



**Early Years**

**Child Protection  
Presentation**

# Objectives

- Increased understanding of child protection
- Increased understanding of impact of abuse
- Clarity of your role in keeping children and young people safe

# How we practice today....

## Protecting Children and Young People: Framework for Standards 2004

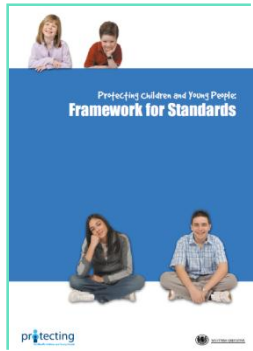
### Children get the help when they need it.

- Professionals take timely and effective action to protect children
- Professionals ensure children are listened to and respected.

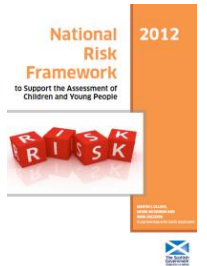
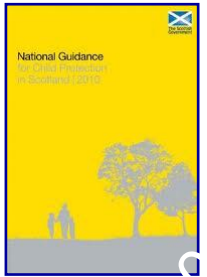
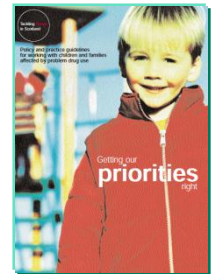
Agencies and professionals share information about children where this is necessary to protect them.

- Agencies and professionals work together to assess needs and risks and develop effective plans.
- Professionals are competent and confident.
- Agencies work in partnership with members of the community to protect children.

Agencies, individually and collectively demonstrate leadership and accountability for their work and effectiveness.



# Improving Practice



## Consistent Message:

- Failure of us as agencies to work together.
- Failure to share information at the most crucial times.
- In 2013 there have been 18 SCR's published.



# Wider Children's Services

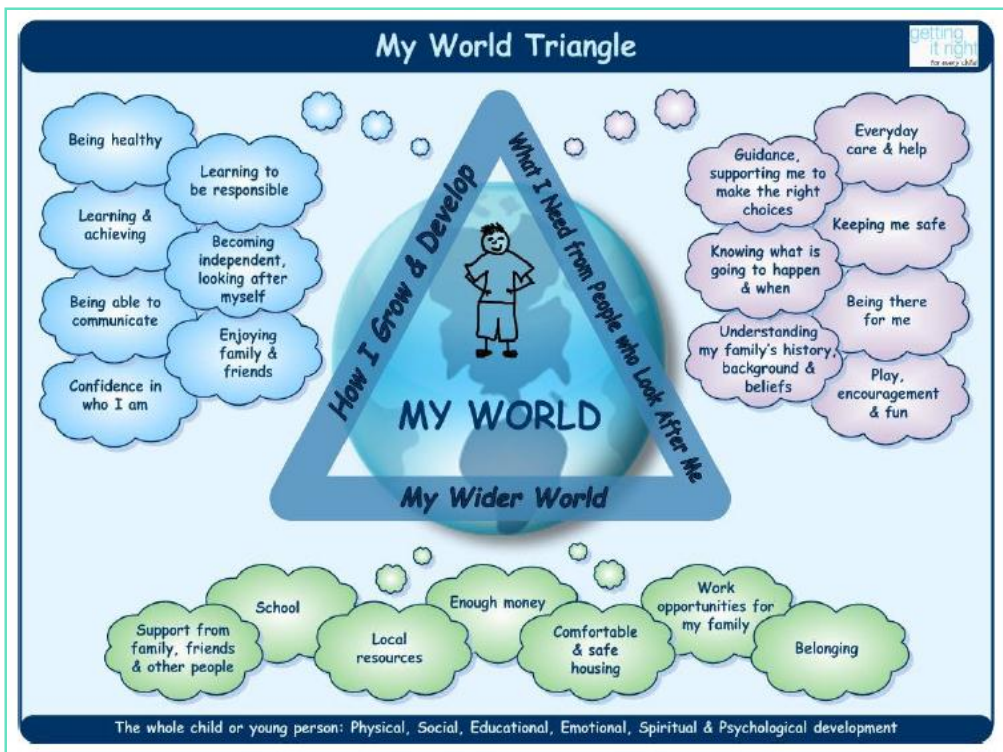
*"We have ambition for all our young people and we want them to have ambition for themselves and to be **confident individuals, effective contributors, successful learners and responsible citizens**"*

*"All Scotland's children and young people need to be **nurtured, safe, active, healthy, achieving, included, respected and responsible** if we are to achieve our ambition for them."*

**Getting it right for every child, GIRFEC, Scottish Executive, 2005**



“Think of our lives as a whole.”



## National Practice Model

- What is getting in the way of this child's or young person's well-being?
- Do I have all the information I need to help this child and young person?
- What can I do now to help this child and young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?



# Protecting Children:



THRESHOLD

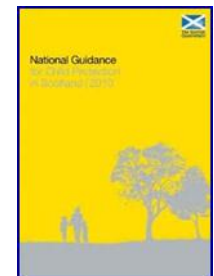
Everyone has responsibility to safeguard and promote the welfare of children and young people.



# Protecting Children:

All agencies, professional bodies and services that deliver adult and/or child services and work with children and their families have a responsibility to recognise and actively consider potential risks to a child, irrespective of whether the child is the main focus of their involvement. They are expected to identify and consider the child's needs, share information and concerns with other agencies and work collaboratively with other services (as well as the child and their family) to improve outcomes for the child.

National Guidelines Children Protection Scotland 2010



## What is child abuse ?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger.

## What about child protection ?

“Child Protection” means protecting a child from child abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a *likelihood* or *risk* of significant harm from abuse or neglect.

# Risk and Significant Harm.

- 'Significant harm' is a complex matter and subject to professional judgement based on a multi-agency assessment
- There are no absolute criteria for judging what constitutes significant harm: sometimes, it can be a single traumatic event, such as a violent assault or poisoning; often, it is a combination of significant events which can interrupt, change or damage the child's physical and psychological development. The challenge for practitioners is identifying which children require protective measures.

## National Guidance 2010

- There is no simple definition of the degree of concern or level of risk that sets this threshold; this is a matter for collective professional judgement dependent upon identified prevailing circumstances.

## National Risk Framework 2012



# Significant Harm

- The nature of harm (act of commission or omission)
- Impact on child's health and development (taking account of age and stage)
- The child's development within the context of their family and wider environment
- The context in which a harmful incident occurred
- Particular needs of the child, e.g. disability, that may increase vulnerability
- Capacity of parent/carer to meet child's needs
- Wider and environmental family context

# Classification of Abuse :

- Physical Injury
- Emotional Abuse
- Physical Neglect
- Sexual Abuse



# Factors which can increase risk

- Domestic abuse
- Parent / carer alcohol misuse
- Parental / carer drug misuse
- Non engaging family
- Parent / carer mental health problems.
- Parent / carer offending
- Parent / carer with learning disabilities.

## Hierarchy of Needs



## Life Cycle Theory



## Attachment



## Didactic Brain Development



# Physical Abuse

The causing of physical harm to a child or young person. It may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

*National Guidance for Child Protection in Scotland*

## Possible Signs & Symptoms:

- Unexplained injuries or burns
- Improbable explanation for an injury
- Non accidental injuries
- Untreated injuries
- Withdrawal from physical contact
- Refusal to discuss injuries
- Fear of returning home
- Chronic running away

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# Emotional Abuse

The persistent emotional neglect or ill treatment that has **severe and persistent** adverse effects on a child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may involve the imposition of age- or developmentally-inappropriate expectations on a child. It may involve causing children to feel frightened or in danger, or exploiting or corrupting children.

## Possible Signs & Symptoms:

- Developmental delays
- Sudden speech disorders
- Self-mutilation
- Compulsive stealing
- Rocking
- Drug / Alcohol Abuse

*National Guidance for Child Protection in Scotland*



# 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, to protect a child from physical harm or danger, or to ensure access to appropriate medical care or treatment. It may also include neglect of, or failure to respond to, a child's basic emotional needs.

- **Possible Signs & Symptoms:**
- Poor personal hygiene
- Constant tiredness
- No social relationships
- Lack of routine
- Inappropriate clothing
- Low self esteem
- Hunger
- Emaciation

*National Guidance for Child Protection in Scotland*



# Sexual Abuse

Any act that involves the child in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child 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 include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or in watching sexual activities, using sexual language towards a child or encouraging children to behave in sexually inappropriate ways.

- Possible Signs & Symptoms:
- Behave in a sexually inappropriate way
- Cry hysterically at nappy changing time
- Have unexplained sources of money
- Have urinary infections, bleeding and soreness
- Have low self esteem
- Say a friend has a problem

*National Guidance for Child Protection in Scotland*



# National Risk Framework to Support the Assessment of Children and Young People

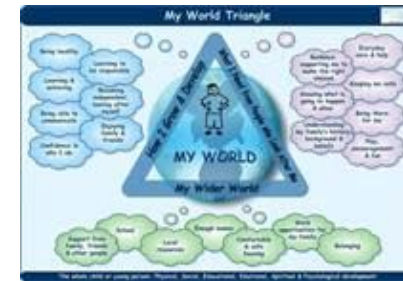
Collation / Gathering of information from across all areas of a child and family's life circumstances that is significant.



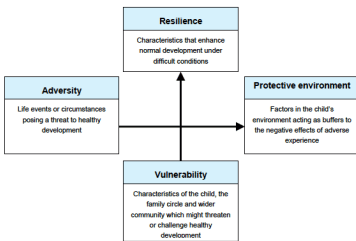
Family and Wider Systems

Source	Recorded by	Date and Time	Event	Action	Cat	Sig
Child David Taylor	Rebecca White D.H.T. G.R.F.E.C. Academy 01134 567890	Monday 20 <sup>th</sup> May 2.30PM	David informed teacher that mum (Sharon Taylor) is in hospital unwell.	Discussed with Community Mental Health Team. Linda Steven (01939876543) Confirmed mum in voluntary hospitalization. Joseph Taylor (Father) taking care of children. Linda will contact school once update available. Informed key members of staff of David's situation.	Nurt red	ALERT
Linda Steven	Rebecca White D.H.T. G.R.F.E.C. Academy 01134 567890	Wednesday 17th June 10	Linda Steven CMHT informs Sharon Taylor returned home and is well.	Continue to monitor	Nurt red	POS

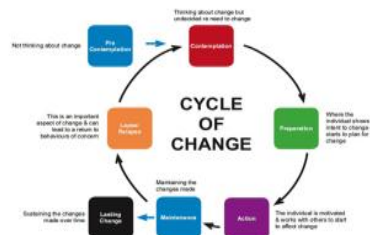
Chronology



My World Triangle



Resilience Matrix



Resistance / Change

# National Risk Framework to Support the Assessment of Children and Young People

## Chronologies:

Plane Travel



Buying a car



Placing a bet.



They all involve risk.....

Apologies to anyone flying out next week.



# Chronologies:

Racecard						
#	Form	Horse	A	Wgt ±	Trainer	Jockey
1 (7)	137-346	 Prince Alzain (USA) 34 	4	9-10 p	G A Butler	Oisin Murphy (5)
2 (6)	861403	 Strictly Silver (IRE) 26 	4	9-8 p	A Bailey	Robert Tart (3)
3 (3)	209112	 Chookie Royale 7 	5	9-1 p	K Dalgleish	Jason Hart (3)
4 (5)	005534	 Alfred Hutchinson 27 	5	8-13	G R Oldroyd	G Lee
5 (4)	193274	 Sound Advice 13 	4	8-5	K Dalgleish	J Fanning
6 (1)	577106	 Super Say (IRE) 35 	7	8-5 t	M Appleby	A Mullen
7 (2)	103810	 Party Royal 5 	3	8-4	M Johnston	S De Sousa



# Chronologies



*'Chronologies have become one of the most talked about and least understood tools in modern social work practice.'*

SWIA  
Practice Guidance  
Chronologies

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# Chronologies



The chronology is a tool in assessment and practice

- Collate issues identified by different agencies and presenting them coherently
- Contribute precise data which can help practitioners to identify patterns of behaviour which will contribute to an assessment.
- Can aid the assessment and management of people who constitute a high risk to themselves and/or others
- Used as an integral part of supervision and peer review.
- Strengthening the partnership between practitioners and people who use services.

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# Chronologies

The chronology is a tool in assessment and practice

- Contain sufficient detail but not substitute for recording in the file
- Be flexible - detail collected maybe increase if risk increases.
- Be reviewed regularly and analysed - a chronology which is not reviewed regularly is of limited relevance



## Chronologies

Date	Event	Action
Aug. 1995	Joint investigation by police and social work has sex with 15 y/o.	Victim admits to act but requests no further action should be taken
Mar. 1996	A complaint that subject is having underage sex with a young girl.	NFA SW do not inform police.
April 1996	Complaint of 15 year old, an alleged underage sexual relationship.	Mother requests NFA
May 1996	Joint Investigation by Police and Social Work alleged sexual relationship 13yo.	Victim non complaint with investigation
April 1998	Alleged Rape	NFA
May 1998	Alleged Rape	NFA
July 1998	Alleged indecent assault 10y old	NFA
Feb. 1999	Alleged Rape	NFA
May 1999	Alleged Rape	NFA
<b>Oct . 2001</b>	<b>Appointed Caretaker Soham Village School</b>	



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# The Named person



- Every child in universal services should have a named person :
- Provides a point of contact should there be concerns in relation to the needs of a child.
- Responsible at transition times to ensure that chronology information transfers as appropriate to the next named person.
- Should note concerns from other agencies and refer concerns where appropriate to other
- Regularly reviews the chronology .

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# The Role of the Lead Professional

- Coordination of the Child / Young Person Multi Agency plan
- Responsible for collating the integrated chronology
- Becomes the conduit for all information / significant events in relation to the child.

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# What is a significant event ?



A significant event is:

- Positive or Negative Event that impacts on the child.
- Directly / Indirectly
- Changes depending on the circumstances of the child.
- Professional Judgement / Discretion.



The following lists provide a guide chronology entries.

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# What should I record



## General

- Changes in family/care structure
  - Separation
  - Divorce
  - Bereavement
  - Hospitalisation
  - Custodial sentence
- Changes in family circumstances e.g.
  - Homelessness
  - Birth of sibling
- Expressions of concerns by any relevant person



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# What should I record

## Education

- Start and end dates of Nursery/ Primary School/ Secondary School
- Referral e.g. Psychological Services / GIRFEC Forum
- Requests for a Co-ordinated Support Plan
- Attendance
- Attainment
- Achievements
- Exclusion from school
- Significant disciplinary issues.
- Significant periods of absence e.g. illness, pregnancy etc
- Incidents of bullying



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Source:	Recorded by		Event	Action	Cat	Sig
Child David Taylor	Rebecca White D.H.T. GIRFEC Academy 01234 567890	Monday 20 <sup>th</sup> May 2:30PM	David informed teacher that mum (Sharon Taylor) was in hospital unwell.	Discussed with Community Mental Health Team. Linda Steven (02939876543) Confirmed mum in voluntary hospitalisation. Joseph Taylor (Father) taking care of children. Linda will contact school once update available. Informed key members of staff of David's situation.	Nurtured	ALE RT
Linda Steven	Rebecca White D.H.T. GIRFEC Academy 01234 567890	Wednesday 17th June 10	Linda Steven CMHT informs Sharon Taylor returned home and is well.	Continue to monitor	Nurtured	POS



# Becoming aware

- Observation of injuries.
- Sustained concern about the presentation or behaviour of the child.
- Information from another agency.
- Information from another parent, child, friend or community member.
- Witnessing an incident.
- The Child Discloses



# Dealing with Disclosure?

## Disclosure

***“The action of making new or secret information known”***

- Verbal or Non Verbal Means
- Directly or Indirectly
- Partially or Fully
- Prompted or Accidental
- Informal and formal
- Initial or Linked.





David is talking to you about Christmas whilst playing at the cooker in the home corner...

With his eyes averted, David tells you that his mummy hits him with one of these. He holds up a wooden spoon.

He then goes on to say, "Mummy and Daddy have lots of fights and at weekend. When they were fighting I got in the way and Daddy pushed me. I fell into the wall and now my shoulder hurts."

David lifts his shirt sleeve to show you his bruised shoulder.





## The Child

- Think about how you would respond to David and some definite things you would not do.

## Yourself

- Think about how this impacts upon you and any worries or fears. Professionally what are your next steps ?

## Other

- What other considerations do you think need to take place.



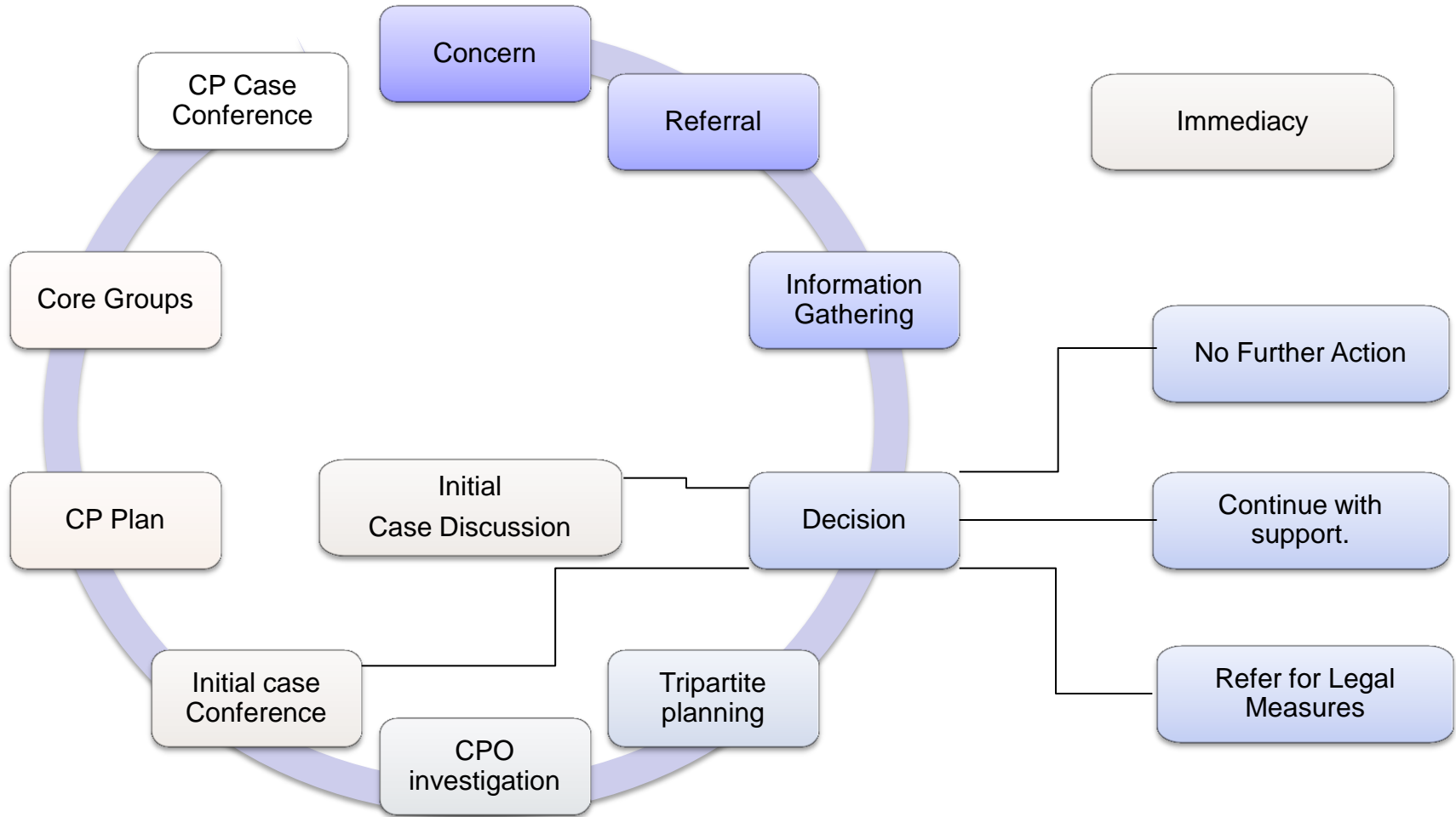
DO	
Pay immediate attention	Tell them it wasn't their fault
Actively listen	Praise them for telling
Express concern for the child	Thank them for telling you
Ask how they are feeling	Tell them what will happen next
Take them seriously	



## DON'T

Ignore, minimise or dismiss	Contradict or express disbelief
	Promise justice
Interrupt	Promise they are safe now
Display excessive emotion	Promise not to tell anyone else
Ask about the abuse	Leave them unsafe





# Gathering Information

- The child's name, address and date of birth
- Parent's name and current whereabouts
- Where the child is
- Your details – your involvement with the child
- What are your concerns
- Details of alleged abuse
- Any recent changes in child's behaviour
- Any previous concerns
- **Whether there are other children in the household**
- **Whether the child has a disability or special needs**
- **Whether there are cultural or religious factors that need taken into account**
- **Whether the parents are aware of the concerns and their reaction**

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# Investigative Interviewing

## Joint Investigative Interview Techniques

- **Police / Social Worker task**
- To reduce the number of times a child is asked about the incident
- Find out “what if anything has happened to the child”
- Consider child’s safety - significant harm?
- Establish whether a crime has been committed
- Gather best evidence using JIIT
- **Good Practice Note (JIIT)**
- Before embarking on an investigative interview, cognisance must be taken of the psychological effect the interview might have upon a child before, during and after interview
- Child must consent to the interview
- Support must be considered



# Investigative Interviewing

## Joint Investigative Interview Techniques

### The Interview process

Having decided who will record / interview - the following stages are used;

- Introduction
- Moral Reasoning
- Rapport
- Free Narrative
- Questioning
- Closure

*NB - The questioning process clarifies the details already raised by the child using interview techniques that use open and non-leading questions and avoid closed / leading questions.*



# Roles and Responsibilities of Education and Skills staff :

## Protecting North Ayrshire Children Standard Circular L3 North Ayrshire Council

- Head of Establishment
- Child Protection Co-ordinator
- All Staff

Operational guidance.

### Standard Circular L3



Subject: Protecting North Ayrshire's Children

Date of Issue: January 2010

#### 1. Introduction

This circular provides guidance for policy and practice within all educational services to secure the care and well being of all children and young people and to ensure an appropriate response when concerns are identified. It has been drawn up in consultation with partners on the North Ayrshire Child Protection Committee.

"Child Protection" and "Protecting Children" are two related but distinct concepts. Child Protection relates to protection of children from familial abuse or neglect and there is a set of legal procedures which might involve the introduction of measures to protect the child from their parents or family members. Protecting Children is a much broader perspective and relates to all the activity that is designed to enable children to protect themselves from a wide variety of harm. The harm may be from their own behaviour or from other children or from members of the public. Educational Services has a vital role to play in both of these areas of work with children and young people. (See Practitioner Guidance – Understanding when it is Child Protection – North Ayrshire Child Protection Committee)

This revised circular reflects the adoption of the general principles of "It's Everybody's Job to Make Sure I'm Alright" (2002); *Protecting Children and Young People: Framework for Standards* (2004); "Safe and Well" (2005) and "Happy, Safe and Achieving their Potential" (2005). It also takes account of *Vulnerable Children and Young People: Good Practice Guidelines* (North Ayrshire Child Protection Committee – February 2008).



# All Staff

- Responsibility for the welfare and protection of children.
- Should be aware of the signs of indicators of potential abuse:
- Where there are indicators :
  - Make a note of the concerns :
  - Verbatim account
  - Time and date of when concern arose.
- Discuss with the Child Protection Coordinator
  - Agreement on further course of action and whether to alert social services.
  - Agree on how the concerns should be recorded.
  - Agreement on follow up tasks and paperwork.

# The Law and Child Protection

- Social Work (Scotland) Act 1968
- UN Convention on the Rights of the Child 1989
- Age of Legal Capacity (Scotland) Act 1991
- Children & Young Person (Scotland) Act 1937
- Protection of Children (Scotland) Act 2003 / PVG
- Protection of Children & Prevention of Sexual Offences (Scotland) Act 2005
  
- **Children (Scotland) Act 1995**
- Childrens Hearings Bill

## Scottish Children’s Reporter Administration (SCRA)

- Legal system for children and young people in need of care and protection, including young people with offending behaviour
- Has legal authority to make decisions about a child’s residence or engagement with agencies

# Powers to Protect Children (Scotland) Act 1995

- Section 22 Promotion of Welfare of Children in Need
- Section 52(2) Threshold condition
- Section 53(1) Duty to Investigate
- Section 56(4) Refer to the Local Authority
- Section 57(1) Child Protection Order
- Section 61(5) Emergency Protection Order
- Section 70(1) Supervision at home (*Looked After*)
- Section 70(3) Supervision not at home (*Looked After & Accommodated*)
- Section 80-90 Adoption



# Child Protection Procedures

- Single and multi agency child protection procedures:
- Set out how agencies and professionals should work together to protect children
- Identify roles and tasks of different professionals and agencies
- Ensure staff know what to do
- Promote collaborative working

# Your Role

- Awareness of possible indicators of concern
- Observation
- Recording
- Chronologies
- Sharing information
- Sharing concerns
- Working in partnership to support families

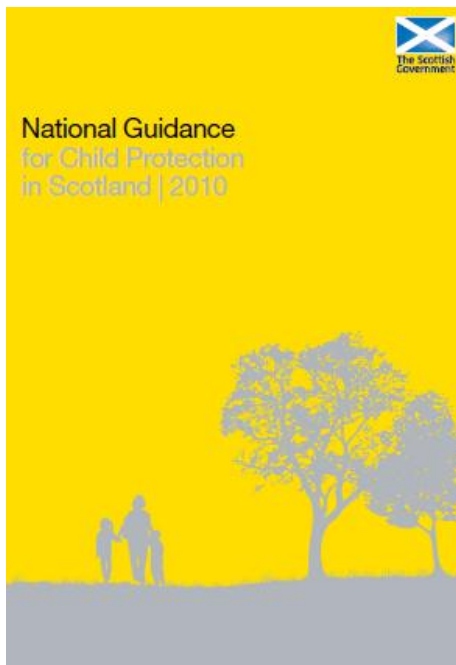


# Summary Messages

- All adults have a responsibility to protect all children
- Child abuse and neglect can have a profound impact on all areas of an individual's life
- Child protection procedures provide the key processes for keeping children safe from abuse and neglect
- GIRFEC processes are in place for children with other needs
- Observing, recording and sharing information are critical for the effective protection of children
- Ensuring you understand and fulfil your responsibilities will help to keep children safe



# Further reading :



Standard Circular L3



**NORTH AYRSHIRE**  
COUNCIL  
EDUCATIONAL SERVICES

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Thank you

Questions ?