

# Safeguarding the Welfare of Children

The aim of the training session is to give all members of staff who come into contact with children / young people the opportunity to familiarise themselves with their role and responsibility in Safeguarding

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# Session Format

*Suggested agenda  
(flexible)*

Welcome and Introduction

Putting Safeguarding into context

Recognition of Vulnerability

Your Role and Responsibility as a  
member of Staff

Finish

## USEFUL TELEPHONE NUMBERS

<u>Sunderland Area</u>		
<b>Children's Services Social Care:</b>		
<u>Cassaton House</u> (Initial Response Team)	-	566 1500
FAX	-	5663107/5661501
3 Locality Teams		
Independent Review Officer	-	5661603
Designated Manager for Child Protection Plans	-	566 1612
<u>Lambton Office</u> (Looked after Team)	-	5663200
2 Locality Teams		
Services for Disabled Childrens Team	-	5662190
Emergency Duty Team (Out of Hours Service)	-	5289110
Child and Adults Mental Health Team	-	5227739
<b>Kaleidoscope</b> (NSPCC and Barnardos joint project)	-	516 4600
<b>KITE</b> (NCH Sexual Abuse Project)	-	567 4801
<b>Public Protection Unit</b>		
<b>(D.V. Child Abuse and Sex Offences)</b>	-	454 7555 Ext 66263
<b>Sunderland Centre for Counselling Services</b> (specialising in grief and loss)	-	5535206
<b>Victim Support</b>	-	567 2896
<b>Wearside Women in Need</b>	-	416 3550
<b>Sharon Kane (Domestic Violence Co-ordinator)</b>	-	5611716

<u>Education</u>		
<b>Pam Gartland (Education Safeguarding Manager)</b>	-	5612252/2250/2207
<b>Anne Murton (Education Safeguarding Officer)</b>	-	5612253/2250/2207
<b>John Britton</b> (Advisory Consultant for PHSE and Citizenship)	-	5535649
<b>Rick Stifter (Re-integration Officer for Teenage Pregnancy)</b>	-	5535674

<u>Free Call Lines:</u>		
<b>Childline</b>	-	0800 1111
<b>NSPCC Helpline</b>	-	0800 800 500
<b>Samaritans</b>	-	0345 90 90 90
<b>Talk Adoption</b> (helpline for young people concerning adoption) (open Tues, Wed, Thurs 6-9pm)	-	0800 783 1234

## USEFUL NUMBERS CONT'D

### Newcastle area:

<b>Rape Crisis</b>	-	0191 232 9858
<b>Incest Crisis Line</b>	-	0191 261 5317
<b>REACH</b> (adults who are abused in adulthood)	-	0191 226 1528
<b>Barnardos, The Orchard Project</b>	-	0191 281 5024
<b>Newcastle Nuffield Hospital, Lindisfarne Suite</b> (Private treatment centre for stress, anxiety, depression, alcohol problems)	-	0191 281 4606

### National Numbers:

<b>Cruse</b> (special helpline for children/young people)	-	0181 940 3131
<b>Organisation for Parents under Stress</b>	-	0602 819423
<b>Parents Anonymous</b>	-	0171 263 8918

## The session is informed by the following:

- The Children Act (1989)
- Children Act (2004) section 10/11 - Statutory Guidance on making Safeguarding Arrangements
- Lord Laming Inquiry into the death of Victoria Climbié
- Education act 2002 - section 175
- Safeguarding Children and safer Recruitment in Education DfES 1s Jan 2007  
[www.doh.gov.uk/safeguarding/index.html](http://www.doh.gov.uk/safeguarding/index.html)
- Sunderland City Council Procedures for dealing with allegations/complaints of abuse against staff
- Working together to Safeguard Children (DOH) (2006)  
[www.doh.gov.uk](http://www.doh.gov.uk)
- Sunderland Safeguarding Children Board Procedures 1<sup>st</sup> March 2007(updated April 2008)  
[www.sunderlandchildrenstrust.org.uk/profs-safeguardboard-procedures.asp](http://www.sunderlandchildrenstrust.org.uk/profs-safeguardboard-procedures.asp)
- Framework for the assessment of children and families (DOH) [www.open.gov.uk/doh/quality.htm](http://www.open.gov.uk/doh/quality.htm)
- Data Protection Act
- Freedom of Information Act

### **Making Judgements Handout**

1	An 11-year-old child regularly returns home from school with her 8-year-old brother to an empty house. Their single parent father does not get back from work until 6.30pm.	Harm	No Harm
2	A 12-year-old boy has a mark on his face. He tells you that he has been slapped by his mother, but he doesn't want you to tell anyone.	Harm	No Harm
3	You often hear your neighbours fighting late into the night. They shout a lot and you have heard the woman crying. They have a baby. When you have seen the baby she looks well and is always clean and nicely dressed.	Harm	No Harm
4	A 6-year-old boy always comes to school late and never has the proper uniform. He looks scruffy and his hair is generally greasy and unwashed. You notice that the other children make fun of him.	Harm	No Harm
5	A 10-year-old wheelchair user spends the evenings looking out of the window or watching TV on her own because she cannot get around without help. She has two younger sisters, aged 6 and 3, who are full of energy and take up a lot of their mother's attention.	Harm	No Harm
6	A 14-year-old girl goes out to nightclub on most Friday nights, and comes home in the early hours so drunk that she can barely walk. She appears to have a boyfriend who is much older, drives a car, and often stays over at the girls' home.	Harm	No Harm
7	A child aged 6 has a TV in his bedroom and is allowed to watch whatever he wants. He tells you that he has watched a particularly nasty horror film that was on TV at 10.00pm the previous night.	Harm	No Harm
8	A 9-year-old child arrives late for school on a morning. His parent always has an explanation but your concern is that the parent always smells of alcohol.	Harm	No Harm

# Significant Harm

Harm is defined in the Children Act 1989 Section 31 (9) as :

- Ill-treatment (including sexual abuse and physical abuse)
- Impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child

*Note: Harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002)*

**Significance** could exist in the seriousness of the harm or the implication of it. This will be a finding of facts for court. The court will have to establish which standard of health and development would be reasonable to expect for a child with similar attributes. Assess the shortfall against that standard and decide whether the difference represents significant harm.

*Children Act Guidance and Regulations, Vol 1*

# Significant Harm

- Anyone working with children has a duty :
  1. To promote their welfare **and**
  2. Take steps to ensure their safety
- When looking at whether children are safe the term **"Significant Harm"** is used

## What Constitutes "Significant Harm"?

Consideration of the severity of ill-treatment may include

- The degree and the extent of physical harm
  - The duration and frequency of abuse and neglect
  - The extent of premeditation, and
  - The presence or degree of threat, coercion, sadism and bizarre or unusual elements.
- What constitutes significant harm
    - Sometimes a single traumatic event e.g. a violent assault, suffocation or poisoning
    - More often a compilation of significant events both acute and longstanding

## **Definitions: -**

### **4.4.5 Physical Abuse:**

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.

*Working Together to Safeguard Children (2006)*

### **4.4.6 Neglect:**

Neglect is the 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. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical harm and emotional harm or danger, or the failure to ensure adequate supervision including the use of inadequate care-takers or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

*Working Together to Safeguard Children (2006)*

### **4.4.7 Sexual Abuse:**

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

*Working Together to Safeguard Children (2006)*

### **4.4.8 Emotional Abuse:**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to the child they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

*Working Together to Safeguard Children (2006)*

# Additional Guidance

- Domestic Violence
- Drug and Alcohol Misuse
- Abuse By Children and Young People (Anti-Bullying)
- Self-Harm
- Pregnancy under the Age Of Consent and Expectant Mothers under the Age Of 18
- Forced Marriages
- Abuse of Trust
- Sexual Activities between young people below the age of consent
- Female Genital Mutilation (FGM)
- Children Abused Through Prostitution
- Child Pornography and the Internet
- Allegations of Suspicions of Abuse Perpertrated by any Professional Engaged in the Provision of Services to Children
- Sunderland Safeguarding Children Board Proecedures *9.2 Education Guidelines*
- Private Fostering
- Child Death Review Panel April 08

# Should I be Worried?

## Identification of Need

Try to sort out in your mind why are you worried, based on:

- what you have seen
- what you have heard from others
- what has been said to you directly

Try to be as clear as you about why you are worried but do not be afraid to listen to your instinct that something just does not seem to be right.

## Barriers to Sharing Worries

- Feeling there is no one to talk to (who will listen and can be trusted)
- Fear of not being listened to, understood, taken seriously or being believed
- A belief in self reliance
- A sense of futility about sharing problems and a belief that nothing will change
- Embarrassment
- Not wanting to burden others
- Fear of getting oneself or someone else into trouble
- Adults trivialising or over reacting and making matters worse
- Fear of lack of control
- Limited knowledge of formal helping services and what they do
- Stigma of involvement with formal agencies
- Fear you may be wrong
- Doubts about the child's truthfulness
- Anger and distress
- Child's attempts to bind you to secrecy
- Uncertainty of procedures and consequences
- Unresolved feelings
- There may be other reasons for the child's behaviour
- Not wanting to interfere in family life

# RESPONDING TO DISCLOSURE

1. Listen carefully to what the child is saying
2. Take seriously what the child is saying
3. Do not tell the child it is not their fault
4. Do not panic
5. Do not immediately rush off to find someone else to listen
6. Do not make judgements or say anything about the alleged abuser
7. Do not ask detailed questions or press the child for more information
8. Do not promise to keep secrets
9. Keep child informed of any action you are preparing to take where appropriate
10. Make sure the child is safe i.e. supported

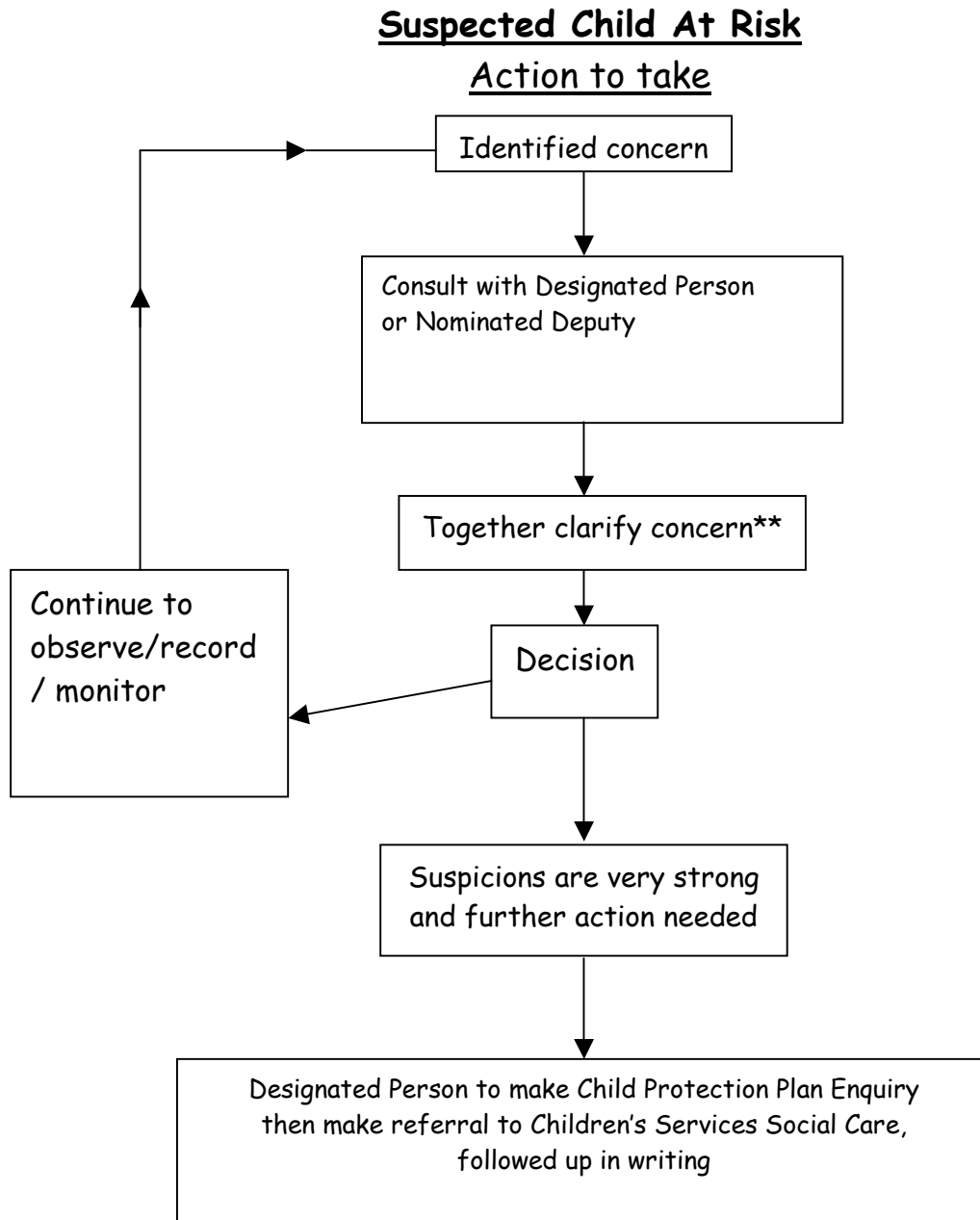
***Tell your Designated Person as soon as possible***

# IMPORTANT POINTS TO REMEMBER

- Try not to display any sign of shock or disapproval when the child is making a disclosure
- The child may not regard the experience as either bad or painful, they may not feel guilty or angry
- Be aware of your own feelings which may be different from those of the child
- Take care of yourself by making sure that you have an opportunity to discuss your feelings with someone at a later stage
- Do not destroy any evidence as it may be useful in a court of law
- Initial disclosure, even if retracted, still must be referred

# Referrals

Channels of communication should be quick and clear:



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# Flowchart of SSCB Procedures

