

All organisations that work with children and families have a shared responsibility to safeguard children and to work together to do this.

On the Island the Isle of Wight Council, NHS Hampshire and Isle of Wight [Integrated Care Board], and Hampshire and Isle of Wight Police work together as Safeguarding Partners to protect children on the Island in a formal arrangement called the **Isle of Wight Safeguarding Children Partnership**.

Safeguarding children is everyone's responsibility and the Partnership's ambition is that everyone can recognise and respond to ensure that children, young people and their families are effectively safeguarded and supported.

July Partnership Board meeting - Key headlines

Q3 and Q4 2025-26 Performance and Quality Assurance data report - Key items highlighted from the dataset included:

- Identification of online child exploitation continues to rise. Concerns were raised about how wider online harms are recorded and tracked, with plans to explore improved reporting with analysts.
- The number of offenders in the community with a risk to children register continues to rise since Q1. It is believed that this is likely linked to changes in national policy, including early release schemes and the removal of post-sentence supervision arrangements. It was also noted that recall thresholds have become higher, making it more difficult to return individuals to custody, resulting in more people being managed within the community.
- There was a significant uptick in homelessness referrals (homeless or facing homelessness in the next 56 days) followed recent legislative changes - increasing from 2–3 referrals per week to around 24 referrals per week. In response, IWC housing quickly realigned resources within their prevention service to manage demand, which successfully helped mitigate the impact on children and families. There is ongoing work with some landlords to address misunderstandings and initial reactions to the new legislation, including using funding to support rental deposits where needed. Referrals are expected to go down in the next reporting period.

Partnership Business Plan 2026-27 – Update on work undertaken in Quarter 1:

- Development of a **Prevention of Online Harm Toolkit** to support professionals working with children and families [see page #]
- Consideration of the Isle of Wight's response to the **Baroness Casey Rapid Audit**, with actions incorporated into the Partnership's Child Exploitation Delivery Plan.
- Review of Child Protection categorisation data relating to children subject to a Child Protection Plan under the category of **Child Sexual Abuse**, alongside promotion of associated training opportunities, including live HIPS Child Sexual Abuse Toolkit tours.
- Strengthening of the strategy discussion template to ensure decisions regarding **Child Sexual Abuse medical assessments**, and the rationale for those decisions, are clearly recorded where abuse is suspected.
- Increased emphasis on **online harm** within revisions to the Threshold Chart.
- Expansion of the Learning and Development offer, including: *Safeguarding Against Child Financial Exploitation*, *cyber Choices: Safeguarding Against Cybercrime*, *Keeping Children Safe Online*

Southport Inquiry: Work is underway to consider the learning and recommendations from the Southport Inquiry and their implications for local multi agency safeguarding practice. Through HIPS partnership arrangements, agencies will review how intelligence is gathered, understood and shared, with activity overseen by the Performance, Quality and Assurance (PQA) Group and Education Subgroup to support effective multi-agency safeguarding.

New Toolkit Launched to Help Prevent Online Harm to Children and Young People

The online world plays a central role in the lives of children and young people, providing opportunities to learn, communicate, socialise and access information. While digital technology offers many benefits, it can also expose children to a range of safeguarding risks, including harmful or misleading content, cyberbullying, online abuse, exploitation, privacy breaches and other forms of online harm.

Exposure to harmful online content can have a significant impact on a child's emotional wellbeing. It may influence their attitudes and behaviours, affect their self-esteem, and leave them feeling distressed, anxious or confused. As children spend increasing amounts of time online and on social media, understanding how to promote safe online experiences and respond effectively to concerns is essential.



The Hampshire and Isle of Wight Safeguarding Children Partnerships are pleased to announce the launch of a new professional resource, the [Prevention of Online Harm Toolkit](#).

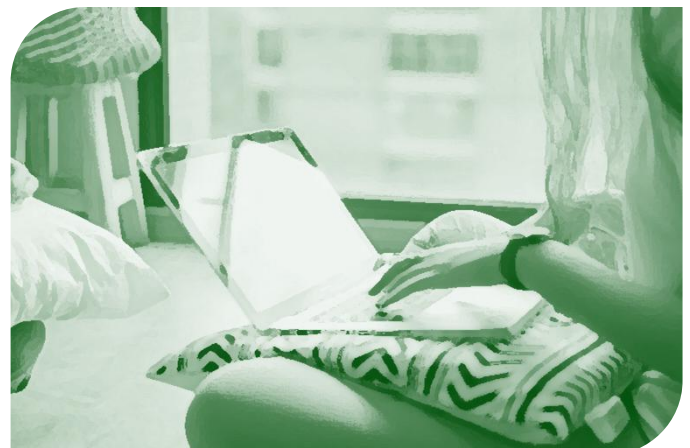
Developed for practitioners working with children, young people and families, the toolkit provides practical information, guidance and resources to help prevent, identify and respond to online harms.

The new toolkit has been developed for professionals to help prevent, identify, understand and respond to online harms affecting children and young people. It brings together a range of information, resources and practical tools to support effective safeguarding practice.

The toolkit aims to:

- Increase awareness and understanding of online harms and associated risks.
- Provide practical tools, guidance and resources to support professionals working with children, young people and families
- Clarify organisational responsibilities and promote good practice in responding to online harm
- Support consistent and effective safeguarding responses across agencies.

By equipping professionals with up-to-date information, practical guidance and training, the toolkit will help strengthen efforts to protect children and young people from online harm and support them to navigate the digital world safely.



Water Safety: Helping Children Stay Safe In, On and Around Water

As families continue to spend time outdoors, water safety remains an important safeguarding consideration for all professionals working with children and young people. Whether visiting beaches, rivers, lakes, pools or other open water locations, understanding the risks and knowing how to respond can help prevent serious incidents. [rnli.org], [rlss.org.uk]

The Royal Life Saving Society UK (RLSS UK), working in partnership with the National Child Mortality Database (NCMD), has developed an annual dataset on child drowning deaths. The data provides a deeper understanding of the circumstances surrounding these tragedies, helping to identify who is most at risk, where and when incidents occur, and the factors that may contribute to drowning deaths and their prevention.

The findings show that drowning risk is not experienced equally, with some children facing greater vulnerabilities and exposure to risk due to wider social and environmental factors.

- ✓ 71% of children who drown were **known to social care** at some point in their lives.
- ✓ **Boys** drown at twice the rate of girls.
- ✓ Children in the **most deprived communities** drown at twice the rate of the least deprived.
- ✓ Black children drown at more than **three times the rate** of White children.
- ✓ **9 out of 10** child drownings could have been **prevented**
- ✓ Around 33 children drown every year in England, **equivalent to an entire classroom** of children.

- ✓ **Summer accounted for almost half of all child drowning** deaths (95 of 196) recorded during the six-year period.
- ✓ **Teenagers** aged 13-17 years experienced the highest drowning rates of any age group.
- ✓ 87% of child drowning deaths reviewed identified modifiable factors, meaning there were **opportunities to prevent the tragedy**.

Common factors included lack of supervision, accessible water, absence of warning signage and lack of safety equipment.

*Data 1 April 2019 and 31 March 2025

Water Safety Code: Practitioners are encouraged to promote the Water Safety Code which provides four simple safety messages:

STOP & THINK

Look for the dangers. Always read the signs and understand what they mean.

STAY TOGETHER

Never go near water on your own. Always have an adult with you.

FLOAT

If you fall in or become tired – stay calm, float on your back and call for help. Throw something that floats to someone who has fallen in.

CALL 999

Ask for the Fire Service when inland and Coastguard if at the coast. Don't enter the water to rescue

The RNLI's Float to Live campaign highlights that cold water shock can affect even strong swimmers. Knowing how to float can be a lifesaving skill if someone unexpectedly enters the water.



 **1**
Tilt your head back
submerging your ears.

2 
Relax
and control your breathing.

 **3**
Move your hands and legs
to help you stay afloat.

4 
Your legs may sink - that's OK
everyone floats differently.

 **5**
Find your float
by practising at a supervised location.

RESOURCES

- ◆ [Activity sheets, posters and colouring sheets](#)
- ◆ [Baby and toddler safety](#)
- ◆ [Beach flags](#)
- ◆ [Beach safety](#)
- ◆ [Preventing child drowning](#)
- ◆ [Cold Water Shock](#)
- ◆ [First aid for drowning](#)
- ◆ [Float To Live – What to Do in An Emergency](#)
- ◆ [Float to Live Toolkit: resources for download](#)
- ◆ [Inflatables](#)
- ◆ [Know the risks](#)
- ◆ [Learn to Swim](#)
- ◆ [Pond and garden water safety](#)
- ◆ [Rip currents](#)
- ◆ [Stand-up Paddleboard Safety Tips](#)

- ◆ [Summer Water Safety](#)
- ◆ [The Water Safety Code](#)
- ◆ [Toddler safety at home](#)
- ◆ [Tombstoning](#)
- ◆ [Water safety and resources for families](#)
- ◆ [Water Safety at Home](#)
- ◆ [Water Safety for Stand Up Paddleboarding](#)
- ◆ [Water safety for teenagers](#)
- ◆ [Water Safety on Holiday](#)
- ◆ [Water safety resources for schools](#)
- ◆ [Water safety signs](#)

Undetermined Mark Pathway

The Isle of Wight has now adopted the [HIPS Undetermined Mark Pathway](#).

This pathway operates alongside the [HIPS Infant Bruising and Injury Protocol](#) and provides an alternative approach for infants where healthcare practitioners believe they may be observing a birthmark or another potentially non-concerning mark, but cannot be certain that it is not a bruise or injury.

Where a practitioner believes they are observing a bruise or any other concerning injury, the [HIPS Bruising and Injury Protocol](#) must be followed.

The Undetermined Mark Pathway was successfully piloted in Portsmouth during 2022 to 2023 and resulted in significantly fewer referrals into MASH, improved experiences for families whose infants did not have concerning injuries, and found no evidence that injuries were missed or that there were delays to Children's Social Care or police investigations.

Healthcare Professional (HCP) sees a non-mobile infant with a **previously unreported mark**.

Probable bruise or injury.
Follow [HIPS Bruising Protocol](#).

Healthcare Professional identified possible birthmark, birth injury or other non-concerning mark, but seeks advice for certainty.

HCP confident this is a normal finding, birth mark or birth injury. Mark documented on body map and in Personal Child Health Record. Photo for record could be suggested.

Senior finds probable bruise or injury Follow [HIPS Bruising Protocol](#).

HCP seeks guidance and senior review (an experienced, registered professional). Senior HCP should see the infant in person ASAP, the same day by 3pm (for Midwifery, a referral to paediatrician for urgent senior opinion).

The senior HCP is confident this is a normal finding, birth mark or birth/medical injury and documents as above.

The mark is still undetermined

- HCP explains to parents/carers the need to refer to MASH. [Bruising and injury in young babies' leaflet](#) shared.
 - Senior HCP/Health Visitor contacts **MASH 01983 823436 (08.30-3.30)**. If the mark was discovered at a home visit, the phone contact should be made from infant's home/area near home, rather than waiting for the Healthcare professional to go back to their base. If the contact is in a community setting the phone contact should be made from the venue.
 - MASH Team Manager/Assistant Team Manager (TM/ATM) completes system checks, creates contact, and makes a referral to General Paediatrics (St Mary's Hospital) by phoning the Consultant on call, via the switchboard, **requesting a Triparty call and giving phone numbers for referrer and MASH TM/ATM**.
 - TM/ATM sets up Triparty call between MASH TM/Family Help TM, referring HCP and Paediatric Consultant for a joint decision on whether the bruising protocol or 'Undetermined Mark Pathway' should be followed. If concerns exist, default will be to follow [HIPS infant bruising and injury protocol](#). Risk factors must be discussed to decide if safety plan is required.
 - During the Triparty call, the Paediatrician sets time for medical assessment. **Referring HCP informs the family of the appointment time and location.**
 - MASH TM notifies incoming social care team, initiates 0 - 4 hr MASH information sharing, and advises the social care team of the time of the medical with referral and intervention team (duty social worker) so that they can allocate a social worker to attend the hospital at short notice, if required.
 - Direct contact numbers (including mobile numbers) and email addresses are shared between MASH TM/referral and intervention Social Worker and Paediatrician (including secretary email addresses for case management purposes).
 - An [Inter-agency referral form](#) / contact form is completed as soon as possible afterwards.
- [All MASH contacts received between 08:30 and 17:00 (16:30 on Friday) are managed by **in-hours social care team** until the paediatric assessment is complete, **even if timescales run out-of-hours**.]

Paediatric assessment completed → Immediate feedback to MASH TM/ATM (phone & email).

Strategy discussion with paediatrician, locality social work team manager and police. Safety plan is agreed.
Social Worker to discuss this with family.
Outcome sent to HCP (Health Visitor/Family Nurse Practitioner/Midwife/GP) generic email address.

Social Worker attends medical assessment **immediately**.

Paediatrician finds normal / non-concerning finding.

Findings documented on body map and in Personal Child Health Record. Photo suggested. Paediatrician calls MASH TM/ATM/referral and intervention allocated team and provides written opinion (if discharge letter – this is automatically sent to GP's). Paediatrician writes to HCP (Health Visitor/Family Nurse Practitioner/Midwife/GP) to advise of medical findings.

Paediatrician finds that mark is an injury or is still undetermined.

Research Highlights the Role of Online Activity in Child Suicide

Every child suicide is a devastating tragedy, affecting families, communities and services, yet there has been limited research into the influence of online environments despite increasing concerns about online safety.

Emma Blake, Paediatric Consultant and Designated Doctor for Children's Safeguarding on the Isle of Wight, has been involved in a collaborative research project examining child suicide across England, to better understand how online experiences may interact with other risk factors in a young person's life.

The project brought together clinical experts, media specialists and the National Child Mortality Database (NCMD).

Paediatricians involved in child death investigations often report concerns about the impact of the internet and social media on children and young people. Yet, despite growing awareness of online harms and the introduction of the Online Safety Act 2023, there remains limited research into how online activity may contribute to child suicide.

While there was limited data on internet use available for the research project, in many cases where digital devices were examined by police, there was evidence of unexpected online harm. Common themes included accessing suicide websites and research, online bullying and encouragement of suicide, substances bought online, and sexting. Safeguarding issues, sexual and criminal exploitation, grooming, radicalisation and access to pornography were frequent.

Just under half of the children were not known to have a mental health condition, and of those with a previously known mental health problem the most common were self-harm / suicidality, depression / low mood and anxiety. Some children had multiple mental health problems. The findings also highlighted that many children who died by suicide were not known to have a diagnosed mental health condition, reinforcing the fact that vulnerability cannot be identified through mental health concerns alone.

The key message for practitioners is that conversations about a child's online life should not be reserved for situations where concerns have already been identified. Understanding how children and young people use social media, gaming platforms, messaging apps and other online spaces should form part of routine practice and holistic assessment.

The research highlights the importance of professional curiosity, encouraging practitioners to explore a child's digital world alongside their family relationships, education, physical health, emotional wellbeing and wider safeguarding needs.

By making discussions about online activity a normal part of our conversations with all children and young people, we are more likely to identify risks, understand protective factors and provide the right support at the earliest opportunity.

**SELF-HARM AND
SUICIDAL
BEHAVIOUR -
HIPS PROCEDURES**

**PREVENTION OF
ONLINE HARM
TOOLKIT**

The multi-agency response to vulnerable children with significantly reduced educational engagement

In May the Partnership undertook a thematic audit to examine how agencies identify, support and safeguard vulnerable children with significantly reduced educational engagement. Conducted with front-line practitioners from a range of agencies, the audit explored how well partner agencies work together to:

- recognise and respond to a child's additional vulnerabilities
- capture, consider and reflect a child's voice in assessment, planning and support
- address barriers to engagement or service provision
- fulfil responsibilities under key statutory guidance
- develop and implement effective, coordinated multi-agency plans to promote increased educational engagement

A central message that came through the audit is that reduced educational engagement - including reduced attendance, suspensions and exclusions and reduced hours provision - **should not be understood as a standalone issue**, but as an **important indicator of underlying and often more complex needs** in a child's life. **For all partners**, this requires a continued shift in practice: **seeing reduced educational engagement as the 'tip of the iceberg', not the problem itself, and consistently responding with professional curiosity, and a trauma informed response.**

The thematic audit highlighted a strong foundation of tenacious relationship-based and collaborative practice across partners supporting children and families. There were clear examples of effective multi-agency working, creative support, and a growing focus on understanding children's lived experiences, which in some instances has led to improved attendance and outcomes.

Some cohorts of children are not always receiving the benefits that education in a school at its best can bring, from belonging and mattering, to a good education where a child can fulfil their potential. Conversely there are increased risks associated with not being fully engaged in education, such as online harm, exploitation, abuse and neglect, reduced emotional wellbeing and risks to a child's mental health.

When considering safeguarding and promoting the welfare of children, a **child's experience of education and their family matter deeply. Both contexts reinforce each other and are deeply linked for a child; we must pay attention to both contexts in our support for children and families.** Research in child development consistently suggests our families set our starting point and our education influences our trajectory.

There is now a valuable opportunity to build on the strengths this audit has identified by shining a light on the experience of our island's children and increasing consistency in **how educational engagement is understood and addressed as important to safeguarding and promoting the welfare of children by all agencies.** Strengthening multi agency early intervention, holistic assessment of underlying needs, root causes and consistent multi-agency planning will further enhance impact.

IF YOU DO ONE THING Ask yourself at every stage,

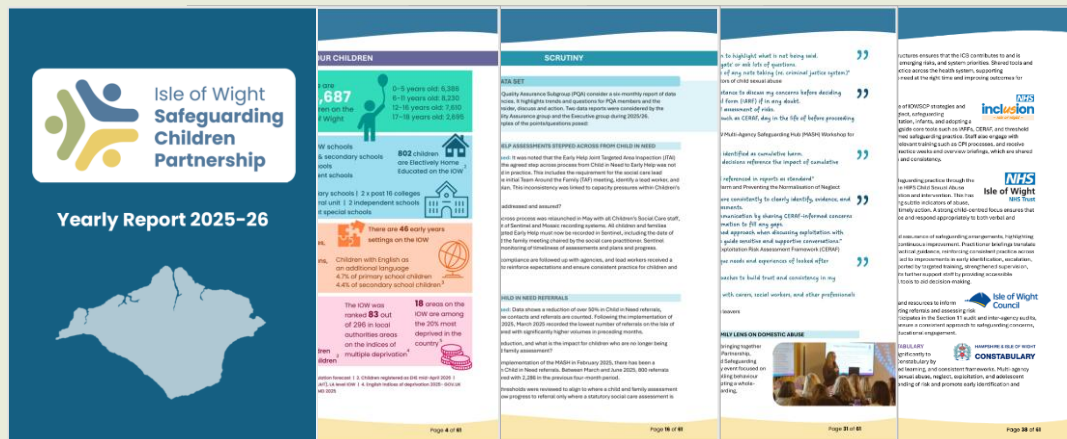
"Would this be good enough for my child?"

If not, what needs to change?



Please access the [audit practice briefing](#). It provides clear, practical insights that will support and strengthen practice across all teams.

Isle of Wight Safeguarding Children Partnership's Yearly Report for 2025-26



The Isle of Wight Safeguarding Children Partnership is pleased to share with you the Partnership's Yearly Report for 2025-26.

This statutory report provides an overview of the work undertaken by the Partnership and its partners across Hampshire. It highlights key achievements, the impact of partnership activity on children and families, and improvements made through learning, audits and reviews, while also being transparent about challenges.

Throughout the year, agencies have continued to strengthen multi-agency collaboration, share learning, and identify opportunities to improve services and support for children and families. The report outlines progress against the Partnership's priorities and demonstrates the collective commitment of all partners to keeping children safe.

The report showcases key areas of learning, developments in the workforce, and examples of how effective partnership working has driven positive change across the safeguarding system.

We encourage all staff to take the opportunity to read the report to gain a better understanding of the Partnership's work, safeguarding priorities, and the successes and challenges experienced over the past year.

Coming soon!

28th September – 2nd October 2026

'Resources Safeguarding Practice Week'

The purpose of this week is to raise awareness of the wide range of resources available to support professionals in safeguarding and promoting the welfare of children. This joint initiative between the Hampshire and Isle of Wight Safeguarding Children Partnerships will bring together agencies and organisations to showcase tools, guidance and resources that help practitioners deliver effective safeguarding support to children and families. Watch this space for further details.

The IOWSCP provides a free [learning and development programme](#) for all practitioners who work with children and families on the Isle of Wight. The programme is funded by the Partnership. These multi-agency learning opportunities bring professionals from different agencies together to develop knowledge and skills and are designed to complement single-agency training. They include virtual events and courses, webinars, workshops and eLearning.

Our learning and development programme is hosted on the Isle of Wight Council's Learning Hub. You will need an account to book onto a course.

Child Sexual Abuse

- Introduction courses to:
 - child sexual abuse
 - harmful sexual behaviour
 - Female Genital Mutilation (FGM)
- Child Sexual Abuse Toolkit Tour
- Brook Sexual Behaviours Traffic Light Tool training
- Medical Assessments in suspected child sexual abuse eLearning
- Child Sexual Abuse, Sexual Exploitation and Group Based Harm
- Spotting the signs and indicators of child sexual abuse
- Speaking to children about child sexual abuse
- Putting the Child Sexual Abuse Response Pathway into practice

Child Exploitation

- Introduction courses to:
 - Serious Violence Duty
 - Trafficking and the National Referral Mechanism
 - Child Exploitation Risk Assessment Framework (CERAF)
- Serious Violence Duty toolkit tour
- Missing, Exploited and Trafficked Children
- Child Exploitation – As a health professional, what do you need to know?
- Safeguarding against child financial exploitation
- Child Exploitation Toolkit Tour
- Modern Slavery Toolkit tour

Child Abuse/Neglect

- Introduction courses to:
 - child-on-child abuse
 - child abuse linked to faith and belief
 - honour-based abuse, forced marriage and dowry
 - Fabricated or Induced Illnesses
- Understanding cumulative harm and preventing the normalisation of neglect
- Neglect Toolkit Tour
- Understanding, identifying and responding to neglect

Reporting / Referrals / Processes

- Child Sexual Abuse, Sexual Exploitation and Group Based Harm
- "Right Help, Right Time" - IOW Multi Agency Safeguarding Hub (MASH) workshop for multi-agency professionals
- Information sharing advice for safeguarding practitioners eLearning
- The importance of Community Partnership Information (CPI) sharing
- Information sharing learning (Clare's Law and Sarah's Law)
- Families who move across county borders
- An introduction to Multi-Agency Public Protection Arrangements (MAPPA)
- Child Protection Conferences: Roles and Responsibilities
- An introduction to the Local Authority Designated Officer (LADO) [An Isle of Wight Council course]

Domestic Abuse

- Children as victims in their own right: Understanding the impact of domestic abuse (including those with special educational needs and disabilities)
- Courses on recognising and responding to:
 - child and adolescent to parent and carer abuse and harm
 - coercive controlling behaviour
 - domestic abuse in LGBTQ+ relationships
 - male victims-survivors of domestic abuse
 - people of diverse ethnic and cultural backgrounds who are victims/survivors of domestic abuse
 - disclosures of domestic abuse
 - Post separation abuse including using the courts and child contact arrangements
- Introduction courses to:
 - stalking
 - recognising and responding to perpetrators of domestic abuse
 - the homicide timeline
- The Hidden Costs of Control: The Impact of Economic Abuse on Families
- Information Sharing Learning (Clare's Law & Sarah's Law)
- Understanding and assessing risk and supporting safety planning
- From Concern to Action: Responding to Abusive or Unhealthy Behaviours in Young People's Intimate Relationships
- Untangling the Web: Power, Control, and Counter-Allegations in Domestic Abuse
- Violence in pregnancy and impact on baby brain development eLearning

Working With Families

- An Introduction to Adopting a Family Approach
- Unidentified Adults
- Practical Session: Day in the Life Tool
- Unidentified Adults Toolkit Tour
- Unpacking Disguised Compliance – The Importance of Professional Curiosity
- An introduction to having honest conversations
- Adopting a Family Approach Toolkit Tour

Safeguarding children and young people

- Introduction courses to:
 - safeguarding children with excessive weight
 - keeping children safe online
 - children who go missing from home/care
- Safeguarding Adolescents in Hampshire and IOW
- Cyber Choices: Safeguarding against cybercrime
- Safeguarding Infants Toolkit tour
- Safeguarding Infants eLearning
- Community and voluntary organisations Toolkit tour
- Children we care for and care leavers eLearning
- Safeguarding Disabled Children (inc. those with a learning disability)
- Contextual safeguarding - Beyond the family dynamic
- Working Together to Safeguarding Children, Level 3
- Complex Multi-Agency Safeguarding Children, Level 4

Learning & Development
Programme 2026-27
brochure

Safeguarding Essentials
brochure

Voluntary and Community
Sector Learning &
Development brochure



PARAGON

TOGETHER EMPOWERING CHANGE

Paragon works across the Island providing dedicated trauma informed support to adults and children from all communities who have been, or are subjected to, domestic abuse. As part of its work, Paragon is offering FREE domestic abuse training to professionals working with IOW parents/carers.

Coercive And Controlling Behaviour

Course aim: To understand Coercive and Controlling Behaviour (CCB) and the effects it has on victims and their families.

[Book here](#) if you have an IWC Learning Hub account

[Book here](#) if you do not have a Learning Hub account

Domestic Abuse, Stalking And 'Honour'-Based-Violence

Course aims: To give you the confidence and knowledge to comprehensively complete the DASH risk assessment: To provide understanding around the questions; why we ask them and to demonstrate how to ask the questions.

[Book here](#) if you have an IWC Learning Hub account

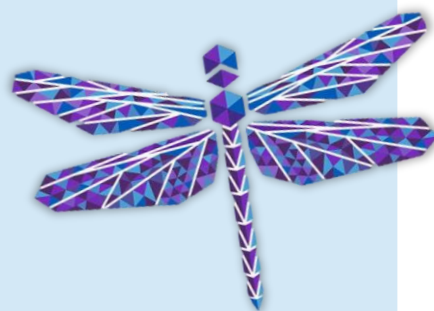
[Book here](#) if you do not have a Learning Hub account

Dragonfly: Stalking and Domestic Abuse Awareness Training

Train to become a Dragonfly Champion and help people affected by stalking and domestic abuse in your community.

The Dragonfly Project provides community-based support for people affected by domestic abuse. Dragonfly Champions are trained to offer a listening ear and connect people with specialist domestic abuse services, helping isolated individuals access the support they need.

[Book here](#)



Paragon welcomes the opportunity to attend team meetings to share the support that they can give to victims of current domestic abuse. For more information please contact at ParagonIOW@theyoutrust.org.uk

Partnership Resources

Toolkits

Developed by practitioners for practitioners to help you identify and respond to various safeguarding themes. They contain guides, resources, case studies, strategies and training opportunities.

<https://www.iowscp.org.uk/toolkits>

- Adopting A Family Approach
- Child Exploitation
- Child Sexual Abuse
- Child-On-Child Abuse
- Neglect
- Preventing Online Harm
- Safeguarding Infants
- Serious Violence
- Understanding Unidentified Adults
- Voluntary & Community Organisations



Toolkits Tours

These 45-minute online tours support professionals to become more familiar with the information, tools and resources available within the toolkits:

<https://www.iowscp.org.uk/training>

- Adopting a Family Approach Toolkit tour
- Child Exploitation toolkit tour
- Child Sexual Abuse Toolkit tour
- Community and voluntary organisations toolkit tour
- Day in the Life Tool Practical Session
- Modern Slavery toolkit tour
- Neglect toolkit tour
- Safeguarding Adolescents toolkit tour
- Safeguarding Infants Toolkit Tour
- Serious Violence toolkit tour

Practitioner briefings & practice resources

Our practitioner briefings and practice materials help you learn from reviews, audits and other reports. They are designed to be shared within your own organisations, so that learning can be cascaded to frontline practitioners

- [7 Golden Rules for Information Sharing](#)
- [Child Exploitation Risk Assessment Framework \(CERAF\) quick guide](#)
- [Domestic abuse referral pathway for children and young people](#)
- [The experience of children and families who are re-referred to IOW Children's Social Care](#)
- [Interactive neglect threshold chart](#)
- [Multi Agency Compliance and Engagement in Child Protection Processes](#)
- [Multi-agency response to child sexual abuse](#)
- [Multi-agency roles and responsibilities around Elective Home Education](#)
- [Practice Principles for Chronology Templates](#)
- [Priority, Pace and Purpose – Multi-agency response to children who need early help](#)
- [Professionals meeting guidance on when to call a meeting](#)
- [Recognising and responding to child physical abuse](#)
- [Recognising and responding to the impact of cumulative harm](#)
- [The Unborn/Newborn Baby Safeguarding Protocol](#)
- [Threshold Pathway Guidance](#)
- [Working Together to Resolve Professional Differences](#)
- [Working together to resolve professional differences in relation to child protection conferences.](#)

www.iowscp.org.uk/practitioners-briefings

This newsletter is designed to strengthen awareness, support practice, and ensure that staff across all agencies are equipped with the right tools and guidance to safeguard children and young people.



Please share this newsletter and the resources within it with colleagues in your agency and encourage staff to@

- ✂ Review the materials carefully ✂ Reflect on how they can be applied in practice ✂
- ✂ Use them to support ongoing professional development and safeguarding awareness ✂