
The training is due to start at 09:30. Please refer to your joining email sent for the pre course reading materials and ensure you have a copy of the work book to hand by the time the course starts. You do not need to print this off. The link is in the joining email and the password is Safeguarding21

There is a link to the evaluation form in the joining email. Please complete this at the end of the course. There is also a link to request a certificate.

See you at 09:30!

Clark Ward Associates for Swindon Safeguarding Partnership

Identifying Safeguarding Concerns and Referrals



Learning areas

Legislation and local processes and procedures related to safeguarding children

Thresholds for intervention

Child protection processes

Skills for assessment and making effective referrals

Roles and responsibilities in safeguarding

Emerging safeguarding themes

Escalation and challenge

Sources of information and support

Working agreement

Please KEEP CAMERAS ON

Ask questions by commenting in 'chat' or 'hands up'

Listen, talk and discuss in a way that respects each individual

Everyone has a responsibility and a right to contribute

Please explain any jargon, technical language

Acknowledge diversity

Confidentiality

Look after yourselves

Introductions

Please introduce yourself
by saying:

Who you are

Who you work for and/or
where you work

What you would like to
get out of today's training

Jargon buster

WHAT DO THESE MEAN? – COMMENT IN CHAT

CAMHS

PR

TAC

LADO

FGM

MASH

CIN

SSP

ICPC

SCR / CSPR

CSE

DBS

CCE / CE



Safeguarding is everybody's responsibility

“ No single professional can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.”

(Working Together to Safeguard Children 2018)

Breakout Group Activity: What do you do?

Think about your role as in safeguarding children

You will have different responsibilities depending on your role/organisation

What are your professional responsibilities?

What are your responsibilities to the child/children?

What are your responsibilities to the parents?

What are your responsibilities to other staff in your setting?

Employ a **safer workforce** – safer recruitment, DBS checks, disqualification checks

Staff receive **safeguarding training**

The need to **ensure that staff know who to report concerns to** – Make sure that ‘what to do if you suspect a child is being abused’ are visible,

allegations against professionals, whistle blowing policies

to be able to identify the **difference between levels of need and risk and how to respond accordingly**

Know how to find and when to use the **escalation** policy

To ensure **good record keeping/evidencing concerns**

To **signpost** /offer early help where needed

Make a **timely and effective referral to Children’s Social Care** if a child is suffering or is likely to suffer significant harm (S47)

Attend **CP conferences** and be part of core groups

Child protection procedures - disclosure or concern raised

- Strategy Discussion
- Information sharing
- S47 investigation
- Police Powers of Protection
- Initial Child Protection Conference
- Core Group
- Review Child Protection Conference
- Emergency Protection Order

NB: Flowcharts for processes are in Working Together to Safeguard Children https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67287/Working_together_to_safeguard_children.pdf

Case Example

Billy is age 5 and lives with his sister, Tilly age 2 and his mother and father. Billy goes into school, shows his teacher a bite mark on his arm and says his mum did it (Disclosure).

The DSL contacts MASH who hold a **strategy discussion** immediately where all information can be shared about the family.

The outcome of the strategy meeting is **s47 joint investigation** with police and children services.

Billy is interviewed and taken to hospital for a medical. Tilly is visited at home with parents. Parents are found to be intoxicated and the house is dirty and unsafe. Police use their **powers of protection** to remove Billy and Tilly immediately from their parents care. The Local Authority place the children with other family members.

The outcome of the investigation is to convene an **initial child protection conference** within 15 working days. The children are placed on a **child protection plan** and a **core group** is held 10 days later. The plan is reviewed at 3 months, then at 6 months. The children are returned home but if there are any further concerns at any point, then social workers can liaise with Legal to consider whether the threshold for an **Emergency Protection Order** is met.



Break



Questions?

Safeguarding Concerns

Child on Child
Abuse

Criminal
Exploitation

County Lines

FGM

Extremism and
Radicalisation

Online safety

Grooming

Managing
Allegations

South West Child Protection Procedures

Core Procedures

Safeguarding Practice Guidance

Learning and Improvement

Roles and Responsibilities of Safeguarding Partnership

Appendices and Protocols

<https://www.proceduresonline.com/swcpp/>

Guidance & Legislation



- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2022
- Children Act 1989
- Children Act 2004
- Children and Social Work Act 2017

Children Act 1989

Section 17 (child in need)

A child shall be taken to be in need if

unlikely to achieve or maintain, or the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services

health or development is likely to be significantly impaired, or further impaired without the provision of services

Or he/she is disabled

Section 47 (child in need of protection)

If the Local Authority

have reasonable cause to suspect that a child in their area....is suffering, or likely to suffer, significant harm.....

shall make enquiries they consider necessary to enable them to decide whether they should take action to safeguard or promote the child's welfare.

Legislation to protect children

Female Genital Mutilation Act
2003

Safeguarding Vulnerable Groups
Act 2006

Counter-Terrorism and Security
Act 2015

Sexual Offences Act 2003



Sexual Offences Act 2003



12 years 364 days and under	13 years	14 years	15 years	16 years and over
<p>Any <u>sexual activity</u> is an offence – unable to consent to sexual activity – <u>Refer on & Call Police</u></p>	<p>“Mutually agreed sexual activity can be consensual but remains an offence” ...</p>			<p>Sexual activity is legal in consenting relationship (N.B. still consider risks, coercion & vulnerability up to 18 years as ?offence)</p>
	<p><u>Risks to be assessed</u> and young people vulnerable to abuse / exploitation to be referred on as appropriate</p>			

The Brooke Serious Case Review into Child Sexual Exploitation

One perpetrator aged 18 was involved with a 12 year old child, but both the child and her parent perceived this man to be under the age of 16 years old himself, as well as being in a relationship with the girl concerned. Professionals were unaware of this relationship and when the GP became aware she was in a sexual relationship she was then aged thirteen years old. Contraception was provided, as it was understood to be a consensual relationship with a 14 year old boy.

Health staff at the GP practice acknowledged that actually it was unusual for a 13 year old girl to seek contraception, or emergency contraception and that it should have triggered more professional curiosity and action, as indeed the child herself commented

https://safeguardingpartnership.swindon.gov.uk/downloads/file/1017/child_sexual_abuse_-_intra-familial_sexual_abuse_harmful_sexual_behaviour_peer-on-peer_abuse_and_consent

Understand that if we do talk about sex it is really important that you must not look embarrassed or go red, this just shuts us up. Your embarrassment stops children talking.

Culture of sexual assault and harassment



Video: Tea and Consent

Other resources are available depending on the age of the child. **Please watch before showing young people, to assess suitability for the individuals with whom you will be working.** Here are some examples:

- * Talk PANTS with Pantosaurus and his PANTS song (pre-adolescent)— <https://www.youtube.com/watch?v=-lL07JOGU5o>
- * Consent for Kids (pre-adolescent) - <https://www.youtube.com/watch?v=h3nhM9UIJjc>
- * Consent and Ping Pong (adolescent) - <https://vimeo.com/178529042>
- * Enthusiastic Consent (adolescent) - <https://www.youtube.com/watch?v=AqBQH1e7XwQ>
- * Consent is a yes (adolescent) - <https://www.youtube.com/watch?v=F63awclK8uM>
- * LGfL Digisafe undressed (pre-adolescent)— <https://undressed.lgfl.net/>

Supporting Practice

- ▶ Make sure that children understand what abuse is (including the language to talk about it)
- ▶ Equipping everyone to recognise non-verbal signs and know how to respond
- ▶ Countering the stigma and shame associated with all forms of CSA
- ▶ improving professional curiosity and skills to effectively respond to signs of CSA
- ▶ Supporting schools to become spaces of safeguarding and emotional support



Break

Breakout Groups Activity: evidencing significant harm



Understanding what significant harm means can be challenging

Using examples from your own experience, please discuss either;

Evidence of significant harm

OR

Examples of harm that WOULD meet the threshold

OR

Examples of what may not – think CHILD IN NEED/EARLY HELP

To establish
significant
harm ...

Consider:

The family context

Child development within the context of their family, plus wider social and cultural environment

Any special needs/disability

Nature of harm (ill treatment or failure to provide adequate care)

Adequacy of parental care

<https://safeguardingpartnership.swindon.gov.uk/downloads/file/307/threshold-framework-document>

1. Universal – all children with no additional needs
2. Early Help – children with additional needs
3. Statutory social care – children with complex and multiple needs

Thresholds

Levels for Children's Social Care

Level 1 – Universal Services i.e. Health, Education etc (**no role for Children's Social Care – no referral required**). These referrals should not be sent to social care

Level 2 – (24 hours) – Early Help/Vulnerable – These are children who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, not known or not being met. These are children who require a lead professional for a co-ordinated approach. This will be provided within universal or a targeted services provision

Levels for Children's Social Care

Level 3 - Statutory S17 & S47 concerns. Complex and requiring information from other key partners - the referral will be the subject of a MASH discussion with key partners for example, police, health, education, probation. Child protection and where there is reasonable cause to suspect that a child/ren are suffering or are likely to suffer significant harm.

MASH will request the Assessment and Child Protection Team (ACP) carry out a strategy discussion which may lead to a child protection social work assessment or an Initial Child Protection Conference (ICPC) convened. Child in Need require specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled. MASH will ask ACP or appropriate Disabled Children's Team (DCT) to undertake an s.17 child in need assessment. If the family have had social worker involvement within the past 13 weeks the social worker involved will be asked to contact the family.

Levels for Children's Social Care

This level also includes Tier 4 Health Services, which are very specialised services in residential, day patient or outpatient settings for children and adolescents with severe and/or complex health problems

This is likely to mean that they may be referred to Children's Social Care under s.20 or s.47 of the Children Act 1989

This would also include those children remanded to custody (s.20)

What Does MASH Do...?

Receives all safeguarding referrals for children not open to Social Care.

Researches information held on professional databases to inform decision making

Provides a secure and confidential environment for professionals to share information and take part in decision making

Prioritises referrals using risk level (**Level 3/Level 2**)

Refers/signposts children to other agencies

Activates social work services to provide immediate protection for a child

Provides consultations to all professionals/members of the public to discuss children before referral

Breakout
Activity:
Completing a
referral form



1. Review the
thresholds guidance



2. Read the case study
in the workbook



3. Complete the
referral to MASH
(RF1)

What does a 'GOOD' referral look like?

- **DISCUSS** – Referrals must be discussed with parents/carers before being made **except in child protection situations**
 - MASH will inform a parent/carer of the agency who made the referral, it helps your relationship with the family if you are honest about your concerns
- **CONSENT** – Must be sought for agency checks to be undertaken **except in child protection situations**

If you are unsure whether its child protection call MASH

What does a 'GOOD' referral look like?

- **ALERT** – Call MASH to alert them to child protection referrals/concerns before emailing through your referral – **'the more notice the better'**
- **OPEN CASE?** – If a case is open to Early Help, and the child is not in immediate danger of harm, discuss with them first. If a step up to social care services is required, this must be done via the Early Help Service
 - If not a child protection concern and a referral has come via a different agency, case will be returned to Early Help to review

Thresholds and Escalation

What do I do if I disagree with a MASH decision?

Remember MASH can only make a decision based on the information you give them and research obtained evidencing a level of need has been met.

- Call MASH and speak to the Social Worker who managed that contact, let them explain why the decision was made
- If you are still not happy, speak to the Team Manager who signed it off
- If you are still not happy then you can escalate using the Swindon Safeguarding Partnership (SSP) escalation document, which can be found on the LSCB website
https://safeguardingpartnership.swindon.gov.uk/downloads/download/38/escalation_policy

Skills to
challenge
effectively

1. Reflection
2. Listening
3. Respect
4. Professional NOT personal
5. Confidence
6. Negotiation

MASH never take my referrals.

What is the point of making them?

Escalating a concern sounds very serious – I don't think I should be doing that, not sure I'm allowed. Don't want to make a fuss.

I don't want to disagree with MASH – they are the experts after all.

Social workers are so stretched if they say there is nothing they can do then that's probably right.

I worried about Lucy all weekend – I'm still not happy with the decision.

MASH Telephone Number:

01793 466903

Out of Hours Number:

01793 466900

Email:

swindonmash@swindon.gov.uk

Swindonmash-gcsx@swindon.gcsx.gov.uk



Safeguarding themes from Case Reviews

Daniel Pelka

- **“rule of optimism”**
- Tendency towards **rationalisation** and under responsiveness
- Cause of injury too readily accepted as accidental
- **“think the unthinkable”**
- Mother presented on many occasions as a capable and caring parent
- **Invisible child**

PRACTICE
ISSUE: The
Voice of the
Child

The United Nations Convention on the Rights of the Child, Article 12 (respect for the views of the child)

- Every child and young person has the right to express his or her views freely – about everything that affects him or her.
- The child's or young person's views must be given due weight depending on his or her age and maturity.

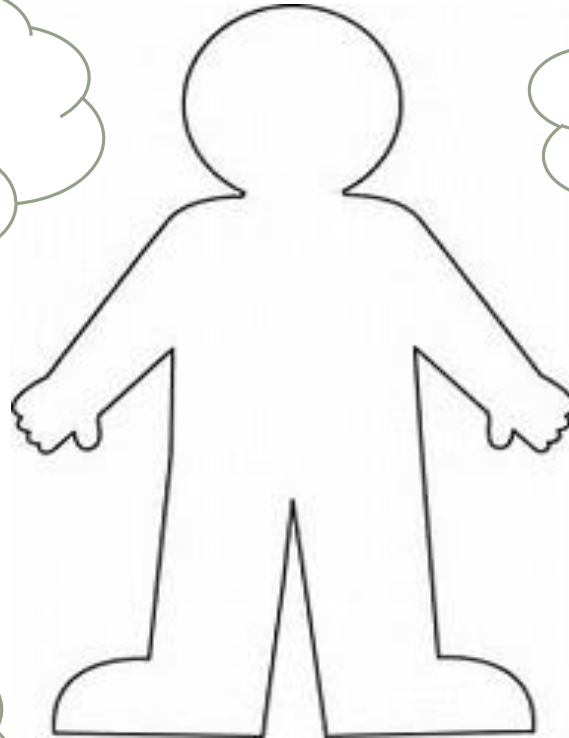
Childcare Act (2006)

- There is a legal requirement to listen to young children stating that local authorities must have regard to any information about the views of young children

A day in the life of ...

Emotional/Physical
experiences

What is a day in
the life like?



How does it feel
living in that
family?

Do they feel
safe?

Support you in your safeguarding role

Looking after yourself

Access to supervision, including peer supervision

Knowing who to go to for further information and advice
(e.g. MASH)

Websites:

Swindon Safeguarding Partnership
safeguardingpartnership.swindon.gov.uk

Training

7 minute briefings

Policies and procedures

South West Child Protection Procedures (SWCPP)

www.proceduresonline.com/swcpp

Resources

[Risk outside the home \(ROTH\) newsletter - Issue 1 - April 2022 - Swindon Safeguarding Partnership](#)

[Risk outside the home \(ROTH\) - adopting a contextual safeguarding approach - Swindon Safeguarding Partnership](#)

[Multi-agency standards for children in need - Swindon Safeguarding Partnership](#)

[Local child safeguarding practice review guidance - Swindon Safeguarding Partnership](#)

[Health Professionals Attendance at Child Protection Conferences Protocol - Swindon Safeguarding Partnership](#)

Everyones invited - <https://www.everyonesinvited.uk/>

Channel Duty Guidance - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964567/6.6271_HO_HMG_Channel_Duty_Guidance_v14_Web.pdf

[When to call the Police - Guidance for Schools and Colleges - https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf)

Resources

Child sexual abuse - Intra-familial sexual abuse, harmful sexual behaviour, peer-on-peer abuse and consent

https://safeguardingpartnership.swindon.gov.uk/downloads/file/1017/child_sexual_abuse_-_intra-familial_sexual_abuse_harmful_sexual_behaviour_peer-on-peer_abuse_and_consent

Educate against Hate - <https://educateagainsthate.com/>

Swindon Safeguarding partnership - <https://safeguardingpartnership.swindon.gov.uk/>

Southwest CP Procedures - <https://www.proceduresonline.com/swcpp/>

NSPPC Keeping Children Safe Online - <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

Escalation policy:

https://safeguardingpartnership.swindon.gov.uk/downloads/download/38/escalation_policy

Daniel Pelka review. Policy briefing - [https://lgiu.org/wp-content/uploads/2013/10/Daniel-](https://lgiu.org/wp-content/uploads/2013/10/Daniel-Pelka-Review-Child-Sexual-Abuse-2013-2014.pdf)