

## Surrey GCP2 Single Agency Plan -

### Education Settings

For the purposes of this document, the term '**education settings**' is being used to include early years, primary, secondary, special and alternative education settings in Surrey. This term also includes all types of settings e.g. maintained, independent and academies etc.

As part of The Surrey Safeguarding Children Partnership's (SSCP) agreement to embed the Graded Care Profile 2 (GCP2) into practice, education settings agree to support the project in the following ways:

#### **1. GCP2 Principles –**

- Where neglect is known/suspected, GCP2 should be used, including to support referrals to other agencies and to the Surrey Children's Single Point of Access (C-SPA).
- Where immediate referral or immediate action is required, practitioners may not have had the opportunity to undertake the GCP2 and not having a completed GCP2 should not preclude a referral being made or accepted.
- GCP2 and its contents should be discussed in safeguarding supervision to ensure sound professional judgements are supported in cases of known or suspected neglect.
- GCP2 should be repeated to monitor change in parental care given and to support ongoing interventions. Where a decline in care is evidenced, this can support practitioners' decision making to escalate their concerns.
- GCP2 can be undertaken by an individual or group of practitioners working together.
- Clear parental consent is required to undertake the GCP2 where the threshold for significant harm has not been met.

#### **2. Which practitioners will use GCP2?**

- 2.1 Those most likely to use GCP2 will be Designated Safeguarding Leads, Home School Link Workers and Pastoral Practitioners who will use the tool as part of their assessment and intervention practice relating to concerns of neglect.

### 3. How will settings use GCP2?

- 3.1 The GCP2 will be used to identify concerns of neglect, to help inform intervention plans, measure the impact of the interventions and to also support ongoing referrals to other services (such as C-SPA).
- 3.2 Where there are concerns regarding neglect of a child/ren, GCP2 licensed practitioners will submit a GCP2 as part of their request for support to Surrey C-SPA (time allowing) or indicate in the referral where a GCP2 is in progress.
- 3.3 Education settings will work with colleagues from across children's services, health and the voluntary sector, where involved with a family, to complete a GCP2 collaboratively.
- 3.4 Where a GCP2 is initiated by another partner (for example as a result of a child protection or child in need plan) then the education setting will proactively work with partners to complete the GCP2.
- 3.5 Education Settings will refer to the [GCP2 and Thresholds in Surrey](#) guidance to ensure there is consistency in the response to concerns of neglect.
- 3.6 GCP2 can also be used by education settings to support improved reflective practice and decision making regarding how best to support children and families where there are concerns about the quality of care being provided.
- 3.7 GCP2 will be used by licensed practitioners to support reflective practice, including but not limited to DSL meetings and supervision.
- 3.8 GCP2 licensed practitioners will use ECINS to record their completed GCP2, or evidence that they are contributing to a GCP2. ECINS is a secure and established multi-agency platform for Surrey. A copy of the GCP2 report can be downloaded from ECINS and uploaded to the setting's safeguarding recording system.
- 3.9 Information governance comes under existing multi-agency information sharing protocols (MAISP). Settings must be signed up to the [MAISP](#) to use ECINS.
- 3.10 Leaders within education settings (e.g. headteacher or principal) will positively support the implementation of GCP2 within their setting.

### 4. Training practitioners

- 4.1 Suitable practitioners (as outlined in section 2) from education settings will be enabled to attend the GCP2 and ECINS training by senior leaders within their setting.

## **5. GCP2 Champions**

5.1 Education settings have identified 3 practitioners to become GCP2 Champions to further assist with the embedding of GCP2 across the Partnership and delivering multiagency GCP2 training.

5.2 Further GCP2 Practice Leads from schools shall be identified as a result of being positive ambassadors for GCP2.

## **6. Communication**

6.1 As the education representative on the GCP2 Project Board, Anne Cooper will support the communication of updates related to the project through available communication channels with other settings.

6.2 The Education Safeguarding Team in Surrey will also support the communication of GCP2 updates to schools via existing networks and vehicles.