



Redbridge Safeguarding Children Partnership

# Working Together to Safeguard Children – A Shared Responsibility (Safeguarding Level 2)

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## ***TRAINING TRANSFER MATERIALS***

*Thank you for attending thank you for attending our course. This PDF is for your for reference and to help you pass on your learning to your teams. Remember there is lots more on the [RSCP website](#), including our full training programme.*



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# Learning Outcomes

By the end of the training, participants will have:

- Developed knowledge and understanding about forms of maltreatment and indicators of significant harm
- Develop confidence in identifying and responding to children at risk
- The ability to apply the principles that underpin effective child protection practice



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# Values and our development

Family

Peers

Workplace

School or college

Religion

Music

Media

Technology

Significant life events

Culture

Major historical events

# Professional Values

Values are the **ideas that influence** the way we work; **beliefs** about the way that we should support or care for others.

Values **guide our approach** to those who we support and can provide the foundations underpinning good care practice.



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# Working in Partnership

<http://www.scie.org.uk/socialcaretv/video-player.asp?v=partnership-working-in-child-protection>

# Background to current practice

1989- The Children Act

2000- Victoria Climbié

2003- Lord Laming's Inquiry

2004- Children Act (and Every Child Matters)

2006 - Every Disabled Child Matters

2007 – Aiming High for Disabled Children

2007- Peter Connolly

2011- The Munro Review of Child Protection  
Procedures final report: The Child's Journey

2012-Daniel Pelka



# Every Child Matters

In 2003, the Government published the *Every Child Matters* Green Paper alongside the formal response to the report into the death of Victoria Climbié. The Children Act 2004 subsequently became law and set out these outcomes in statute.

Key to children and young people's wellbeing and the aim for every child is:

- stay **S**afe
- be **H**ealthy
- **E**njoy and achieve
- achieve **E**conomic wellbeing
- make a **P**ositive contribution



# What is Private Fostering?

A Private arrangement between a parent and a carer

For a child who is under 16 (under 18 if disabled)

To live away from home and be cared for by someone who isn't a parent, a person with PR or a 'close relative'

For 28 days or more

(legally defined as;  
Step parent, Grandparent,  
Sister, Brother, Aunt or Uncle)

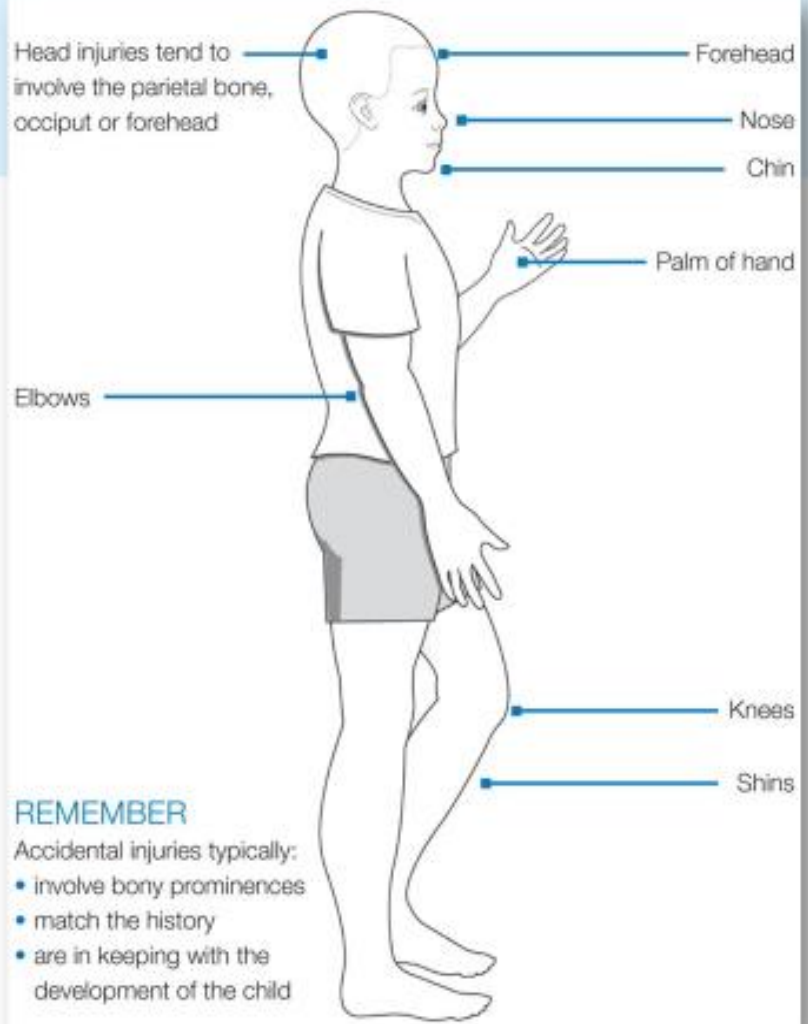




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# 4 categories of abuse

- Physical
- Emotional
- Sexual
- Neglect



**REMEMBER**  
Accidental injuries typically:

- involve bony prominences
- match the history
- are in keeping with the development of the child

# Typical Accidental Injuries

Ears – especially pinch marks involving both sides of the ear

The "triangle of safety" (ears, side of face, and neck, top of shoulders): accidental injuries in this area are unusual

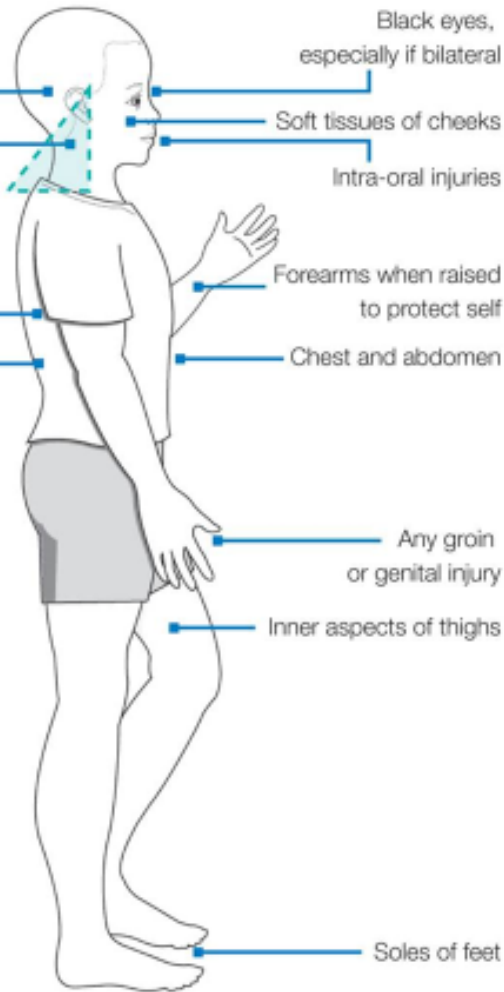
Inner aspects of arms

Back and side of trunk, except directly over the bony spine

### REMEMBER

Concerns are raised by:

- injuries to both sides of the body
- injuries to soft tissue
- injuries with particular patterns
- any injury that doesn't fit the explanation
- delays in presentation
- untreated injuries



## Typical Abusive Injuries

# Definition of Physical Abuse

- May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (Fabricated or Induced Illness or Perplexing Presentation).
- Children are at greater risk of physical abuse from parents who can't cope, who have no support, or who don't understand their child or how to be a parent.
- In addition a child can also suffer mental and behavioural problems as a result of physical abuse

# Emotional effects of physical abuse

The experience of being harmed may, also, cause mental health and behavioural problems in a child, such as:

- depression and anxiety
- aggression and violence
- problems with relationships and socialising
- trying to hide injuries under clothing
- running away from home
- being distant and withdrawn.

# Unsuitable explanation for an injury or presentation

## ***Implausible, Inadequate, inconsistent***

1. With the child or the young person's
  - Presentation
  - Normal activities
  - Existing medical condition
  - Age or developmental stage
  - Account compared to that given by parent and carers
2. Between parents or carers
  - Between accounts over time
  - An explanation based on culture

# Emotional Abuse

Child emotional abuse occurs in all kinds of families, but particularly where there are additional stresses on the family:

Adult mental health problems, domestic violence, drug or alcohol addiction, marital break-ups and family disputes are common stressors.

All can leave a parent unable to behave or respond appropriately to their child's emotional needs.

# Definition of Emotional Abuse

- The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development
- The unborn child can be effected by domestic abuse as it causes stress and can effect in utero development (cortisol)
- It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.



# Definition of Emotional Abuse

- humiliating or constantly criticising a child
- threatening, shouting at a child or calling them names
- making the child the subject of jokes, or using sarcasm to hurt a child
- blaming, scapegoating
- making a child perform degrading acts
- not recognising a child's own individuality, trying to control their lives
- pushing a child too hard or not recognising their limitations
- exposing a child to distressing events or interactions such as domestic abuse or drug taking
- failing to promote a child's social development
- not allowing them to have friends
- persistently ignoring them

**Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.**



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# Definition of sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

## Sexual Abuse - continued

They may also include non-contact activities, such as

- involving children in looking at, or in the production of, sexual images
- watching sexual activities
- encouraging children to behave in sexually inappropriate ways, or
- grooming a child in preparation for abuse (including via the internet).

Women can also commit acts of sexual abuse, as can other children.

# Signs of Sexual Abuse

- Suddenly starts to behave differently
- thinks badly of, or does not look after, him or herself
- displays sexually inappropriate behaviour, including use of sexual language and sexual information which you would not expect them to know
- has physical symptoms that suggest sexual abuse – these can include anal or vaginal soreness or an unusual discharge, and pregnancy

## Signs of Sexual Abuse (cont.)

- avoids being alone with a particular family member
- fears an adult or is reluctant to socialise with them
- tries to tell you about abuse indirectly, through hints or clues
- describes behaviour by an adult that suggests they are being 'groomed' for future abuse.
- Surreptitious or increased use of the internet

## BBC iPlayer: Three Girls, Rochdale

<http://www.bbc.co.uk/programmes/p052mwpq>



Her story

<https://www.theguardian.com/commentisfree/2017/may/15/expose-d-rochdale-gangs-grooming-three-girls-catalyst-progress>

## Child Sexual Exploitation (CSE)

Sexual exploitation of children and young people **under 18** involves exploitative situations, contexts and relationships where the young person (or third person/s) **receive 'something'** (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child Sexual Exploitation can occur through the use of technology **without the child's immediate recognition**; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain.

*Nationally agreed definition of child sexual exploitation.  
[Taken from the Pan-London Child Sexual Exploitation Operating Protocol](#)*

Out of control:

<https://www.youtube.com/watch?v=XasNkfQ5AVM>

# Child Sexual Exploitation (CSE)

## What makes some children and young people more vulnerable to this type of abuse than others?

- Children with Disabilities/Special Educational Needs
- Care leavers/Looked After Children (LAC)
- Those experiencing bullying
- Children who go missing from home or care
- Those misusing alcohol and/or drugs
- Homelessness and poverty
- Parenting capacity issues, including Domestic Abuse, parental mental health



# Vulnerabilities and indicators

- Those with attachment issues
- School non-attendance
- Mental health disorders including depression
- Those known to existing victims e.g. siblings, friends
- Those with a poor understanding of sexual relationships
- History of abuse e.g. familial child sexual abuse, risk of forced marriage/honour-based violence
- Young offenders
- Being a young carer
- Lacking friends from the same age group
- Involvement in gangs

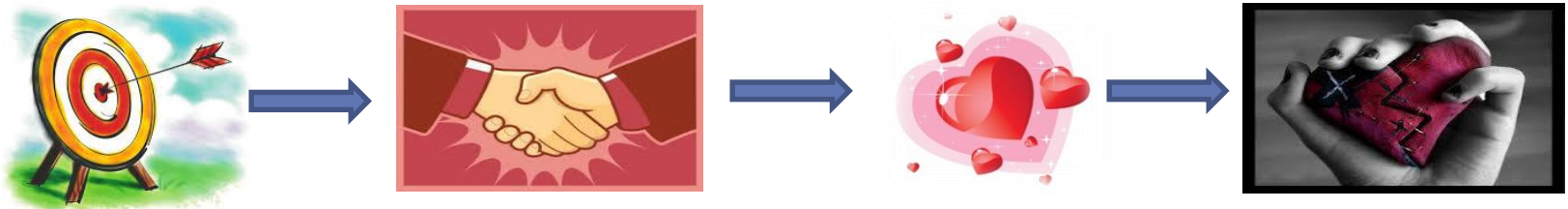
# What is 'grooming'?

A process by which an offender/perpetrator *prepares* a child and/or the environment for subsequent abuse.

This will include getting the child's compliance and maintaining the child's secrecy to avoid disclosure

# The Grooming Line

- Targeting
- Friendships
- Loving relationships
- Abusive Relationship



# Peer on Peer violence and abuse

What are we worried about?

Homophobia, transphobia, biphobia

Domestic violence and abuse

Sexual violence

Harmful Sexual Behaviours (HSB)

Trafficking

Debt bondage

Peer on Peer violence, exploitation and abuse

Child Sexual Exploitation (CSE)

Gang involvement

County lines involvement

Racism

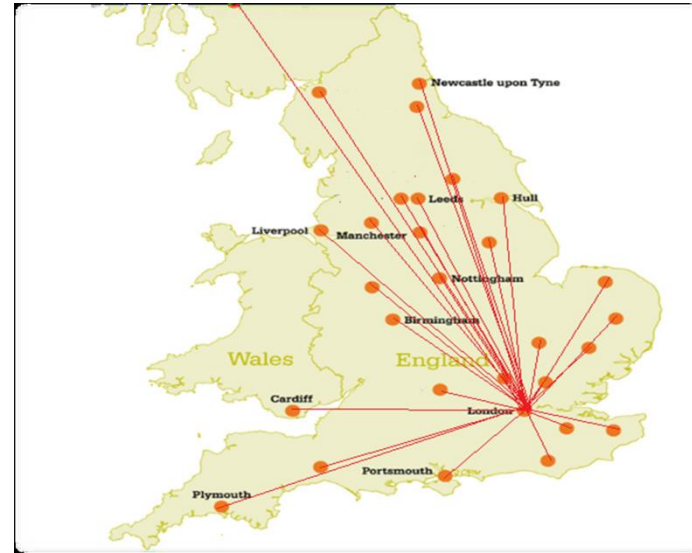
Retaliation and punishment

Bullying, harassment, trolling

Kidnap and torture

# County Lines

A person, or group from an urban area crosses to rural/county areas to set up a base, deal (usually) heroin and crack cocaine



Violence used to establish and secure drug line, and to remove competition. Lines underpinned by exploitation of vulnerable people.



Once established, younger gang members, associates (12-17) run county lines. Can earn £500+ per week (If not in debt to the gang)



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# Grooming and County Lines

<http://www.itv.com/news/2018-01-30/ex-gang-leader-i-groomed-young-kids-to-be-drug-mules-and-taught-others-to-do-the-same/>



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# Peer on Peer Abuse

New Guidance from DfE on sexual harassment between children and young people:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/667862/Sexual\\_Harassment\\_and\\_Sexual\\_Violence\\_-\\_Advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667862/Sexual_Harassment_and_Sexual_Violence_-_Advice.pdf)

Peer-on-peer abuse toolkit alongside above guidance includes a sample policy:

<https://www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%202014.pdf>

<https://tootoot.co.uk/>



# Protective Factors

- ✓ Knowledge of healthy relationships
- ✓ Strong self-esteem
- ✓ Awareness about consent

“A person consents if he/she agrees by choice and has the freedom and capacity to make that choice”

Section 74 Sexual Offences Act:2003

# Understanding consent



<https://www.youtube.com/watch?v=pZwvrXVavnQ>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/781150/Draft\\_guidance\\_Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RS\\_E\\_and\\_Health\\_Education2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RS_E_and_Health_Education2.pdf)



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# Radicalisation and Extremism

<https://www.youtube.com/watch?v=5wS9Ne0a5MM>



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# **Schools and other organisations have a duty to Prevent people from being drawn into terrorism.**

Key duties:

- Identify local risks
- Identify at risk students
- Work in partnership with other agencies
- Keep children safe online, where much of the radicalisation takes place



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# CEOP report abuse

# Child Exploitation Online Protection



**In what ways can a child's needs be neglected?**



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# **In what ways can a child's needs be neglected?**

- Physical
- Medical
- Educational
- Lack of supervision / guidance
- Emotional

# Neglect



<https://www.youtube.com/watch?v=0X8gsyk0Dv8>



# Definition of Neglect

Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

May occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

# The relationship between poverty, child abuse and neglect?

**CAUTION:** Don't confuse correlation with causation

The most widely given explanations for the relationship and the prevalence of abuse and neglect suggest either:

- A direct effect – through material hardship or lack of money to buy in support
- An indirect effect – through parental stress and neighbourhood conditions

<https://www.jrf.org.uk/report/relationship-between-poverty-child-abuse-and-neglect-evidence-review>

*Bywaters et al, 2016*



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# **Parental Histories and the Cycle of Abuse**

A parent's childhood history plays a large part in how he or she may behave as a parent.

Individuals with poor parental role models or those who did not have their own needs met may find it very difficult to meet the needs of their children.

# Key Legislation and Guidance

- Working Together 2018

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

- Keeping Safe in Education 2018

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

- London Procedures 2015/6 revision, 5<sup>th</sup> Edition

<http://www.londoncp.co.uk/>

- What To Do If You're Worried A Child 2018 (Redbridge LSCB)

<http://www.redbridgelscb.org.uk/wp-content/uploads/2016/04/Redbridge-LSCB-Multi-Agency-Thresholds-Document-June-2016-Final.pdf>

# Children Act 2004

- Creates the post of Children's Commissioner for England
- Places a duty on local authorities to appoint a director of children's services and an elected lead member for children's services, who is ultimately accountable for the delivery of services.
- Updates the legislation on physical punishment ([section 58](#)) by limiting the use of the defence of reasonable punishment

# Child In Need

## Children Act 1989 (Section 17)

Children are defined as being “in need” when their vulnerability is such that :

- They are unlikely to achieve or maintain, a satisfactory level of health or development without the provision of services by a local authority
- Their health or development will be significantly impaired without the provision of such services
- They are disabled – children automatically defined as Children In Need (CIN)

# **At Risk of Significant Harm Children Act 1989 (Section 47)**

**The Local Authority has a duty to make enquiries when they have** reasonable cause to suspect that a child who lives, or is found, in their area is suffering or likely to suffer significant harm **to enable them to decide whether they should take action to safeguard or promote the child's welfare**

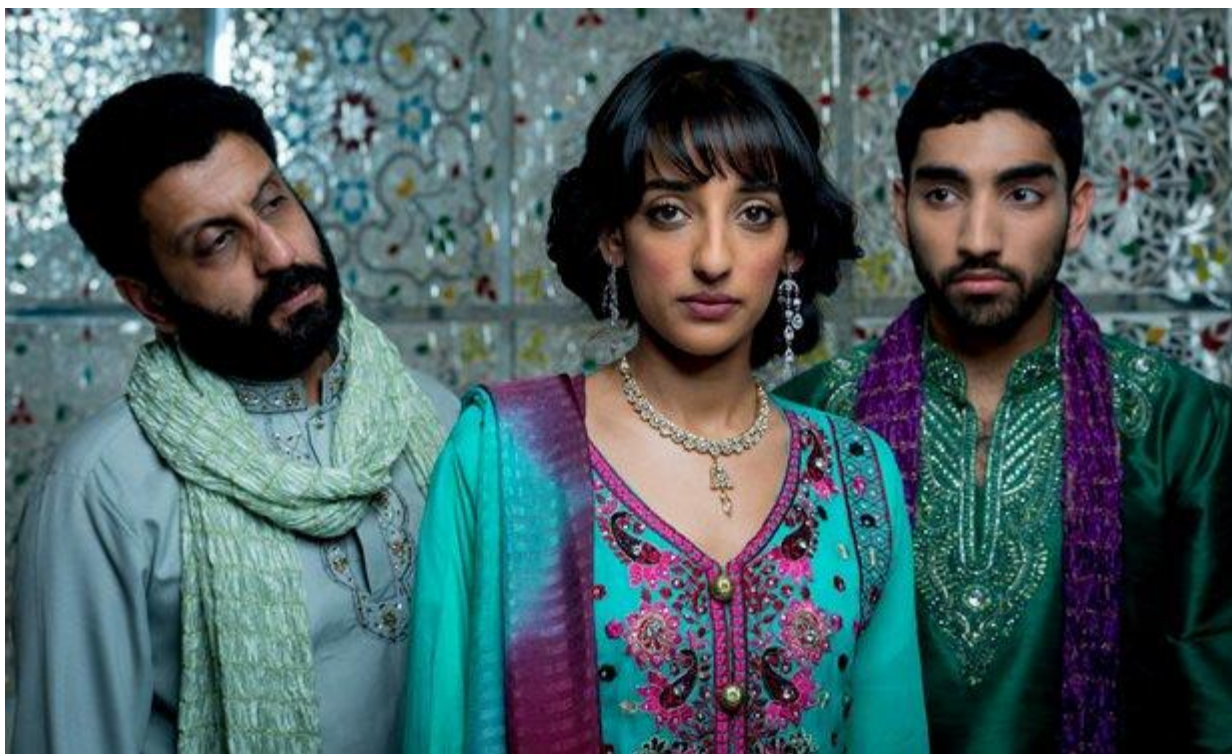
# Culture and faith

Where there are child protection concerns, some parents claim that their parenting practices are part of their cultural or religious beliefs.

Parents may refuse to cooperate with services on cultural or religious grounds. They may accuse professionals of discriminating against them in an attempt to prevent intervention."



# Murdered by my father



<http://www.bbc.co.uk/iplayer/episode/p03nnns9/murdered-by-my-father>



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# **Belief in spirit possession**

In extreme cases children who are seen as “disobedient” or “different” are believed to be possessed by a spirit controlling their behaviour. The children can be physically and emotionally abused in an effort to exorcise the spirit.

*Culture and faith: Learning from case reviews, NSPCC (2014)*

<https://www.nspcc.org.uk/preventing-abuse/child-protection-system/case-reviews/learning/culture-faith/>

# Why is the child's 'voice' important?

- Children feel listened to and cared about – their self-esteem is supported.
- When children are involved, plans are more successful in terms of improving outcomes.
- We can see their experience, from their point of view – they are 'experts by experience'.
- Children can develop their own story about what is happening in their life there and then – which is also important for later life

*[UN Convention on the Rights of the Child \(UNRC\)](#) – Article 12 (respect for the views of the child) and Article 13 (freedom of expression)*

*Legislation i.e. [Children Act, 1989](#); [Care Planning, Placement and Case Review Regulations, 2015](#)*



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# If a Child Tells....

## **Do:**

Listen carefully

Take it seriously

Reassure the child that they are right to tell

Explain what will happen next

Record the child's words, the time and date

## **Don't:**

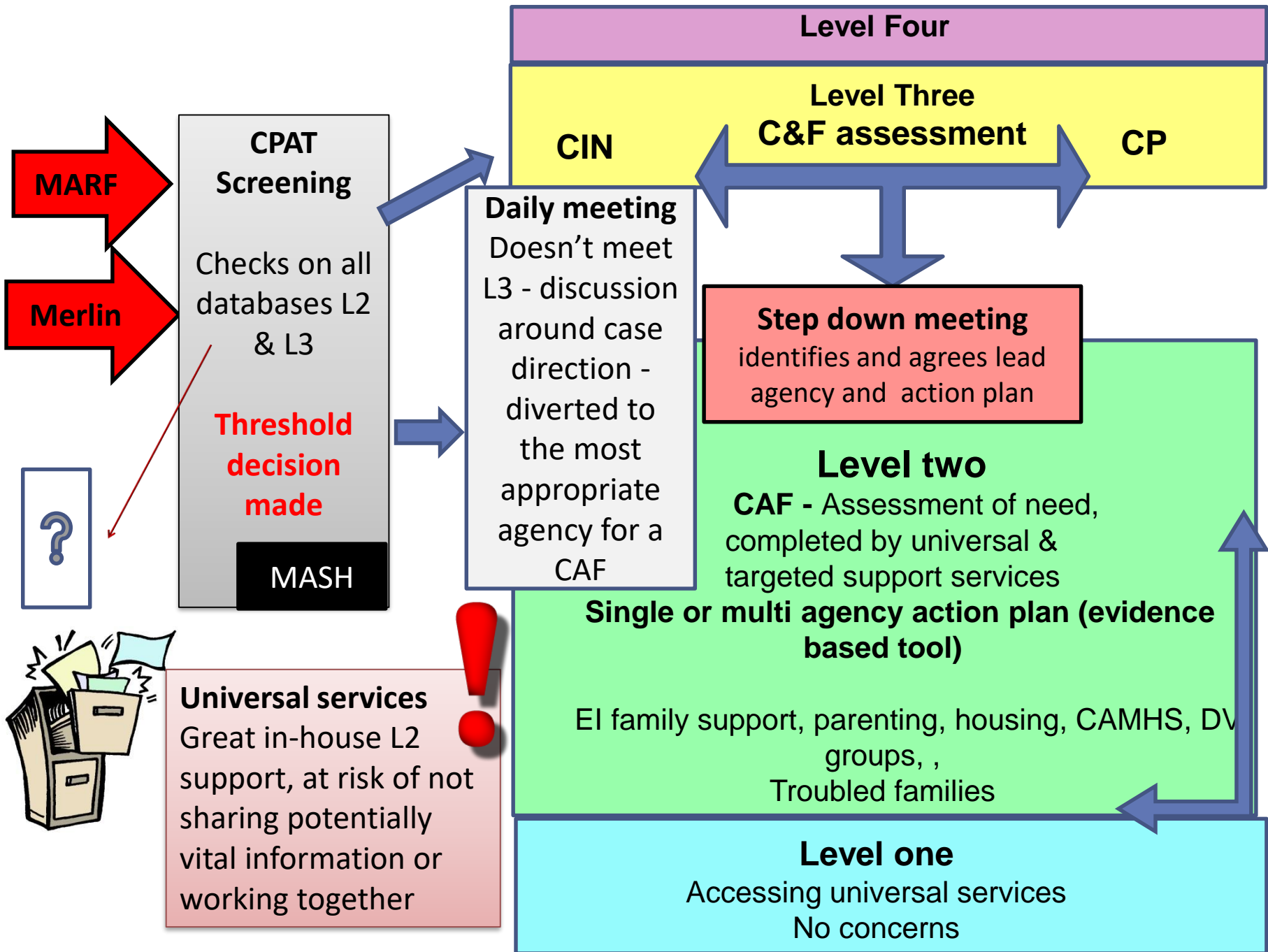
Ask leading questions

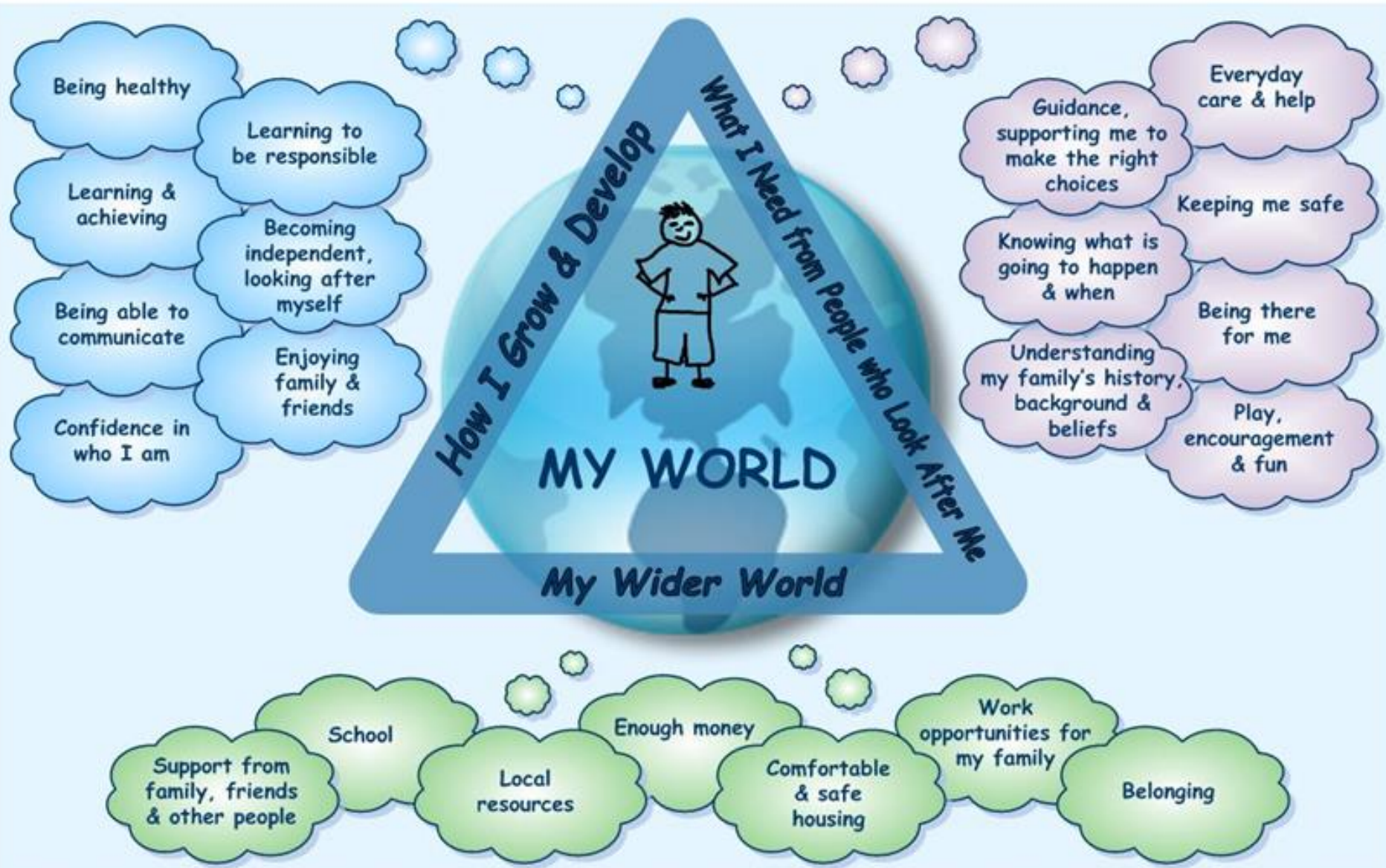
Make promises you cannot keep

Jump to conclusions

Speculate or accuse anybody

# Thresholds and referral





The whole child or young person: Physical, Social, Educational, Emotional, Spiritual & Psychological development

# Training Transfer

Feedback to your manager and teams

Distribute [LSCB Thresholds document](#)

Understanding Mash: [Shadow opportunities](#) available

CPPD: CAF workshops and other LSCB Training Programme opportunities

<http://www.redbridgelscb.org.uk/>