

# WORKING TOGETHER TO SAFEGUARD CHILDREN 2010

## CHANGES AND ADDITIONS



# Working Together 2010

Effective 1 April 2010

- Sets out how organisations and individuals should work together
- **All staff** should understand their responsibilities and duties as set out in legislation, regulations and guidance
- Laming “The Protection of Children in England

# Key Principles

- Child focused practice
- Know children as individuals
- Understand how it feels to them
- Prioritise direct communication with children
- Give children honest and accurate information
- Ensure children have access to independent advice and support

# CHANGES TO DEFINITIONS OF ABUSE

## **Emotional abuse:**

The following has been added:

“it may include not giving the child opportunities to express their views, deliberately silencing them or “making fun” of what they say or how they communicate”

Cyber-bullying is also included

**Chapter 1**

# CHANGES TO DEFINITIONS OF ABUSE cont'd.

## **Sexual abuse:**

The following has been added

“not necessarily involving a high level of violence”

“assault by penetration”

“masturbation, kissing, rubbing and touching outside of clothing”

“grooming a child in preparation for abuse (including via the internet)”

Women and children can also commit acts of sexual abuse

**Chapter 1**

# Further Additions

- In all settings where children live away from home their safety and welfare should be an essential part of practice and decisions
- Churches, other places of worship and other faith organisations should report all allegations against all people who work with children to the Local Authority Designated Officer (LADO)

# Other Changes

- Vetting and Barring comes into operation 26 July 2010; compulsory for new entrants to the workforce from November 2010
- Lead Social Worker has replaced Key Worker
- A private and third sector has replaced the voluntary sector
- Children at risk of sexual exploitation has replaced prostitution
- Individuals who pose a risk to children has replaced Schedule One offender

# Chapter 2

- The roles, responsibilities and duties of all who work directly with and whose work affects children and young people, including children excluded from school etc.
- Section 11 Children Act 2004, section 175 Education Act 2002 and section 55 of the Borders, Citizenship and Immigration Act 2009
- Prisoners identified as a risk of harm to children will have no contact unless a favourable risk assessment has been undertaken by Police, Probation, Prison and CSC
- Youth Offending Teams now have dual responsibilities for safeguarding and public protection

# Chapter 3

## LSCB's - Key changes

- Produce and publish an annual report on the effectiveness of safeguarding
- Two lay representatives
- Schools representatives
- Clarity over complementary roles of the LSCB and Children's Trust Board
- Chair of LSCB should be Independent of ALL local agencies

# Chapter 4

## Training, Development and Supervision

- Employers responsible for ensuring staff are “competent and confident”
- Employers responsible to ensure all staff including administrative staff can attend local courses in safeguarding or ensure such training is provided within the team
- Levels of training are now 1 to 8
- GPs (as employers) should ensure practice nurses, practice managers, receptionists and any other staff have the same opportunities

# Training Values

- The child at the centre
- Importance of understanding the child's daily life experiences
- Ascertaining their wishes and feelings
- Listening to the child
- Never losing sight of their needs
- Work collaboratively
- Respect diversity
- Promote equality
- Encourage the participation of children and families in the safeguarding processes

# Supervision

## Focus

- Good quality regular supervision from appropriately trained staff with up to date knowledge of legislation, policy and research relevant to safeguarding
- Allow reflection
- Be educative and supportive
- Allow exploration of feelings
- Effective supervision is important in promoting good standards of practice

# Chapter 5

## Managing Individual Cases

### **Additions:**

- Using information about family history and functioning to inform decision making
- Analysing inter relationships between strengths and vulnerabilities
- Considering the child's own assessment of their safety and welfare
- Assessing the likelihood and capacity for change and accurate recording of actions

# Chapter 5 cont'd.

- Clarification of the relationship between the common assessment, referral to Children's Social Care and an initial assessment
- Referrer should be able to discuss concerns with a qualified Social Worker
- Timescale for completion of an initial assessment extended from 7 to 10 days **however** the Local Authority are expected to report progress against 7 days until 1 April 2011

# Chapter 5 cont'd.

- **Initial and Core Assessments only** completed once the assessment has been discussed with child and family and has been authorised by Team Manager
- **Strategy Meetings** dates set out when child was seen alone / if not why not?

Consider involving professionals from adult services if there are issues of domestic violence, substance misuse or mental illness

# Chapter 5 cont'd.

- **Initial Child Protection Conference** must consider **ALL** evidence, take into account what is happening now together with information about family history and functioning and then make a judgement
- **Attendance** all invitees should attend, at the very least send a written report and where possible a well briefed agency representative

# Chapter 5 cont'd.

## **Information for Conference**

- Family history/current/past functioning and effect on capacity to meet child's needs
- Analysis using Assessment Framework
- The Local Authority's recommendation

## **Role of Lead Social Worker**

- Develop a therapeutic relationship; see the child every 6 weeks; ensure the outline child protection plan is developed into a detailed interagency plan

# Chapter 6

## Supplementary Guidance

**Summarises supplementary guidance and includes new and updated material in respect of**

- Children affected by gang activity
- The increased vulnerability of disabled children
- Child abuse linked to belief in “Spirit Possession”
- Child victims of trafficking

# Chapter 7

## Child Death Review Process

- Revision to definitions of preventable child deaths and unexpected deaths
- Clarity on the roles of Coroners and Registrars on how to respond to the deaths of children with life limiting illnesses
- An additional section on clarity about the level of involvement family members should have and the type of support needed

# Chapter 8

## Serious Case Reviews

- SCR to be carried out when child dies in custody either Police custody, on remand, following sentencing or where detained under the Mental Health Act 2005
- Prime purpose to learn lessons, both individual agency/inter agency/LSCB
- Timescale extended from 4 to 6 months
- Strengthen requirements in relation to Executive Summaries
- From the 10 June 2010 overview reports will be published in full

# Chapter 9

## Lessons from Research

The Chapter summarises the impact on children's health and developmental progress and sets out some of the key messages. It highlights stressful situations for families **including areas with a lot of crime, poor housing and high unemployment**

Expanded sections on domestic violence, parental mental ill health, parental problem drug and alcohol use and a new section on parental learning disability

# Chapter 10

## Principles on working with children and families – New Sections

- Children in “families at risk” having very poor outcomes; the need to intervene early if there are risk factors
- “Think Family” practice; effectiveness of parenting and family interventions; working with fathers and family intervention projects
- Family nurse partnerships – intervening with vulnerable young people and their babies

# Chapter 11

## Particularly Vulnerable Children & Young People - new sections

- Children in the youth justice system
- Violent extremism
- Children who go missing from education
- Children with families whose whereabouts are unknown
- Good planning for children in custody
- Revision on abuse by children and young people meeting needs and managing risks
- More detail on the impact of bullying

# Chapter 12

## Individuals who pose a risk of harm

- Guidance and information about available mechanisms including collaborative working; multi agency public protection arrangements
- Home Office guidance explains how people that present a potential risk should be identified and practitioners should use the new list of offences as a “trigger” to further assessments

# Chapter 12 cont'd

**Other processes for working with and monitoring people who may present a risk to children:**

- Vetting and Barring Scheme and the Independent Safeguarding Authority
- People placed on the Sex Offender List are served with a notification ensuring the Police are informed of their whereabouts in the community

# FINALLY

## **The government intend to**

- Produce an easily navigable web based version with hyperlinks to relevant supporting guidance
- Produce a short practitioner guide
- Work with stakeholders to identify how Working Together can be presented more effectively
- Tri-x has produced a web based version at <http://www.proceduresonline.com/workingtogether>

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