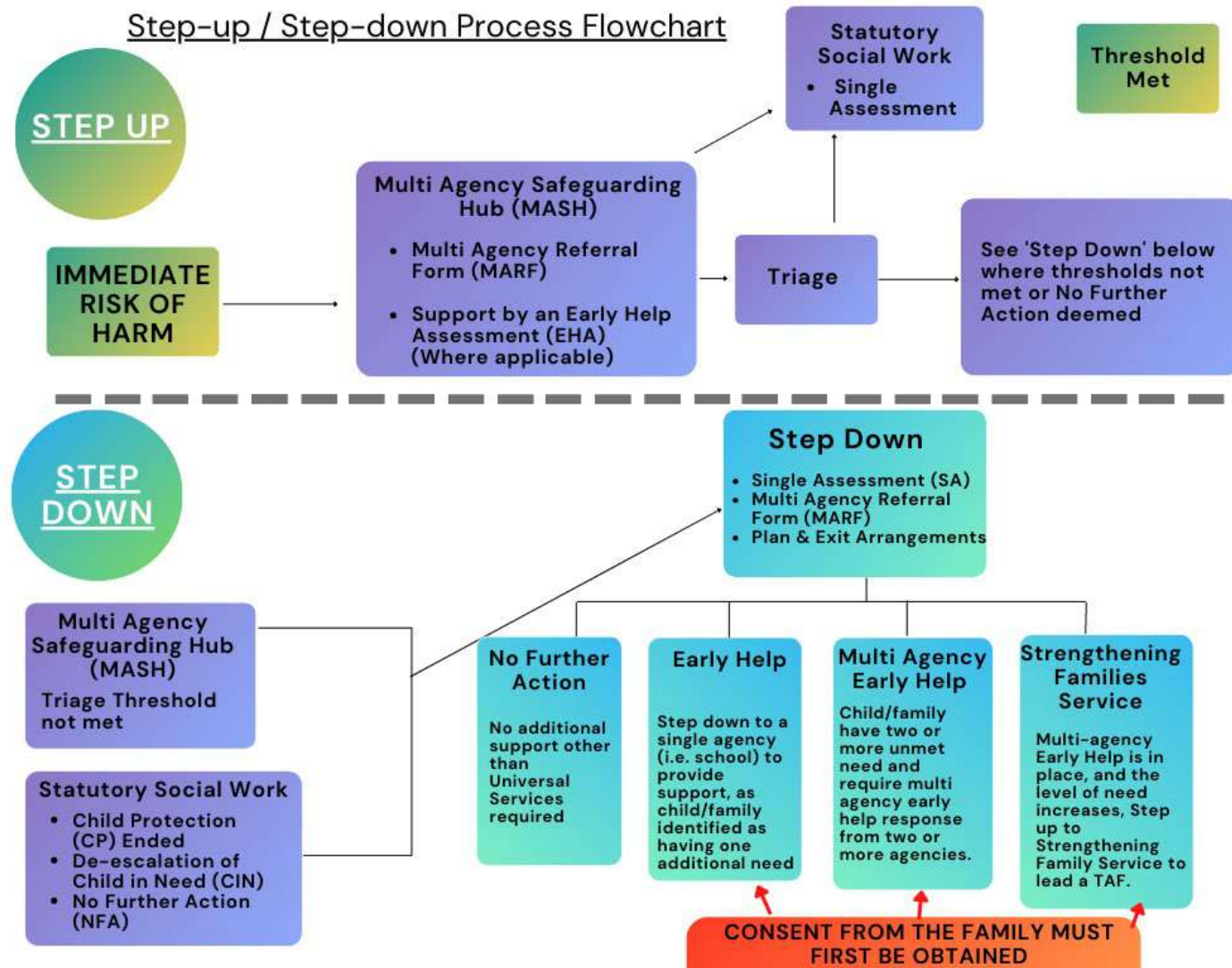
<p>FGM is a criminal offence – it is child abuse and a form of violence against women and girls, and therefore should be treated as such. FGM involves procedures that include the partial or total removal of the external female genitalia.</p> <p>FGM is a complex issue, and individuals and families who support it give a variety of justifications and motivations for this. FGM is a deeply rooted practice, widely carried out mainly among specific ethnic populations in Africa and parts of the Middle East and Asia. It serves as a complex form of social control of women’s sexual and reproductive rights. FGM is prevalent in 30 countries; these are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East, and in some countries in Asia.</p> <p>The prevalence of FGM in England and Wales is difficult to estimate because of the hidden nature of the crime.</p> <p>It is <u>estimated</u> that approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM. Approximately 60,000 girls aged 0-14 were born in England and Wales to mothers who had undergone FGM.</p>	<p>For the purpose of the criminal law in England and Wales, FGM is mutilation of the labia majora, labia minor or clitoris.</p> <p>Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl or woman being at risk of FGM, or already having undergone FGM.</p> <p>There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. These indicators can be found at Annex B of the <u>Multi-agency statutory guidance on female genital mutilation</u> published in April 2016.</p> <p>Professionals should also note that the girls and women at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.</p> <p>If you are concerned that a girl is at significant or immediate risk of harm. This must be shared with MASH and/or the Police. If the risk of harm is imminent, emergency measures may be required and any action taken must reflect the required urgency.</p> <p>For more information:</p> <p>Sandwell policy and procedures to address female genital mutilation</p> <p>NSPCC FGM Helpline: 0800 028 3550 email: fgmhelp@nspcc.org.uk</p>
<p>Understanding Radicalisation</p>	<p>What is “Prevent”?</p>
<p>Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism which may lead them to conduct acts of terrorism.</p> <p>There is no obvious profile of a child/young person likely to become involved in extremism or a single indicator of when a child/young person might move to adopt violence in support of extremist ideas. The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. Children/young people may be vulnerable to a range of risks as they pass through adolescence. They may be exposed to new influences and potentially risky behaviours, influence from peers, influence from older people or the internet/social media as they may begin to explore ideas and issues around their identity.</p> <p>There is no single driver of radicalisation, nor is there a single journey to becoming radicalised. The internet/social media creates more opportunities to radicalise individuals. It is a global 24/7 medium that allows children and young people to find and meet people</p>	<p>Prevent is designed to support people who are identified as at risk of joining extremist groups and carrying out terrorist activities. It is one of four strands of the government’s CONTEST counter-terrorism strategy.</p> <p>Through our Prevent work we aim to identify children who are at risk of contributing towards violent extremism and provide access to appropriate interventions. Prevent addresses radicalisation to all forms of terrorism, including the extreme right-wing, for example, and the non-violent, which can popularise views that terrorists exploit.</p> <p>For more information: <u>Prevent Guidance</u> national updated guidance issued in 2015.</p>

<p>who share, influence and reinforce opinions. The internet and face-to-face communications may work in tandem, with online activity allowing a continuous dialogue to take place.</p>	
<p>Children and Young People: Possible signs of radicalisation</p>	<p>What is Channel?</p>
<p>The child/young person may exhibit the following behaviours:</p> <ul style="list-style-type: none"> - Views become increasingly extreme regarding another section of society. - Observed downloading, viewing or sharing extremist propaganda from the internet. - Become withdrawn and focused on one ideology. - Talking as if from a scripted speech. - Become increasingly intolerant and/or disrespectful of others. - Change their appearance; their health may suffer (including mental health). - Become isolated from family, friends, peers or social groups. - Express a desire/intent to participate in or support extremist activity. - Increased levels of anger. <p>It is important to note that some of the indicators described above are not specific to radicalisation and may point to something else that is worrying the child/young person.</p>	<p>Channel is part of the Prevent programme. It is a multi-agency process for identifying, referring and supporting a person at risk of radicalisation, focusing on early intervention and engagement.</p> <p>Through Channel we aim to:</p> <ul style="list-style-type: none"> - Identify people at risk of being drawn into terrorism - Assess the nature and extent of the that risk; and - Develop the most appropriate support plan for the individual or individuals concerned.
<p>Domestic Abuse – impact on children and young people</p>	<p>Recognising the signs</p>
<p>What is domestic abuse?</p> <p>Domestic Abuse is defined under the new Domestic Abuse Act 2021 as any incident or pattern of incidents of physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological, emotional or other abuse between those aged 16 and over and personally connected to each other. However, for the first time, a child who sees or hears, or experiences the effects of, domestic abuse and is related to the person being abused or the perpetrator, is also to be regarded as a victim of domestic abuse in their own right.</p> <p>Domestic abuse can have an immediate and long-term effect on a child’s feelings, emotions and behaviour, that can result in trauma. Children can experience long-term physical, emotional and mental health problems.</p>	<p>How does domestic abuse affect a child emotionally?</p> <p>They may become aggressive or may internalise their distress and withdraw from other people. They may develop low self-worth. Older children may begin to play truant from school, start to use alcohol or drugs, begin to self-harm by taking overdoses or cutting themselves or have an eating disorder.</p> <p>How does abuse affect a child's development?</p> <p>Exposure to violence and abuse can harm a child's emotional, psychological and even physical development. Children exposed to violence are more likely to have difficulty in school, abuse drugs or alcohol, act aggressively, suffer from depression or other mental health problems and engage in criminal behaviour as adults.</p> <p>How would having an abusive parent affect a child?</p> <p>Similarly, children who experience parental abuse or neglect (including educational neglect) are more likely to show negative outcomes that carry forward into adult life, with ongoing problems with emotional regulation, self-concept, social skills, and academic motivation, as well as serious learning and adjustment problems, including academic issues.</p> <p>How does domestic abuse affect a child's education and academic performance?</p>

	<p>Domestic abuse inflicts harm to children such as emotional harm, psychological harm, physical pain and low self-esteem which impact the child learning systems thereby influencing a child to lose interest in education, arrive late at school, being absent from school, dropout of school. Exposure to violent home and community environments, as well as injury due to violence, contribute to both reduced academic progress and increased disruptive or unfocused classroom behaviour for children, adolescents, and teenagers.</p> <p>For further information: www.sandwell.gov.uk/domesticabuse https://blackcountrywomensaid.co.uk/ askmarc.org.uk Sandwell Children's Trust</p>
<p>Child to Parent Abuse (CPA)</p>	<p>Recognising the signs</p>
<p>There is currently no legal definition of Child to Parent Abuse (CPA). However, it is increasingly recognised as a form of domestic abuse and, depending on the age of the 'child', it may fall under the government's Domestic Abuse Act 2021 definition of domestic abuse.</p> <p>CPA can be recognised as a form of abuse from a child under the age of 18 towards a parent or carer but is also recognised as a form of abuse in adult children to their parents. Often in these cases the abuse started from childhood and has progressed over time.</p> <p>It is important to recognise that CPA is likely to involve a pattern of behaviour. This can include physical violence from a 'child' towards a parent and a number of different types of abusive behaviours, including damage to property, emotional abuse, and economic/financial abuse. Violence and abuse can occur together or separately. Abusive behaviours can encompass, but are not limited to, humiliating language and threats, belittling a parent, damage to property and stealing from a parent and heightened sexualised behaviours. Coercive control can also play a significant part in the abuse as with other forms of Domestic Abuse.</p> <p>The dynamics and motivations behind these behaviours may be different to partner abuse but it is important that a child or adult using abusive behaviour against a parent receives a safeguarding response, the parent victim/s should also receive appropriate domestic abuse response and support.</p> <p>Please use the CPA information guidance for practitioners to support you with recognising the signs of CPA and how to respond.</p>	<p>Some things to bear in mind when you recognise CPA:</p> <ul style="list-style-type: none"> • Parent victims are understandably reluctant to disclose or report violence from their child • Parents can feel isolation, guilt and shame surrounding their child's behaviour towards them, and fear that their parenting skills may be questioned and that they will be blamed or disbelieved • Many parents worry that their child may be taken away from them and/or criminalised • Parents may not know where to get support or those who seek help find that appropriate help and support is not always available, or they receive mixed responses • Parents report mixed responses which often confirm their fears of being blamed, held to account or disbelieved. • Police response to criminalise the child or remove the child from the family home may not be what the parent wishes • There are some situations where a criminal justice response may be appropriate in the interests of safety, and the parent(s) may support the removal of their child or even ask for it • Appropriate housing may need to be considered and where this is not always available, agencies should ensure that adequate safeguarding is in place and that the right safety plans are put in place

<p>Please seek support for the parent victim through www.blackcountrywomensaid.co.uk or askmarc.org.uk</p> <p>Please consider making a request for services /support via a Early Help Assessment or MARF through a MARF depending on threshold.</p> <p>For further information please visit www.sandwell.gov.uk/domesticabuse</p>	<ul style="list-style-type: none"> • Children/abusers may not understand the impact of their actions. They may also choose not to disclose due to guilt or fear of the social care and justice system • Children/abusers may have significant diagnosed or undiagnosed learning difficulties or mental health needs that impact on their behaviours
<p>Educational Neglect:</p> <p>WHAT IS EDUCATIONAL NEGLECT?</p> <p>The Department for Education (DfE) has stated, ‘persistent failure to send children to school is a clear sign of neglect’.</p> <p>‘Working Together to Safeguard Children’ describes educational neglect as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development.</p> <p>The NSPCC has cited, ‘failure to ensure regular school attendance or not making sure a child receives an education which prevents the child reaching their full potential academically’ as one form of neglect.</p> <p>Safeguarding Children in Sandwell, including school attendance is a ‘shared responsibility’ of all partners.</p> <p>The Schools White Paper (March 2022), details the Government’s plans to:</p> <ul style="list-style-type: none"> • Ensure every child can reach their full potential • Make “school attendance is everyone’s business”. • Require Children’s Safeguarding Partnerships to review local thresholds and include educational Neglect. • Enable practitioners to identify and respond indicators likely to significantly impact a child’s educational outcomes &/or life-chances. <p>In September 2022, Sandwell launched its Educational Neglect pathway to ensure we all recognise signs of educational neglect and take appropriate action when required.</p> <p><i>“A child’s extended absence from school will not always be due to neglect but can result from a family coping with health concerns / family crisis or other unintended consequences from the pandemic. E.g. poverty or financial hardships. It’s vital that professionals s and school make every effort to distinguish between those situations and genuine educational neglect.”</i></p>	<p>Recognising the signs</p> <p>Some things to consider when identifying educational neglect by a parent / caregiver:</p> <ul style="list-style-type: none"> • Failure to enroll a child of mandatory school age in school. • Failure to send/take a child to school, or education setting (when there is no valid reason) • Failure to provide appropriate home-education, thus allowing the child or youth to engage in chronic truancy. <p>Signs of Educational Neglect may include:</p> <ul style="list-style-type: none"> • Habitual absenteeism from school and/or no attempt from the parent or guardian to change this pattern • Failure to home-educate, register or to enroll a school-age child. • Failure to provide a child with the resources and environment they need to learn. • Causing a child to miss school without valid reason. • Refusal to allow or failing to ensure access to recommended remedial education services. • Failure, without reasonable to cause, to engage with treatment for a child’s diagnosed learning disorder, other special education need, and/or health condition. • Failure, without reasonable cause, to engage with child’s education provision or to support learning. <p>If you are concerned about a child’s persistent absence from education, it is your responsibility to act. For further guidance including pathway of actions please see link below: https://www.sandwellcsp.org.uk/7-minute-briefing-multi-agency-safeguarding-ties-fo-educational-neglect/</p>

Appendix 4: Step-up/Step-down Flowchart



Appendix 5: Consent and Information Sharing Guide & Flowchart

Consent:

When thinking about completing a MARF to request social work support, professional must ensure that parents or carers are aware of and have been spoken to about the concerns beforehand. Please note parental consent for this request should always be sought unless by doing so will place the child at risk of significant harm

Sandwell Children's Trust will only accept requests for service where:

a. Parental consent has been obtained.

Requests for support from Children's Services should be made with the knowledge and agreement of the family members.

The only exception to not seeking consent is: When there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, and/or when sharing information would undermine the prevention, detection or prosecution of a serious crime.

Introduction:

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many serious case reviews and child safeguarding practice reviews, where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe. Sharing of information between practitioners and organisations is essential for effective identification, assessment, risk management and service provision.

The starting point in relation to sharing information is that practitioners will be open and honest with families and individuals from the outset about why, what, how and with whom information will or could be shared with.

It may be necessary and desirable to deviate from the normal approach of seeking consent from a family in cases where practitioners have reasonable grounds for believing that asking for consent would be unsafe or inappropriate. For example if there is an emergency situation or if seeking consent could create or increase a risk of harm.

There must be reasonable, necessary and proportionate reason for not seeking consent and the person making this decision must try to weigh up the important legal duty to seek consent and the damage that might be caused by the proposed information sharing on one hand and balance that against whether any, and if so what type of amount of harm might be caused (or not prevented) by seeking consent. The reason for overriding consent should be visible in partner agency referrals.

There is no absolute requirement for agencies in the MASH to obtain consent before sharing information nor is there a blanket policy for never doing so. Members of the MASH will, however, consider on all occasions and on a case by case basis whether information will be shared with or without consent. The decision and rationale for not seeking consent should always be electronically recorded to provide an audit trail.

In order to support all practitioners working with children, young people and their families, Sandwell Children's Safeguarding Partnership (SCSP) has made the decision to follow HM Governments Statutory Guidance namely:

- i) [Working Together to Safeguard Children](#) – A guide to inter-agency working to safeguard and promote the welfare of children (July 2018)

- ii) [HM Government – Information Sharing](#) – Advice for practitioners providing safeguarding services to children, young people, parents and carers.
- iii) SCSP Multi-Agency Information Sharing Protocol.

More specifically all practitioners in understanding whether to seek consent or not, the SCSP's advice would be to use the attached flowchart (Appendix 1), together with the “seven golden rules”, extracted from [Information Sharing guidance 2018](#).

“The seven golden rules to sharing information”:

1. Remember that the General Data Protection Regulation (GDPR), Data Protection 2018 and human rights law are not barriers to justified information sharing, but provided a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioner's, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible
4. Where possible share information with consent, and where possible, respect the wishes of those who do not consent to have their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, it is accurate and up-to date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, the record what you have shared, with whom and for what purpose.

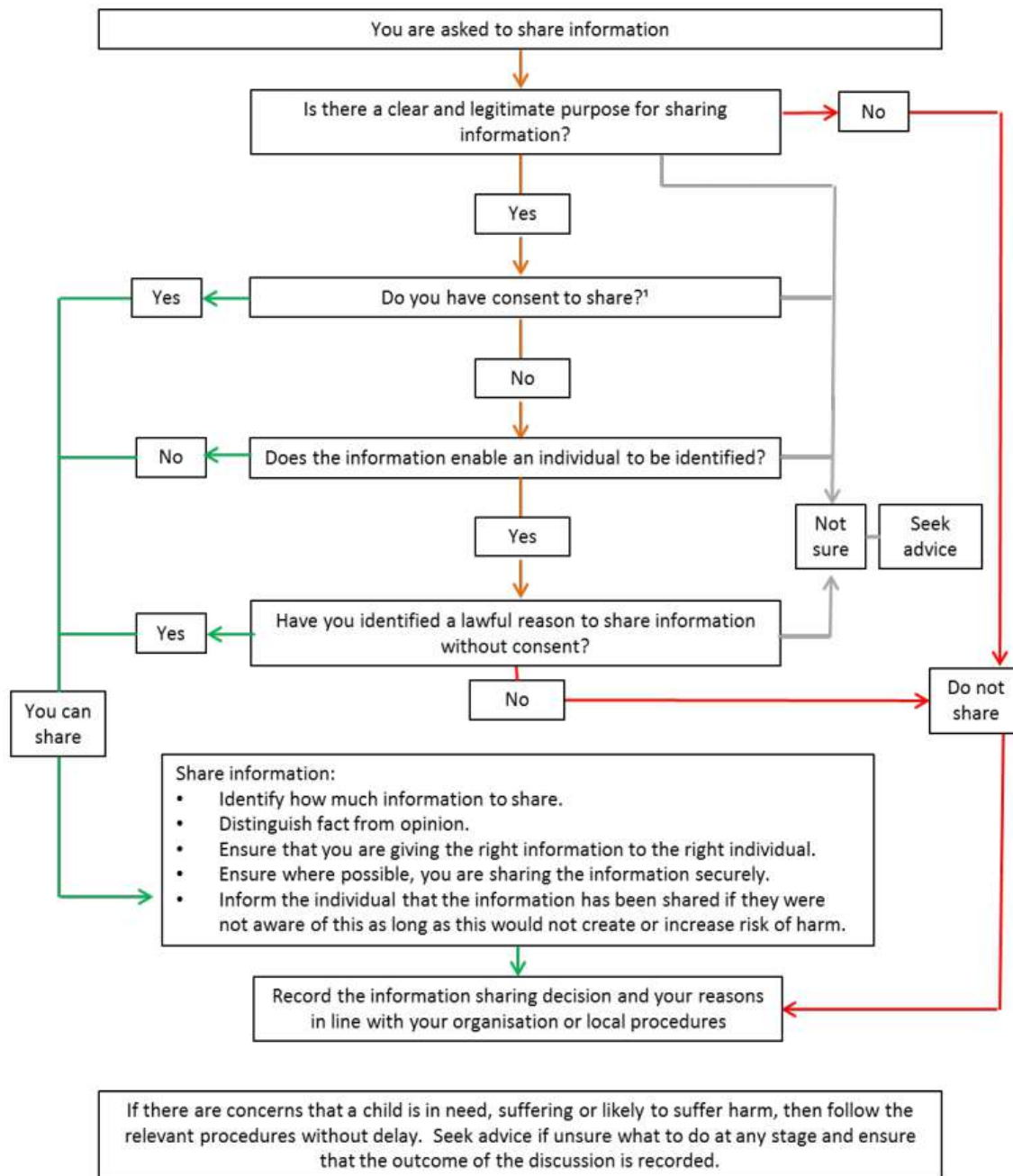
In addition, the SCSP advised within Working Together 2018 sets out (page 18 and 19) some additional guidance that underpins the seven golden rules as set out above including:

1. Practitioners should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to children's social care.
2. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety, of children, which must always be the paramount concern.
3. All practitioners should aim to gain consent to share information, but should be mindful of situations where to do so would place a child at increased risk of harm. Information may be

shared without consent if a practitioner has reason to believe that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. When decisions are made to share or withhold information, practitioners should record who has been given the information and why.

Extract from Information Sharing for practitioners 2018

Flowchart on when and how to share information



1. Consent must be unambiguous, freely given and may be withdrawn at any time

Appendix 6: What to include in MARF

- 1.1. Whether making a request for support from the Strengthening Families Service or completing the multi- agency request form (MARF) the details supplied on the form will make a difference to the timeliness of our intervention and the quality of our work with children, young people and their families. Guidance is also available on the Sandwell Children’s Safeguarding Children Partnership website (<https://www.sandwellcsp.org.uk>).
- 1.2. When you have completed your MARF, it may help for you to ask yourself the following questions:
 1. **Does the person with parental responsibility know that I am concerned about their child and that I am making a request for statutory Social Care support? Have they consented for the request to be made?**

Why? The 2004 Children Act is clear that consent should be sought wherever possible. In some cases, you will have concerns that a child is at risk of significant harm and parental consent is not forthcoming. In these cases, you should state in the request for support what action you have taken to try to gain consent. In some rare cases your professional view will be that seeking consent will increase the risk to the child. This may include the risk of forced marriage or female genital mutilation. In these cases, state, clearly in the request for support why consent was not obtained. In these rare cases/circumstances you must ensure parent/carer/child (if applicable) is ware of your concerns.
 2. **Have I included all the personal details I have about the child / young person and their family?**

Why? These details including DOB/ethnicity/telephone numbers/up to date address/ language, if a child has speech, language and/or any type of communication difficulty or disabilities. Including a family composition mean that the child’s records can be accessed quickly, and that any intervention can be provided in a timely way. Phone numbers mean that families can be contacted quickly. Where English is not a first language details will allow the provision of an interpreter.
 3. **Have I included details about any other practitioners working with the family?**

Why? Knowing these details, especially if there has been a TAF, will ensure that their knowledge and skills be part of the assessment and intervention.
 4. **Have I made it as clear as possible what I am concerned about?**

Why? Making it clear what you are concerned about helps Sandwell Children’s Services in their decision making. Sometimes you may not be absolutely certain about what is

happening for the child/ young person. In these cases, provide as much detail as possible. Remember that you have professional expertise and will be up to date with research and practice in your field of work. Try to reduce the use of jargon and provide some analysis. For example: as a health practitioner, you may be concerned about failed appointments or concealed pregnancy; as a teacher, you may be concerned that a child's changed behaviour and demeanour is affecting their learning. Setting out what this means for the child and the impact on their development will ensure that the assessing social worker or practitioner (who will not have the same level of expertise in your area) understands your perspective and can include this analysis in their assessment.

5. Have I made it clear what I have done already and what worked or didn't work?

Why? Research tells us that we sometimes 'start again' with families. This is especially the case where there is chronic neglect or with families who appear compliant with plans but fail to either follow through with work or fail to sustain change. Including as much known historical information will be useful especially, knowing what has been worked well enables targeted and social work services to build on success; knowing what has failed to sustain change ensures that this can be explored, and other solutions sought.

6. Have I made sure that I will be available for further discussion about the request made and how I can be contacted?

Why? As the referrer, you are the person with the most up to date knowledge of the child/ young person and we want you to be involved in our decision making and intervention. We aim to make a decision on every request for support within 24 hours. If you cannot be available, please provide the name and contact details of someone familiar with the child and your concerns who can act for you. You will receive feedback from the request made for services and/or support.