



NOTTINGHAM CITY
Safeguarding
Children BOARD

Early Years DSL Network



27th February 2017



Nottingham
City Council

LSCB Developments (Local and National)

- NCSCB re-structuring
- National consultation
- Serious case reviews – national
- Serious case review – local

National Issues

- Special Guardianship Orders

www.gov.uk/government/uploads/system/uploads/attachment_data/file/503547/special_guardianship_guidance.pdf

- FGM

www.gov.uk/government/publications/female-genital-mutilation-leaflet

- Forced marriage e-learning

<https://www.gov.uk/guidance/forced-marriage>

- Mandatory reporting of abuse and neglect

<https://www.gov.uk/government/consultations/reporting-and-acting-on-child-abuse-and-neglect>

Local issues

- Independent Inquiry into Child Sexual Abuse
www.iicsa.org.uk
- Record keeping
- Allegations management
- Private fostering

Local issues

- IRO escalation
- Strategy Meetings re self-harm
- Private Fostering

Local Updates

- Sharing information with parents who have separated
- Family Support Pathway
<http://beta.nottinghamchildrenspartnership.co.uk/5624>

Multi Agency Safeguarding Structures

- **MAPPA**

<https://mappa.justice.gov.uk/connect.ti/MAPPA/groupHome>

MARAC

- **Multi-agency Risk Assessment Conference**
- **Considers High risk domestic abuse cases. The focus is on safety planning rather than ongoing work**
- **Education services are attended but the format would make it difficult for individual schools to attend (fortnightly meetings with on average 20 cases presented at each)**

<http://www.safelives.org.uk/practice-support/resources-marac-meetings>

Learning from Reviews

Holly Neill

Learning and Improvement

- All Local Safeguarding Children Boards are required to conduct Serious Case Reviews in accordance with Working Together 2015.
- Serious Case Reviews must be undertaken for every case where abuse or neglect is known or suspected and either a child dies or is seriously harmed, and there are concerns about how organisations or professionals worked together to safeguard the child.
- The purpose of a Serious Case Review is to identify lessons to be learned to improve safeguarding practice and for the learning to be disseminated to the workforce

Responding Effectively to Medical Neglect

- A Multi Agency Learning Review was commissioned after the death of a 7 year old child as a result of a severe medical condition.
- Briefing document on this review is available here - <http://www.nottinghamcity.gov.uk/children-and-families/safeguarding-children-board/learning-from-practice/#learning>

Learning Points

- The **voice of the child** and their lived experience needs to be evident in assessments, inform planning and be present in meetings.
- Use of **medical chronologies and medication reviews** to support referrals to Children's Social Care and within assessments to provide clarity on the extent, pattern and severity of concern.
- **Clear and explicit language** to be used in relation to risks associated with complex medical conditions.
- **Assessments to be very clear** about needs arising from medical conditions, and the risks associated with any failure by the parent to engage or comply with treatment.
- Practitioners to think differently about the established term 'did not attend' and consider it within a framework of '**was not brought.**'

Responding Effectively to Medical Neglect

Definitions

Medical neglect:

This involves carers minimising or ignoring children's illness or health (including oral health) needs, and failing to seek medical attention or administering medication and treatments. This is equally relevant to expectant mothers who fail to prepare appropriately for the child's birth, fail to seek ante-natal care, and/or engage in behaviours that place the baby at risk through, for example, substance misuse; (Horwath 2007)

In order to determine whether a child is being neglected, professionals need to consider:

- **Severity** – the actual or estimated potential harm as well as the degree of harm involved
- **Likelihood of harm** - both the potential medical and psychological ramifications should be considered
- **Frequency** – measuring the frequency or chronicity of a problem.

Dubowitz (1999)

Rethinking 'Did Not Attend'

NCSCB, Nottingham City Council and NHS Nottingham City CCG have jointly commissioned an animation to encourage practitioners to identify children as '**was not brought**' as opposed to 'did not attend' when referring to them not being presented at medical appointments.

<https://youtu.be/dAdNL6d4lpk>

Serious Case Review Child J

The learning from this SCR has identified some specific areas of practice that we hope to strengthen in Nottingham City

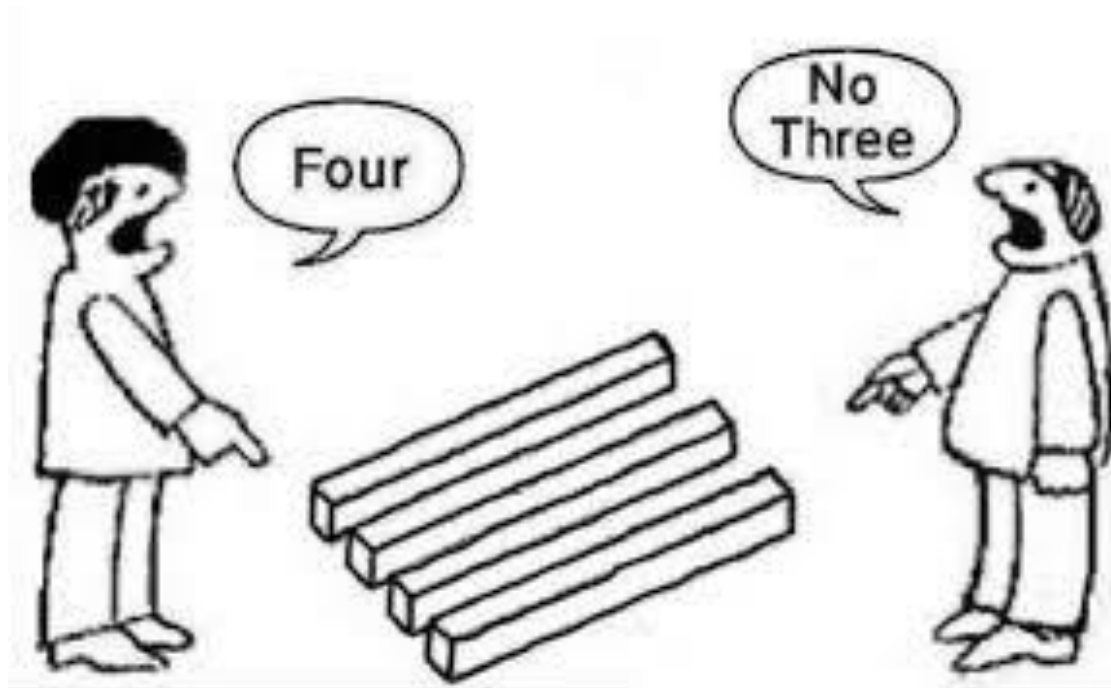
- Confirmatory bias
- Assessing potential non-accidental injury
- Child-centred disciplinary approaches
- Working Effectively with Children with Continence Issues
- Child-focussed practice
- Self-harm in young children
- Early trauma

Confirmatory bias

The tendency for people to selectively search for and interpret information that supports or confirms already held beliefs and theories

<https://youtu.be/PGupqNaUTnQ>

Professional disagreement/ split



Harsh punishment / chastisement

There is a distinction between discipline and punishment

- Punishment is usually initiated to alleviate adult needs and frustrations, and is often associated with humiliating the child
- Discipline is aimed at meeting the needs of a child and helping them meet adult expectations.
- Practitioners can be diverted from considering abuse by parents/carers who justify their behaviour by describing this as legitimate punishment
- Terms such as physical chastisement and harsh punishment can contribute to this confusion.
- Discipline should be reasonable, support the child to understand what is expected of them and appropriate to the age/ development-stage of the child

Working Effectively with Children with Continence Issues

- Control over continence is a developmental skill, and like other skills, children will attain it at different ages.
- Bedwetting (also known as nocturnal enuresis) is common and very few children will wet the bed on purpose.
- When supporting the child and their family, the emphasis must be on normalisation, **no blame, no shame and strictly no punishments**
- Children should not be held responsible for their continence issues - rewards for dry nights are therefore unhelpful
- When working with children with continence issues, refer to the NICE guidelines - www.nice.org.uk/guidance/CG111/chapter/introduction

Other issues to consider...

Child-focused practice and early trauma

- Think about what it feels like to be that child – what is their daily life like?
- Where a child is exhibiting challenging behaviour - consider that their behaviour may be
 - A reaction to harm, abuse or neglect
 - the manifestation of early trauma
 - **help seeking** because they may not know how to verbalise what is happening to them

Self-harm in young children

- Extremely rare in children under 10
- Where a young child is alleged to be self-harming serious consideration must be given to whether there are other underlying factors, including abuse.

Useful links

NCSCB website

www.nottinghamcity.gov.uk/ncscb

Bite-size learning sheets

<http://www.nottinghamcity.gov.uk/children-and-families/safeguarding-children-board/learning-from-practice/#bitesize>

NCSCB procedures and practice guidance

www.nottinghamcity.gov.uk/children-and-families/safeguarding-children/safeguarding-children-procedures-and-practice-guidance-documents/

Information on learning from practice

www.nottinghamcity.gov.uk/children-and-families/safeguarding-children-board/learning-from-practice/

Duty and Screening Service Overview

- Duty and Screening overview
- Referrals and MARF forms
- Feedback on request for service, referrals and assessments



Signs of Safety – A Strength Based Approach to working with Children & Families

Mandy Goodenough



**Nottingham
City Council**

Background to Signs of Safety



Signs of Safety is ...

- ❖ A way of using solution –focused approaches to safeguarding and early help
- ❖ Maintains a focus on child's safety & wellbeing
- ❖ Organises our thoughts & maps information
- ❖ Collaborative planning- involves everyone
- ❖ Scales safety & progress
- ❖ Plain Language, good questions & details



When we think about the situation facing this family:

What are we Worried About?

**What's Working Well?
(Strengths & Safety)**

What Needs to Happen?

On a scale of 0 to 10 where 0 means immediate response required from Children's Social Care (0= no signs of safety)10 means no further action required (10 = high levels of safety)

0

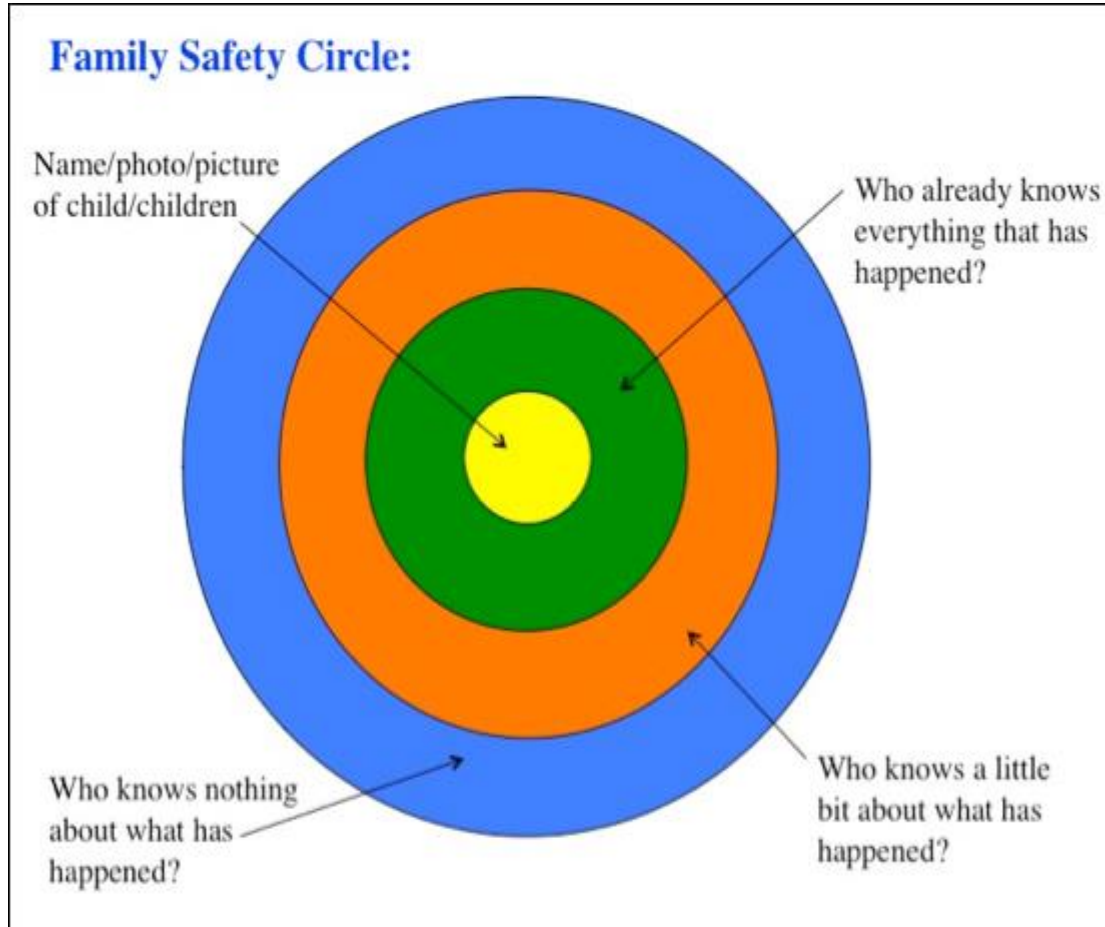


10

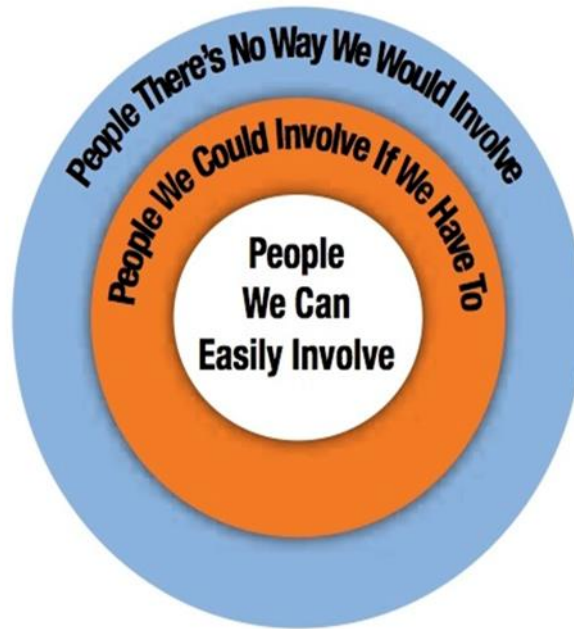
Assessment and Planning Form

What Are We Worried About? Harm and Future Danger	What's Working Well? Strengths & Demonstrated Safety	What Needs to Happen? Safety goals & next steps in working towards safety
<p>Past harm: What has happened to these children, that worries us, or to other children in the care of these parents?)</p> <p>Current Worries:</p> <p>Future worries: What are we worried might happen to these children in the care of these parents in the future?</p> <p>Complicating factors: What makes building safety for the children and working with this family more complicated?</p> <p>Grey areas what things are we unsure about or don't know enough about?</p> <p>HARM STATEMENT: PAST/CURREBT HARM TO CHILDREN /YP</p> <p>DANGER STATEMENT: FUTURE DANGER FOR CHILDREN /YP</p>	<p style="text-align: center;">EXISTING STRENGTHS SAFETY & PROTECTION</p>	<p>SAFETY GOAL STATEMENT: WHAT EXACTLY DO WE NEED TO SEE FOR US TO BE CONFIDENT THAT THERE IS ENOUGH SAFETY FOR US TO CLOSE THE CASE</p> <p>Family View</p> <p>What does the family think they need to be doing in their care of the children for them to be safe & Children's Social Care to end their involvement</p> <p>What are the agency's & family's ideas about what needs to happen next in working towards these goals (<i>SAFETY PLAN</i>)?</p> <p style="text-align: center;">NEXT STEPS (must directly relate to danger)</p>
<p>Safety Scale: On a scale of 0 to 10 where 0 means immediate response required from Children's Social Care (0= no signs of safety)10 means no further action required (10 = high levels of safety)</p>		

KEY PRACTICE – Building Safety & Support Networks



Family Safety Circles

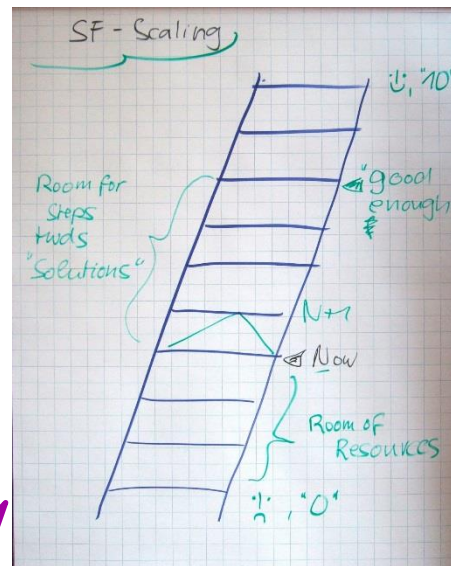


Scaling Questions

“What are you doing differently?”

On a scale of 1 – 10, with 1 being the worst that things have been in your life and 10 representing how you want things to be, where are you today?

What will be the first **sign** that you will have moved one point further on?



“So what is it that you are doing that means that you are at and not at 1?”

Who would be the first person to notice that you had moved one point?

What tells you that you are at 6?

Safety Plans

Are based on robust assessments

Collaboratively made with the family, child, and network;

A process, not an event

It's about building safety in the home not in services

Involves an agreement about future safety

Follows words and pictures explanation



Safer Recruitment and References

Karen Shead

References

Important part of process of gathering information:

- Must have a reference form a current employer
- If not working with children, at least one reference from previous employers where the role involved working with children
- Ask whether aware of any behaviour that might give rise to concern, including any disciplinary action
- Ask specifically about allegations about their behaviour towards children
- Specific confirmation of the details and responsibilities of previous post given by applicant
- Consideration of any request by an applicant to delay seeking references from their current employer

Open References and Testimonials

Candidates may sometimes bring 'open' references or letters of recommendation to interview. These:

- May be the product of a settlement agreement to avoid disciplinary action
- Should never be accepted at face value

Always take up your own references and/or contact the author of the open reference to verify the content.

Scrutinising References

- Importance of reading references – active consideration
- Compare information provided by referee with information provided by applicant
- If any inconsistencies, or doubts about suitability, follow up and explore with referee

A.O.B

- Ofsted Update
- Declaration of Interests

Future Meeting

Thursday 18th February 2017

1.30pm - 4pm

DoubleTree Hilton Hotel