



Safeguarding children and young people

for Sue Lambert Trust counsellors



**What do you think/feel
in relation to
'safeguarding' and 'child
protection'?**

Child Protection and Safeguarding



Safeguarding...

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Child protection...

is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Essential to have regard to...



Overarching legislation: Children Act 1989

National guidance: Working Together to Safeguard Children 2015

Local guidance: Norfolk Safeguarding Children Board
<http://www.norfolklscb.org/>

Professional standards: BACP

What is acceptable?





QUIZ



Break
10.55-11.10



QUIZ

Significant harm – the types of maltreatment



Significant Harm is any...

- 1. Physical abuse**
- 2. Sexual abuse**
- 3. Emotional abuse**
- 4. Neglect**

...that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment or impairment of health and development.

(Childrens Act 1989 & 2004)

5. Domestic abuse

It may include, "for example, impairment suffered from seeing or hearing the ill treatment of another".

(Adoption and Children Act 2002)

Physical Abuse



May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating

Otherwise causing physical harm to a child.

Fabricated or induced illness by proxy

Neglect



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 cont.



Parent/carers failure to provide:

- provide adequate food, shelter and clothing
- protect a child from physical harm or danger
- ensure adequate supervision
- ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to a child's basic emotional needs

Emotional Abuse



The Persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on child's emotional development

Involved in all types of ill-treatment, but may occur alone.

Emotional abuse cont.



May involve:

- conveying to children they are worthless or unloved, inadequate, or not valued.
- Age or developmentally inappropriate expectations.
- Lack of opportunity to express their views
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying)
- Causing children frequently to feel frightened or in danger.
- Exploitation or corruption.

Sexual Abuse



Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware. Physical contact, including penetrative or non-penetrative acts.

Non-physical contact e.g. looking at or involvement in the production of sexual images, watching sexual activity.

Encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Domestic Violence



Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- Emotional



Signs and indicators

Sue Lambert Trust Safeguarding procedure



A concern/possible concern is identified



If appropriate talk to the young person about the need to discuss this with your manager



Share the concern with Clinical Lead or Designated Safeguarding Officer

Responding to concerns



- Read the scenario.
- Discuss how to respond to the concern:
 - What would you say/do in the moment?
 - Would you share the concern?
 - What would you share?
- Present a role play to the rest of the group.

Now or historic?



Three houses (Wield et al 2008)

1. House of vulnerabilities
2. House of strengths
3. House of hopes and dreams



12.45-13.40

Lunch Break

Case Review Exercise



What gets in the way?



Group 1: Young people

Group 2: Counsellors

Rule of Optimism



(Dingwall et al 1983)

Risk in adolescence

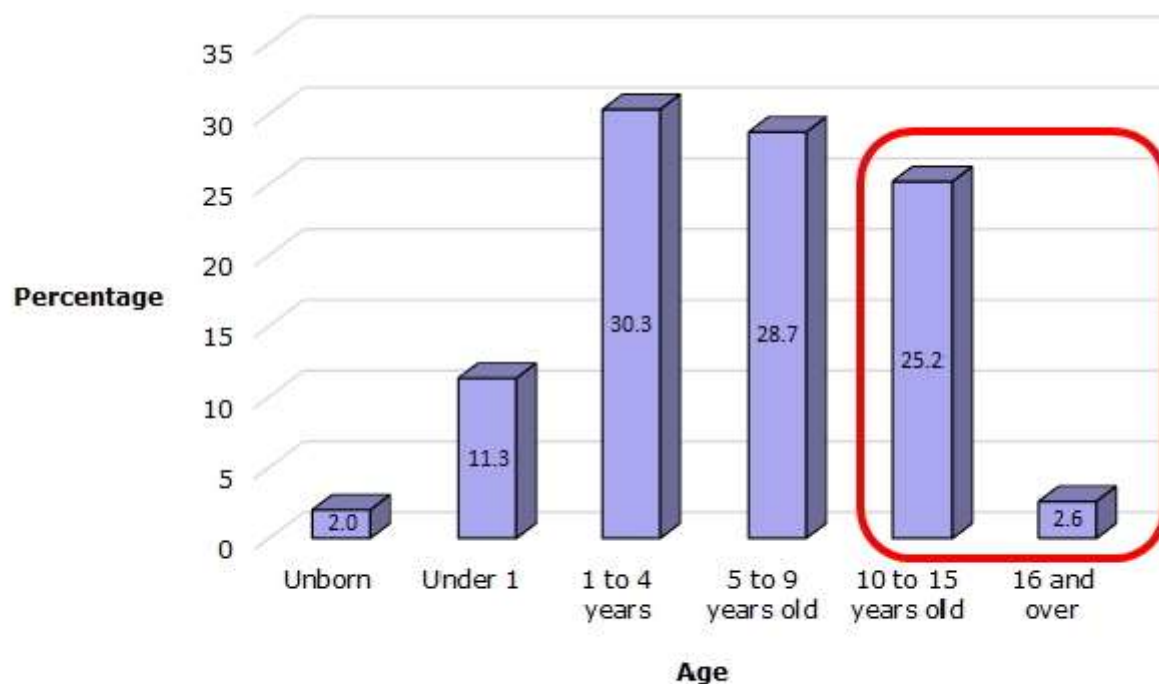
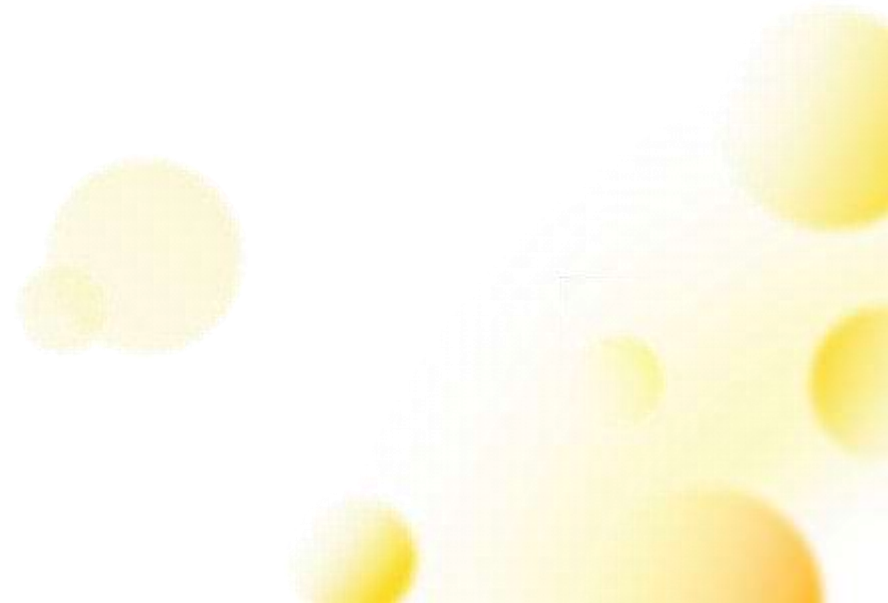


Fig 1 Children who are the subject of a child protection plan at 31 March 2013, by age [2].

BREAK



Child Sexual Exploitation



a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online.

(DfE 2016)

Child Sexual Exploitation cont.



<https://www.youtube.com/watch?v=Q2kU3gXF8f4>

There should always be a referral to children's social care if...



- The child/young person is under the age of 13 (always a criminal offence).
- The child/young person (of any age) is learning disabled or otherwise unlikely to be able to make informed choices or give informed consent.
- You believe the child/young person is being exploited – even if they believe they are in a consensual relationship.
- You are concerned that other children/young people are being introduced to a possible perpetrator.
- There are other risk factors, such as misuse of alcohol or drugs, or violence.
- You believe the child/young person is at risk of harm.

Helping young people understand healthy/unhealthy relationships



You are here / Home / Info and advice / Friends, relationships and sex / Sex and relationships / Healthy and unhealthy relationships

Search Childline_ 🔍

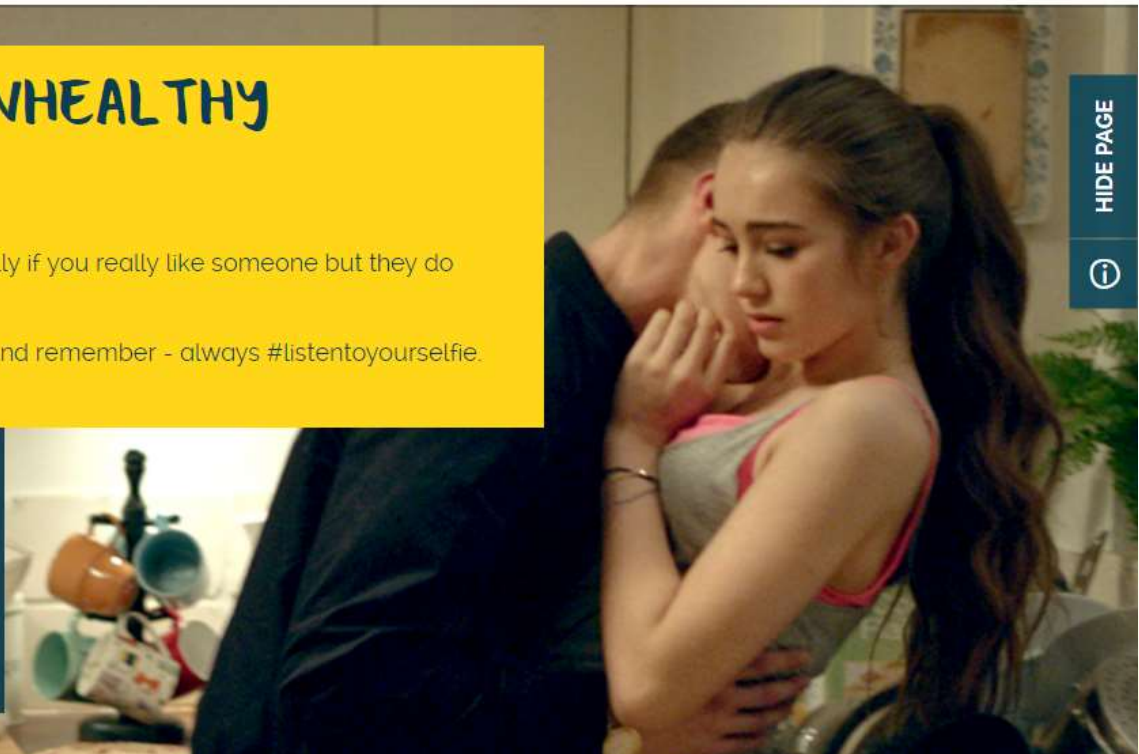
HEALTHY AND UNHEALTHY RELATIONSHIPS

Relationships can be confusing. Especially if you really like someone but they do things you're not comfortable with.

So think about what feels right for you. And remember - always #listentoyourselfie.

On this page

- Understanding a confusing relationship
- But i said yes before...
- Being pressured into sex
- What to do if you feel unsafe
- Worried about someone's relationship



HIDE PAGE



<https://www.childline.org.uk/info-advice/friends-relationships-sex/sex-relationships/healthy-unhealthy-relationships/>

Managing Allegations



Causing Harm

- **Behaving in a way that has harmed, or may have harmed, a child**

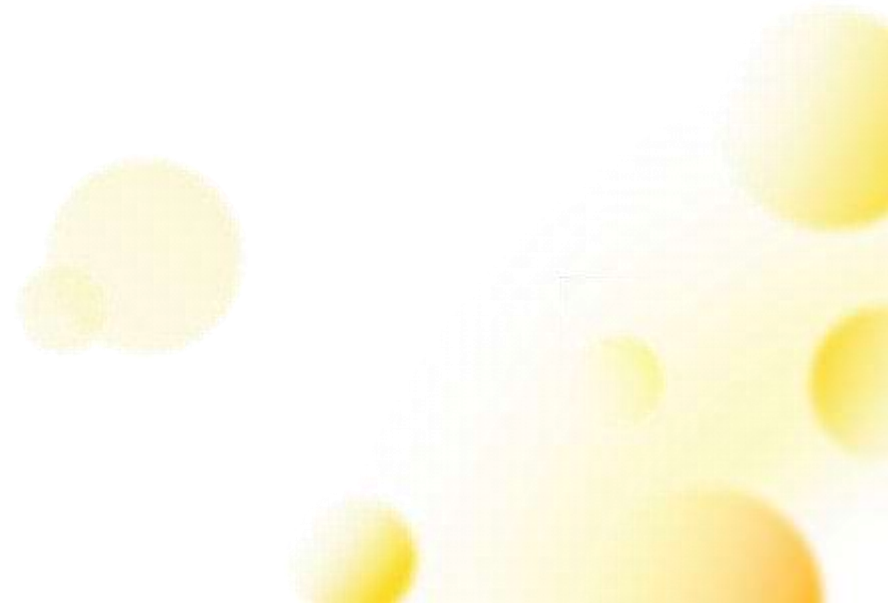
Committing a Criminal Offence

- **Possibly committing a criminal offence against, or related to, a child**

Being 'Unsuitable'

- **Behaving towards a child in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children.**

Any questions?



Self-care



Other points to remember



- Recognise your own feelings in relation to a child protection issue and being mindful of how this is impacting on your response to the situation and you as a practitioner
- Use supervision for reflection and learning and “checking out” your thinking
- You are not on your own
- Challenge – effective safeguarding of children means that we sometimes have to challenge others
- Important to get feedback after concerns are raised

Where to go for further learning and information



- Local Safeguarding Children's Board
- Adult Safeguarding Boards
- Social Care Institute for Excellence (www.scie.org.uk)
- NSPCC (www.nspcc.org.uk)



Questions and Answers

Endings



- What is the most important thing you have learned from today?
- What will you take with you when you go into a school?