

## What we mean by Education and well-being checks:

If a MASH worker contacts the school they will ask to speak to the Designated Safeguarding Lead (DSL). This will be to undertake an education and well-being check which will contribute to the assessment of the child and help multi-agency professionals make appropriate decisions on behalf of the child, in order to keep the child safe.

### Schools may be asked the following information:

- **Check household details:** and contact info: names, DOB, who lives in the household, details of any support networks. GP other agencies and contact telephone numbers for parents/carers.
- **Attendance of pupil:** attendance percentage and any pattern in absences eg every Friday off, whether they are authorised or unauthorised. Does the parent/s call in with reason as expected? Overview on punctuality – am/pm sessions? Before or after registers close? Reasons for lateness? Any involvement from EWO service?
- **Behaviour of pupil:** any changes for the better or worse. Any pattern in behaviour points in school. Any involvement from Behavioural Support Services (BSS) or other agency. IDT (CAMHS). Do they have a friendship group? Are they at risk of exclusion? Suffolk Framework?
- **Presentation of pupil:** any changes in how the pupil is presenting in school. Eg looking unkempt/unclean, looking tired, hungry, no homework, do they have packed lunch, what is the quality?
- **Interaction with significant adults.** Depending on referral may also ask about how parents communicate/ interact with school. Eg referral about parent using drugs/alcohol. Do parents attend events in school? What is the relationship like with the child?
- **Have there been previous concerns?** From other parents, agency, risk of radicalisation, CSE, contact with risky adults in the community, going missing, involvement in gangs, misuse of substances? Think about any risk of abuse? Have they been bullied/cyberbullied? Domestic Abuse/Violence?
- **Early Help:** Explore with school what support school have put in place? E.g. counsellor, nurture groups, behaviour support, CAF etc.
- **Any other information they think could be relevant at this point?** An overview of how they are progressing academically – is this in line with expectations for that child? If not, what do school think is impacting on this?