

Developing Together



Introduction to Safeguarding Children

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By working through this booklet you will learn -

- How to recognise and respond to concerns about a child;
- How to appreciate your own role and that of others;
- How to communicate and act appropriately within national/local guidance to safeguard children;
- How to act on concerns you may have about children;
- A basic awareness of legislation and guidance underpinning Child Protection processes;
- What to do if they have concerns about a child;
- What will happen once concerns have been referred.

Take your time to work through the booklet, answer the questions by referring to the information on the surrounding pages.

When you have finished, complete the question and answer section at the end of the booklet and hand it to your manager. Your manager will then discuss your answers with you, and will inform corporate learning and development that you have completed your training.

Welcome to the 'Safeguarding children' work booklet.

Ensuring that children are safe is of very high priority to the Council.

Safeguarding children is the responsibility of any member of staff who through their role may come in contact with children, young people and their families, consequently they are required to understand what abuse and neglect is and what to do if they are worried about a child.

“Everybody who works or has contact with children, parents and other adults in contact with children should be able to recognise and know how to act upon evidence that a child’s health or development is or may be being impaired. Especially when they are suffering, or likely to suffer significant harm.”

(Government publication - Working together to safeguard children 2010)

As you work through this booklet, you will become more familiar with common words and terms used in safeguarding and you will become more aware of your responsibilities.

SAFEGUARDING CHILDREN

In order to understand how to keep children safe, it is important to understand some of the terms that we will be using in this booklet.

First of all, write down your thoughts in the boxes below –

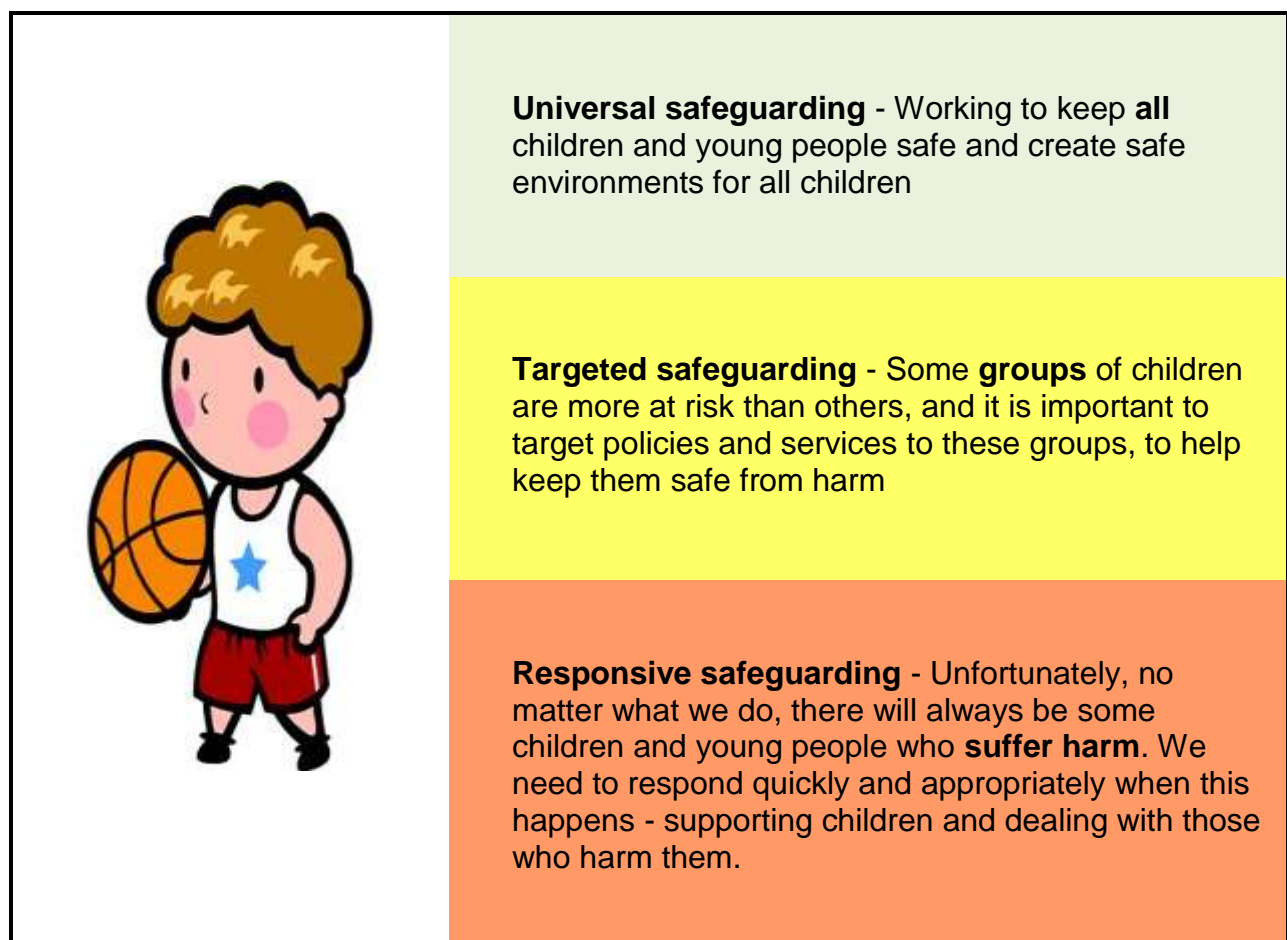
What do you think safeguarding children means?

You may have put some of the following comments –

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from bad treatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- And that they enter adulthood successfully.

Safeguarding covers a wide array of levels as shown here –



As part of safeguarding, you also need to consider the phrase '**child protection**'

What do you think child protection means?

Child protection can be defined as:

“Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering or likely to suffer **significant harm.**”

As you can see from these definitions, safeguarding children has a broad remit.

SIGNIFICANT HARM

In the definition of child protection above, we used the words 'significant harm'. There is a lot of legislation around the protection of children, and one of these laws 'the children act 1989' defines significant harms as:

- **HARM** – Ill treatment or impairment of health or development where Health means or Mental or Physical health and Development means Social, Emotional, Physical, Behavioural
- **SIGNIFICANT** – means that it is considerable and noteworthy, i.e. that it is likely to have serious or lasting effects

This could also include the impairment of a child's development as a result of witnessing the ill treatment of another person, for example in circumstances of domestic violence.

CHILD DEVELOPMENT

Understanding child development is important in order to gain an awareness of what the usual parameters of a child's growth and the potential impact that maltreatment can have upon a child.

Each child is an individual in a relationship to parents, wider family, school, friends, neighbourhood, social and culture. Development will depend on relationships between the individual's temperament, genetic endowment and all of those elements.

Research into the needs of children suggests that all children need the following for healthy development –

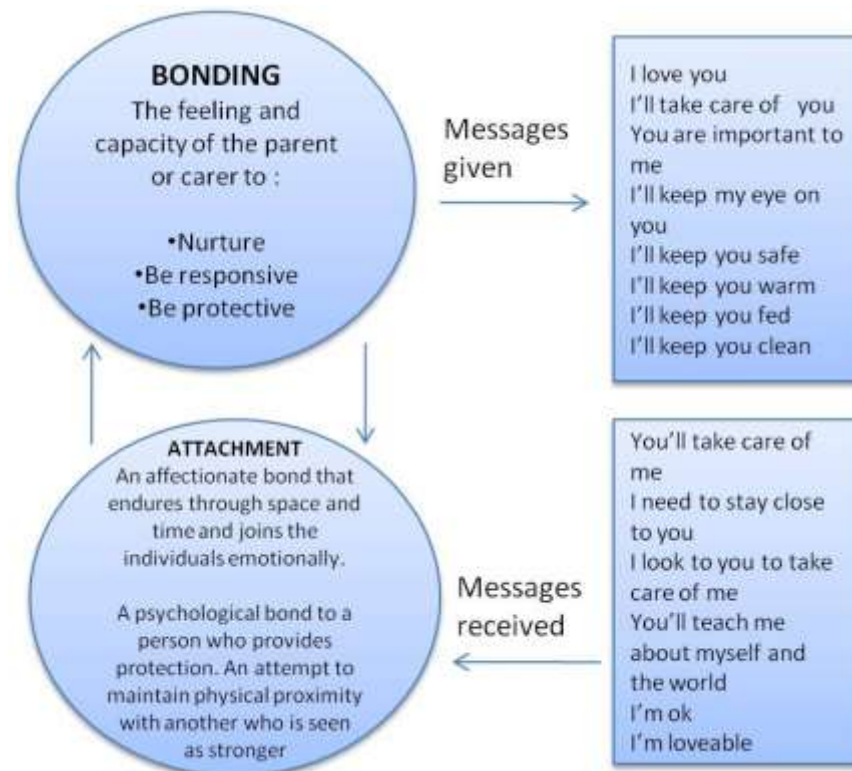
- **Basic care**
- **Ensuring safety**
- **Emotional warmth**
- **Stimulation**
- **Guidance and boundaries**
- **Stability**

There are two universal factors about child development:

- As children grow and assuming they have been given appropriate parenting and support from others, their competencies and confidence in different areas of development will change
- For all children development will be sequential, all children will gain competence in certain developmental tasks in the same order but not necessarily at the same time

What this tells us is that children need support and guidance to assist their development and that we need to recognise that although children follow a developmental path, each child is an individual with their own potential.

You can see in the next diagram, the relationship between attachment and bonding and what a child learns as a result of the messages they receive:



The outcome of a secure attachment as shown in the diagram on a child is that they learn to trust adults, they can explore the world around them and know that their caregivers will keep them safe when they need it. The early attachments children make are important because they can set the template for their future relationships. A secure attachment helps children to:

- Develop self esteem
- Attain their intellectual potential
- Develop a conscience
- Become self reliant
- Cope with stress and frustration
- Cope with worries and fear
- Experience the world as relatively safe and predictable
- Feel secure

Traumatic event such as abuse or separation can impact upon a child's development , research informs us that children can recover from abuse or other negative experiences and the support they receive is essential to this as well as the seriousness of the harm they suffered and the duration it went on for.

The table below is based on the work of Erikson and Fahlberg and summarises the stages in child development:

Age in years	Emotional development	Physical development, understanding and language development
0-1.5	Sense of trust Trust in others	Discriminates among various stages of discomfort (hungry wet, tired) Picks up objects, sits, crawls, stands. Walks Vocalisation: coos, laughs, squeals, imitates speech, understands commands
1.5-3	Sense of autonomy Trust in self	Jumps, runs, climbs Learns to dress with help Toilet training Solitary or parallel play Vocabulary grows immensely Asks and answers questions
3-6	Sense of initiative Right and wrong	Proficiency in self care Magical thinking Begins co-operative play Physically aggressive

		<p>Increased motor skills</p> <p>Increased vocabulary (2000 words by age 5)</p>
6-10	<p>Sense of industry</p> <p>Conscience development</p>	<p>Substantially increased motor skills</p> <p>Learns to read, write, basic maths</p> <p>Screens out distractions</p> <p>Friendships with peers</p> <p>Issues of fairness</p>
10-18	<p>Sense of identity</p> <p>Finds their place in the world</p>	<p>Physical growth</p> <p>Sexual development</p> <p>Emotional changes</p> <p>Increased skills</p> <p>Identity with peers</p> <p>Emancipation</p>

The topics discussed on the next few pages are sensitive, but they are necessary to ensure you receive a full understanding of the topic and are not meant to purposely offend.

RECOGNISING THE SIGNS OF ABUSE AND NEGLECT

Before we start to work through this section, it is important to note, and remember that –

- 1) Child abuse is never the child's fault**
- 2) Child abuse can go unnoticed**

We are going to look at the different categories of child abuse and neglect. These are physical abuse, sexual abuse, neglect and emotional abuse.

Physical abuse

What do you think the definition for physical abuse would be and what would it involve?

You may have put comments similar to –

- hurting, injuring (hitting, shaking, biting, burning)
- Alcohol/drugs/poison
- Suffocation/drowning or otherwise causing physical harm to a child
- Inappropriate use or lack of medication
- Parents/carers fabricating symptoms or
- Parent or caregiver deliberately inducing illness in a child

Childhood involves children and young people living active lifestyles and they can often end up with scratches and bruises from accidental injuries.

Have a look at this diagram and draws arrows on it where you feel a child could suffer and 'accidental injury' -



Some areas you may have highlighted could be -

- Forehead
- Nose
- Chin
- Spine
- Elbows
- Knees
- Shins
- Forearm
- Hips

Now, remembering the definition of physical abuse, **look at the picture below and again, draw arrows to the areas of the body that you feel would indicate a NON accidental injury** i.e. one that would lead you to feel it may be abuse –



This one is a bit more in depth, the areas you should have highlighted are –

Skull	fracture, bruising (doctors may notice bleeding under the skull, this could be caused by shaking)
Mouth	torn frenulum (this is a small fold of tissue that secures the tongue to the base of the mouth)
Shoulders	bruising, grasp marks
Chest	bruising, grasp marks
Back, buttocks, thighs	linear bruising, outline of belt buckles, scalds or burns
Eyes	bruising, black eyes (especially both)
Cheek/side of face	bruising, finger marks
Neck	bruising, grasp marks
Upper and inner arms	bruising, grasp marks
Genitals	bruising
Knees	grasp marks

Sexual abuse

What do you think the definition for sexual abuse would be and what would it involve?

You may have put comments similar to this definition –

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

The activities may involve physical contact, including penetrative or non-penetrative acts.

They may also include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways. “

Examples of what this might be are –

<ul style="list-style-type: none">● Incest - sexual intercourse between two blood relatives	<ul style="list-style-type: none">● Sadism- sexual gratification from inflicting pain or emotional harm, humiliation
<ul style="list-style-type: none">● Paedophilia - psychiatric disorder characterised by sexual interest in prepubescent children	<ul style="list-style-type: none">● Pornography – sexually explicit pictures, writing or other materials
<ul style="list-style-type: none">● Exhibitionism – flashing, exposure of private parts	<ul style="list-style-type: none">● Prostitution – soliciting, accepting money for sex acts.
<ul style="list-style-type: none">● Molestation – crime involving a range of sexual activities between an adult and a child	<ul style="list-style-type: none">● Voyeurism – spying on people engaged in intimate behaviours, undressing, sexual activity.
<ul style="list-style-type: none">● Sexual intercourse - physical contact between two individuals involving stimulation of the genital organs of at least one.	<ul style="list-style-type: none">● Frottage – rubbing one’s pelvis, penis against a non consenting person for sexual gratification.
<ul style="list-style-type: none">● Rape – an assault by a person involving sexual intercourse without the other person’s consent.	<ul style="list-style-type: none">● Fetishism – sexual arousal a person receives from a physical object

Emotional abuse

Emotional abuse this is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It can take numerous forms –

- **Conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person.**
- **Causing children to frequently feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied.**
- **The exploitation or corruption of children**
- **Putting age or developmentally inappropriate expectations onto a child**
- **Overprotection and limitation of exploration and learning**
- **Preventing the child participating in normal social interaction.**
- **Shouted at / taunted**
- **Racial abuse**
- **Constant negative criticism**

Neglect

What do you think the definition for neglect would be and what would it involve?

Neglect can be defined as –

“The persistent failing to meet a child’s basic physical and psychological needs, likely to result in the serious impairment of the child’s health or development.”

Here are some examples of neglectful behaviour by parents, if it is persistent -

- Misuse drugs/alcohol during pregnancy
- Fail to meet basic needs
- Leave alone / unsupervised
- Abandonment / exclusion from home
- Deny love / affection/attention
- Risk of injury / exposure to cold
- Fail to ensure medical care / treatment
- Unresponsive to child’s emotional needs

Other neglectful behaviors might be -

- Leaving children unsupervised or in the care of inappropriate others
- Failure to protect from exposure to harm or danger
- Failure to provide adequate home conditions
 - lack of food, warmth, care routines, dirty clothes, bedding
 - lack of essential amenities - gas, electricity, water
- Failure to attend a child’s physical/medical needs
 - untreated conditions, lack of immunisations, poor dental/optical care, nappy rash
- Failure to attend to child’s developmental needs
 - non-school attendance, lack of stimulation/peer group socialisation

Recognising and reporting abuse

Just have a go at the following questions, just to see how much knowledge you currently have of the process..

What signs might lead you to think that a child may be at risk of abuse or neglect?

And...

What do you think you should do, if a child tells you something that causes you concern?

So, we asked you

“What signs might lead you to think that a child may be at risk of abuse or neglect?”

The answers you should have written down are something like these –

- **Information actually given to you by the child**
- **Unexplained bruising or injury which causes suspicion**
- **The child’s behaviour is concerning**
- **A change that occurs over a long period of time (such as losing weight or looking unkempt)**
- **Something a child or young person has said that causes concern**
- **Frequent accidents or injuries can sometimes indicate neglect**
- **They have contact with someone known to pose a risk to children**
- **The parent’s behaviour before the birth of the child, for example misuse of alcohol.**

We mentioned with the first bullet point, that a child may simply tell you what is happening to them, if this happens there are steps to follow which we will cover in a couple of pages time.

There are also many reasons why a child may not disclose information to you –

- | | |
|---|--|
| <ul style="list-style-type: none">● Direct threats● Fear of punishment● Guilt and shame● Lack of vocabulary● Not appreciating an abusive situation● No one listening | <ul style="list-style-type: none">● Implications of telling? ‘care’ , family break up etc● Abuse considered to be a normal response● Not understanding how children ‘tell’● Lack of trust |
|---|--|

But, if a child does decide to talk to you about what is happening to them, follow these simple guidelines –

ALWAYS	NEVER
Stay calm	Ask leading questions
Listen carefully and accept what is being said to you	Put words into the child's mouth
Reassure the child that he/she is not to blame	Rush into details that may be inappropriate – it's not your job to investigate
Tell the child that you will need to tell someone else	Promise to keep it a secret
Make some notes as soon as possible on what was said to you – record accurately using the exact words that the child did	Take sole responsibility – you must consult someone else in order to protect the child and support yourself
Refer to the correct people (could include your line manager and/or the police)	Delay in reporting
Seek advice about your concerns from your line manager/child protection person	
Remember the safety of the child takes precedence over the needs to maintain confidentiality	
Follow your referral up in writing within 48 hours	

So, who should you contact if you believe a child is at risk of abuse or neglect?

If you believe that a child may be suffering, or may be at risk of suffering, significant harm, then you should always refer his or her concerns to your manager and then the **Duty Suite** at Children's' Social Care or the police.

- **Telephone 01724 296500 (office hours) or 01724 296555 (out of office hours) Duty**

Suite or the police on 0845 60 60 222 or 999 in an emergency

Follow your referral up in writing within 48 hours!

Make sure the information is:

- Clear
- Legible
- Factual
- Relevant

Before you make your referral, make sure that you have all the information you need ready!

- **What have you seen, been told?**
- **Who is the child?**
- **What is the nature of the harm?**
- **What action do you think is necessary to safeguard the child?**
- **Does the child or family know about the referral?**

You might be thinking...."What will they say to me?"

Children's' Social Care will clarify with you:

- **The nature of concerns**
- **How and why they have arisen**
- **And what appear to be the needs of the child and family**
- **Whether there are concerns about significant harm,**
- **What is their foundation, and**
- **Whether the child/ren may need urgent action to make them safe from harm**

This brings us to the end of this work booklet

You now need to complete the attached questionnaire and
return it to your manager.

Name:

Job title:

Workplace:

Date completed:

Give one example of physical abuse	
Give one example of a place on the body where a non-accidental injury may occur	
Give one example of a place on the body where an accidental injury may occur	
Give one example of sexual abuse	
Give one example of emotional abuse	
Give one example of neglectful behaviour	
Give one thing that could make you believe that a child is at risk	
Give one reason why a child may choose not to disclose what is happening to them	

<p>Give one thing that you should ALWAYS do if a child discloses information</p>	
<p>Give one thing that you should NEVER do if a child discloses</p>	
<p>Who should you contact if you believe a child is at risk?</p>	

Delegate signature

Manager signature

Date completed

Cost code

On completion please return this assessment form to the Learning and Development Team –

Charlene Jaques - 01724 296311
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 Scunthorpe