

Community Safety in Schools policy

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1. Purpose

1.1. The *Bullying and prejudice-based incident recording and reporting guidance for Brighton & Hove Schools* makes clear school responsibilities in identifying, responding to and recording and reporting bullying and prejudiced based incidents. As detailed in this guidance, the Community Safety Casework Team is able to provide case work support for bullying and prejudiced based incidents in schools. This Community Safety in Schools Policy describes how this support can be accessed by individuals, families and schools and details a process to make this intervention successful. It has been developed following feedback from a six month pilot of casework in schools across the city in 2013-14 and the introduction of a formal schools casework service offer to all schools in September 2015.

1.2. Brighton & Hove City Council firmly believes that all children and young people have a right to feel safe whilst learning; and to thrive in any educational setting regardless of whether the school or college is managed by the local authority, academy or independent trust.

1.3. Establishing clear systems and processes in which to respond to these types of incidents increases consistency of reporting and responding; and ensures that all schools, colleges and related agencies utilise their limited resources whilst achieving the best possible outcome for the children and young people affected, their families/carers, the educational setting and for the city as a whole.

1.4. The Community Safety in Schools policy sets out clear criteria in which any person receiving a report of bullying behaviour or prejudice-based incidents can promptly consider the best course of action, confident in the knowledge that it has been established by the city's experts in responding to anti-social behaviour, hate incidents and hate crime.

2. Context: The work of the Community Safety Team

2.1. The Community Safety Partnership established clear Victim & Witness Standards in October 2010 in response to a number of high profile Serious Case Reviews including that of Fiona Pilkington and her daughter. The Review's executive summary states that only when all agencies and services involved in maintaining public safety work together can individuals have the best chance to be kept safe. This includes improved decision making at multi-agency meetings, regular sharing between agencies of relevant information; and communicating clearly with all people and services involved. Brighton & Hove City Council and Sussex Police both operate within these set standards.

2.2. The Community Safety Casework Team was formed following the merger of the Anti-Social Behaviour and Hate Crime Teams in October 2011 to enhance consistency of service and maximise resources. Following this merger, the new Community Safety Casework Team introduced a duty system to act as the first point of contact for all new queries and referrals.

2.3. The Community Safety Casework Team's role within this partnership is to

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tackle anti-social behaviour and hate incidents and reduce the harm that they can cause. The Community Safety Casework Team exercises the Local Authority's statutory duty to address reports for people living in privately owned or privately rented households; Emergency Accommodation; and any public space such as highways, parks & open spaces; or the beach. This policy states that any incidents that occur in schools should be directed to the Community Safety Casework Team or Sussex Police if those affected need or want additional input outside of the school's response due to it being in a community setting.

2.4. People living within property managed by Brighton & Hove City Council (including Temporary Accommodation) or registered providers of social housing ~~must~~ should report anti-social behaviour or hate incidents experienced in or around their homes directly to their housing provider as the legal responsibility is determined by housing tenure. These incidents can also be reported to Sussex Police.

2.5. The Community Safety Casework Team works with a wide range of partner agencies to offer casework interventions to people harmed by or responsible for anti-social behaviour, hate incidents or hate crime.

2.6. The key focus of all interventions is to reduce the harm caused and to reduce the likelihood of the behaviour recurring.

2.7. The Community Safety Casework Team is a key stakeholder in the city's Anti-Bullying & Equality Strategy Group. This Group was formed in 2011 to be accountable for schools-related recommendations that arose from a number of different work streams, including: the council's People Strategy; Bullying Scrutiny; Trans Scrutiny; and Racial Equality study (by Global HPO).

2.8. In 2013, the Community Safety Casework Team observed an increase in reports via its duty system from people within school communities (such as parents/carers, school staff or a third party such as a community or voluntary sector organisation). Historically, schools and colleges in the city had the sole responsibility of responding to reports of bullying behaviour or prejudice-based incidents. The majority of the reports to the duty system were from parents or carers of children and young people who felt unhappy with how schools or colleges had dealt with their initial reports. Some of the reports came directly from professionals working within schools.

2.9. The Community Safety Casework Team felt that not providing a casework service in the city's schools meant that there was an inequality in service provision based on the location in which the anti-social behaviour or hate incident/crime took place. The team had previously been involved in the development of guidance related to preventing and responding to bullying and prejudiced based incidents for schools and colleges in Brighton & Hove. This practice is set out in the council's *Bullying and prejudice-based incident recording and reporting guidance for Brighton & Hove Schools*. The guidance was introduced in partnership with Sussex Police and schools representatives. However, it became evident that this practice was not being consistently offered in all schools and colleges.

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2.10. The Community Safety Casework Team completed a research project in 2014-15 to examine the UK's current best practice in responding to hate incidents. The recommendations of this project are summarised in the Community Safety Casework Team's *Responding to Hate Incidents project summary 2015*. This report summarised what was considered to be excellence (set out below) and developed an action plan to deliver it:

- i. Strong partnerships and leadership
- ii. Clearly defined service aims
- iii. Transparency of what to expect
- iv. Excellent communication and consistent messages
- v. Involvement of communities of interest and community organisations
- vi. Service User Involvement groups
- vii. Restorative approaches
- viii. Excellent understanding of relevant legislation
- ix. Broad range of creative interventions available
- x. Regular monitoring and evaluation of services
- xi. Highly skilled officers that represent the communities they support

2.11. The Community Safety Partnership recruited a Restorative Practices Development Officer in August 2015 for one year with funding from the Office of the Sussex Police & Crime Commissioner. The post-holder provided support and expertise in developing the use of restorative practice in all services provided by the Community Safety Team, including this policy.

2.12. The Community Safety Casework Team has been involved in a range of cases within primary and secondary schools; and learned about some of the key issues for children & young people, their families & carers, and school staff that led to reports from those affected and referrals from schools being made to the Community Safety Casework Team. These issues have included:

- i. A fear of reporting
- ii. A lack of clarity around reporting processes and/or a lack of confidence in the reporting processes
- iii. A lack of clear process for how schools could support families
- iv. A lack of communication with families about action being taken by schools
- v. Children, young people and their families not feeling listened to
- vi. Lack of shared definitions around the differences between bullying and relational conflict and a lack of understanding of age or developmentally appropriate interventions. This is often a key factor in schools cases
- vii. A lack of knowledge within schools of the work of the Community Safety Casework Team.
- viii. Unresolved harm caused to a parent/carer of a child/young person

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during their own educational experience (e.g. whilst at school). This has been particularly noticeable in prejudice-based incident cases.

There are occasional cases and incidents in school where children and young people (and their families/carer) harmed by bullying or prejudice do not feel the school has responded appropriately and the bullying or prejudice-based behaviour is continuing.

2.13. This policy brings together elements from the guidance previously-issued; updated with learning from the six-month schools casework pilot, the hate incident research project and *Our Restorative City* action plan.

3. Roles and responsibilities: responding to a new report

3.2. Section 89 of the Education and Inspections Act 2006 provides that head teachers of maintained schools, pupil referral units and non-maintained special schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The Independent Schools Standards Regulations 2010 provide that the proprietor of independent schools (including Academy schools and alternative provision Academies) are required to ensure that an effective anti-bullying strategy is drawn up and implemented.

3.3. Section 90 and 91 of the Education and Inspections Act 2006 gives head teachers the power to discipline pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff to such an extent as is reasonable to regulate the pupils conduct. This can include bullying incidents occurring in school or on public transport, outside the local shops, or in a town or village centre.

3.4. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, bullying incidents must be considered to be a child protection concern under the Children Act of 1989. The government's guide *Working together to safeguard children* is clear that professionals must be alert for signs of physical and emotional abuse. School staff should be alert to abuse carried out by one child on another, including bullying. Where there is significant concern about a child's welfare as a result of bullying, the school staff should report their concerns to their local authority children's social care team. In Brighton & Hove this would be direct to MASH@brighton-hove.gov.uk or 01273 290400. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

3.5. The *Bullying and prejudice-based incident recording and reporting guidance for Brighton & Hove Schools* recommends that schools ask the following screening questions of the child or young person experiencing bullying or prejudice-based incidents:

- i. Are they safe? (if not, consider immediate response)
- ii. Are they vulnerable or especially upset?

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- iii. Have they experienced this prejudice-based incident or prejudice-based bullying before?
- iv. Has the reported incident(s) had an impact on the wellbeing of the child or young person? Or on a group of individuals such as a family?

3.6. The guidance further states that:

- If the child or young person answers yes to any of the four questions then the school should offer them the option of a referral to the Police or the Community Safety Casework Team who will then offer a full Hate and Anti-Social Behaviour Risk assessment (HARA) and if necessary coordinate a multi-agency response taking into account the child or young person's wishes.

4. Referral process

4.2. The first point of contact for the Community Safety Casework Team is their duty system. This can be accessed by telephone (01273 292735), email (communitysafety.casework@brighton-hove.gcsx.gov.uk) or via online reporting at www.safeinthecity.info. The duty caseworker is available between the hours of 09:00-17:00 Monday to Friday excluding Bank Holidays. All referrals will be responded to within one working day.

4.3. The Community Safety Casework Team is signed up to the Brighton and Hove Victim & Witness Service Standards that set clear expectations of the service that any person experiencing anti-social behaviour or hate incidents in Brighton & Hove should receive, regardless of where they happen and who they report them to. Therefore, the Community Safety Casework Team is well placed to be able to offer information, advice and guidance to anyone concerned about bullying or prejudice-based incidents in schools. The Community Safety Team considers bullying to be anti-social behaviour and prejudice-based incidents to be hate incidents, therefore can reasonably offer support to people who are affected by these types of behaviours and work with them to minimise the harm caused by such incidents. The Service Standards include:

- i. Offering a Hate and Anti-social behaviour Risk Assessment (HARA) within one working day of being reported to the Community Safety Casework Team to ensure a full understanding of the nature of the reported incidents, the impact of the reported incident and an indication of the child or young person's desired outcome
- ii. Ensuring that all reported anti-social behaviour and hate incidents are accurately recorded, taken seriously and investigated
- iii. Agreeing with the person harmed how they would like to report further incidents and to whom and ensuring that they receive regular feedback
- iv. Helping the person harmed to access appropriate support services as necessary
- v. Working with partners to ensure the appropriate use of tools and powers

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available to tackle anti-social behaviour and hate incidents.

4.4. Families or carers for children and young people can make direct referrals using any of the contact methods described above. People are welcome to seek information, advice and guidance via this method prior to making a formal referral if they prefer. Confidentiality is guaranteed with the exception of the team's legal obligation to disclose to appropriate agencies if a person is at risk of harm to themselves or another person. Any information recorded remains confidential to the Community Safety Team unless consent is given to share it. All people making initial contact via the duty system will be asked if they would like to provide equalities monitoring information in line with the council's duty under the Equality Act 2010. This will be stored separately to any other case records made and is not compulsory.

4.5. Any professional referrals should be made using the Community Safety Casework Team referral form. This ensures that all of the required information is provided at the point of referral. The type of information required includes name, date of birth, address, family/carer contact details, information related to who has been causing the harm, what has happened and what the referrer would like the Community Safety Team to do to put things right. The form also includes some basic equalities monitoring information. Professionals are encouraged to contact the duty caseworker for information, advice and guidance prior to making the referral to ensure that what is being asked for is something that the team can deliver.

4.6. The duty caseworker is able and willing to make reasonable access adjustments for people who may need them. This can include using Language Line (for people with English as an additional language); including a person's preferred interpreter or signer; and a third party such as an advocate, friend or family member. The Community Safety Casework Team is based in Hove Town Hall which is an accessible building with accessible toilets on the ground floor.

5. Risk assessment

5.2. The risk assessment used by the Community Safety Casework Team's duty caseworker has been developed from one used across all of Sussex. The assessment includes questions to determine what has been happening, how long for, what the impact has been and what the person harmed would like to happen to put things right. The duty caseworker will ask for consent for the information to be stored electronically on the Community Safety Team's confidential network.

5.3. The completed risk assessment will be reviewed by either the Senior Community Safety Caseworker or a Community Safety Manager. In the unlikely event of none of these officers being available it will be reviewed an appropriate Police Sergeant.

5.4. In some cases where there is a criminal element and/or police involvement information may be shared via a multi-agency database called ECINS. Consent will be sought before any information is shared.

6. Lead agency

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6.2. There is an expectation that all completed risk assessments will identify who the person harmed would like to be the lead agency for the case. This can include the Community Safety Team, another council officer (such as a Social Worker) or Sussex Police. In all schools cases the lead agency will be the Community Safety Team unless there is a good reason for it not to be.

7. Single point of contact

7.2. The single point of contact will be allocated by the lead agency and will usually be an officer who works for the lead agency. In all schools cases the single point of contact will be a Community Safety Caseworker unless there is a good reason for it not to be, for example, if there is a more appropriate point of contact such as a Social Worker.

8. Action planning

8.2. During the risk assessment process the duty caseworker will create an initial action plan with the child, young person, their family member or carer. This will be based on what it is they would like to happen to reduce the harm caused, increase feelings of safety and minimise the likelihood of it happening again. The duty caseworker will ensure that expectations are managed appropriately should there be an unrealistic request made (e.g. automatic expulsion of a student).

8.3. Once the risk assessment and action plan has been completed, the case will be passed for discussion at the Community Safety Casework Team's weekly allocations meeting where the team's ongoing involvement in the case will be discussed and agreed. This meeting takes place at 13:00 every Wednesday. The case will be held on the duty system pending the outcome of this discussion. If it has been identified the case involves high risk or vulnerability then it will be allocated as soon as possible, usually within one working day. In the majority of cases, feedback from the weekly allocations meeting happens by 5pm every Wednesday unless alternative arrangements have been made.

9. Reporting guidance

9.2. The duty caseworker will ensure that clear reporting guidance to report further incidents is provided as an interim measure whilst the case is pending discussion at the weekly allocations meeting. This is usually the duty caseworker's contact details or Sussex Police (101 or 101@sussex.pnn.police.uk or 999 in an emergency). There is also an anti-social behaviour and hate crime reporting app (Self Evident) that can be downloaded to Apple or Android phones. Diary sheets are often recommended as they can provide great evidence for any ongoing investigation.

10. Communication

10.1 The duty caseworker will identify the best contact method for the child, young person, family member or carer. This will include whether by telephone or email and if there are preferred days or times to call.

10.2. Additionally, this will include whether an interpreter may be required for future

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appointments or contact. The interpreter will usually be a family member or friend.

11. Theoretical approaches

11.2. Most social care interventions are embedded within the person-centred approaches of Carl Rogers (1961) and subsequent theorists. This means that the interventions should be offered within the context of it being what the person would like to happen.

11.3. There are many useful interventions and exercises such as motivational interviewing that come from a Cognitive Behavioural Therapy (CBT) perspective that can often be helpful for people experiencing anxiety or stress.

11.4. It should be noted however that the Community Safety Team does not only use one specific theoretical approach.

12. Engaging with schools

12.2. The duty caseworker will make contact with the school or college once a referral has been received unless specifically requested not to do so by the person harmed or their family/carer.

12.3. The contact will be directed to a senior leader in the school such as a Headteacher, Deputy Headteacher or Head of Year. It may be that this person then identifies an alternative point of contact for future correspondence such as someone responsible for pastoral care, behaviour or attendance.

12.4. The initial approach will include a summary of what the referral includes, a request for some background information from the school's perspective and a copy of the Community Safety in Schools policy for guidance.

12.5. Where possible, a caseworker would look to meet with relevant school staff very early on in the case to ensure that there is a shared agreed understanding of what the Community Safety Casework Team's role will be going forward.

13. Case management

13.2. Cases that are allocated will be assigned a caseworker to manage the case. Complex or large cases may require additional resources and this is usually identified as part of the weekly allocations meeting; by the caseworker managing the case and/or the Senior Community Safety Caseworker.

13.3. If a case is not allocated and there are outstanding actions then the case will likely be managed by the duty caseworker.

13.4. The caseworker will maintain an accurate case record of all contacts with people involved in the case. A copy of the case record can be made available at the request of the subject involved using the council's Subject Access Request process. Only information owned by the Community Safety Team will be disclosed and all

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other information will be removed in line with council policy and information sharing legislation.

14. Multi-agency & multi-disciplinary working

14.2. Schools cases can often involve people working across organisational boundaries such as teachers, teaching assistants, support staff, behavioural & attendance leads, deputy headteachers, headteachers, police officers, family workers, social workers and advocates. The caseworker managing the case will often take a coordination role in the first instance to ensure that all of the people and agencies involved are kept informed as the case progresses.

14.3. The Community Safety Casework Team prides itself in successful case management and partnership working. Schools cases in particular may involve joint working with colleagues in the Behaviour & Attendance Partnership or other parts of Children's Services.

14.4. Complex or high risk cases may be discussed at the monthly Multi-Agency Risk And Tasking (MARAT) meeting. This is chaired by the Community Safety Partnership and was established to ensure that everything that can be done is done to reduce risk and harm. It is very unlikely that a schools case would be discussed here because any high risk case involving a child or young person would be managed via Child Protection or safeguarding processes within the local authority.

15. Interventions

1.1 The team works under the definition of bullying and prejudiced based incidents identified in the *Bullying and prejudice-based incident recording and reporting guidance for Brighton & Hove Schools* and will work with families and schools to ensure that there is a clear and shared understanding of definitions of bullying & prejudice based incidents. The Community Safety Casework Team acknowledges that schools will often be aware of relationship difficulties between pupils and are best placed to address these. The team recognises that when there are shared and agreed definitions productive reparative work can take place.

1.2 The Community Safety Casework Team will always be guided by the wishes of the person harmed and will not undertake any activities or interventions that are not what individuals or families would like to happen. However, the school's perspective on the situation will of course be taken into account.

15.2. The majority of schools cases will lead to a meeting at the school for the child, young person, family member or carer to present their concerns and to offer a safe space to discuss experiences and identify a way forward. The caseworker will often have arranged meetings before and after the school meeting to ensure that people are prepared and that the time can be/has been utilised successfully.

15.3. The caseworker will look to identify appropriate support for any of the people involved such as coping strategies, resilience building, counselling or mindfulness

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exercises. These may be provided by other services within the city.

15.4. The Community Safety Casework Team recognises that often family members can be as impacted by what has happened as the person harmed, and in some cases even more so. The caseworker will often provide regular check-ins with family members so there is someone to talk to and to answer any questions as they may arise.

15.5. The caseworker is available as a source of support and resource to the school also. This can include providing successful examples from other schools, facilitating meetings, providing meeting minutes, case reflection, harm and risk reduction expertise, and increasing awareness of the impact of prejudice-based incidents. It may be that the school requires more whole-school support and the caseworker will look to make appropriate referrals or connections to other council officers from within education or Children's Services.

15.6. The Community Safety Casework Team can provide training to professionals or services that may benefit from it. Topics can include managing risk and harm and understanding the impact of hate incidents.

15.7. The Community Safety Team has a range of legal enforcement powers available to under the Anti-Social Behaviour, Crime & Policing Act 2014. However, these are always used as a last resort and particularly so when working with children and young people.

16. Restorative approaches and conferences

16.2. Many cases will involve restorative approaches to engage and reduce harm where possible. This may include restorative questions/interviewing throughout the case, impact statements written by the harmed person or apology letters by the person who caused the harm. They are promoted as an acknowledgement of harm caused rather than an admission of guilt or a compulsory requirement. Many schools in the city are experienced with restorative practices and find them particularly successful within a school setting, and the Community Safety Casework Team can support the school in identifying and setting up the appropriate restorative intervention to use in a particular case.

16.3. The Community Safety Casework Team has – in some cases - facilitated restorative conferences in neutral settings to aid raising awareness of the impact of what happened to the people involved in the case. This also provides schools with the opportunity to learn how to develop further their own understanding of restorative practices.

17. Review

17.2. The Community Safety Casework Team would withdraw from involvement in the case based on the wishes of the families, reduction in incidents, improved confidence from families and schools in how processes are working, schools taking clear leadership in addressing future problems and families feeling that even if

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incidents may still be occurring that they will be responded to quickly and robustly.

17.3. The caseworker will undertake regular reviews with all of the people involved and particularly the person harmed and their representatives to ensure that the action plan is being delivered and is making the desired difference.

18. Evaluation

18.2. The caseworker will look to complete an evaluation form with the person harmed, their family member or representative and also key school staff.

18.3. The evaluation forms can be completed anonymously if preferred.

18.4. All completed evaluation forms are reviewed to capture feedback for consideration as part of ongoing service development.

18.5. The caseworker will also keep a qualitative and quantitative record of all cases and this is submitted to the Community Safety Manager on a quarterly basis.

19. Case closure

19.2. When a case is closed a letter will be sent to the person harmed and their representative to summarise what the Community Safety Casework Team's involvement has been. It also reminds people that any new incidents should be directed to the duty caseworker.

19.3. The case file will be electronically archived and information on the ECINS database will be restricted in line with information sharing guidance and best practice.

20. Reflective practice and service development

20.2. The Community Safety Casework Team is committed to delivering a high quality service to residents, businesses and other professionals in Brighton and Hove. Part of this commitment includes working in a reflective way. Every caseworker receives regular case supervision and has access to legal advice from the Community Safety Team's solicitor.

20.3. The Community Safety Team dedicates time throughout the month for reflective case discussion and has an annual half-day service development workshop.

20.4. Compliments and constructive feedback are regularly reviewed and considered when developing new services and making changes to existing services.

20.5. Feedback on this policy is welcome and encouraged via the duty caseworker as set out above.

21. Appendices - below

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21.2. Community Safety Casework Team referral form

21.3. Hate & Anti-social behaviour Risk Assessment (HARA) form and Schools casework evaluation form can be provided to you by the Community Safety Team duty service.

21.4. You can find a copy of the *Bullying and prejudice-based incident recording and reporting guidance for Brighton & Hove Schools* on Pier2Pier <http://www.school-portal.co.uk/GroupWorkspaces.asp?GroupId=1244394&WorkspaceId=2884674>

Safe in the city

Brighton & Hove Community Safety Partnership

REFERRER DETAILS	
Name	
Agency	
Telephone	
Email	

Date of referral	
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DETAILS OF PERSON CAUSING HARM			
<i>Note – if you are referring a person harmed by someone's ASB or hate-based behaviour, please use the Hate and ASB Risk Assessment (HARA) rather than this form.</i>			
Name		Date of Birth	
Address			
Housing Provider			
School (if appropriate)			
Parent/ carer name and contact details (if person is under 18)			

Is the person being referred engaged with any other agencies?		
Name of agency	Named worker	Phone number/ email

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REASON FOR REFERRAL – WHAT HAS HAPPENED?

Please include as much detail as possible about the behaviour that has caused harm, including a clear timeline of events and the impact on anyone affected.

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Is the behaviour causing harm based on prejudice towards anybody's:
(Please circle)

Race/ Ethnicity	Faith/ Belief	Disability	Gender identity	Sexual orientation
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ACTIONS TAKEN SO FAR

What action has been taken as a result of the harmful behaviour? What effect has this had? Have any other agencies been contacted? Please include any Police reference numbers.

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DETAILS OF ANY IDENTIFIED PEOPLE HARMED BY THIS BEHAVIOUR

Please include full names, addresses and contact details if possible.

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WHAT IS THEIR DESIRED OUTCOME?	
HAS A HATE AND ASB RISK ASSESSMENT (HARA) OR SCARF BEEN COMPLETED? <i>If yes, please send alongside referral</i>	
Yes	No

WHAT IS THE PURPOSE OF YOUR REFERRAL TO THE CSCT? <i>What role do you see the team playing? What would you like to happen as a result of the referral?</i>

IS THE PERSON BEING REFERRED AWARE OF THIS REFERRAL?	
Yes	No
DO THEY CONSENT TO THE REFERRAL? <i>If yes, please complete CSCT consent form</i>	
Yes	No