

Safeguarding Week

5-11 yrs Workshop



We help you develop yourself

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Housekeeping

- Safeguarding is a sensitive topic
- Respect others – challenge the issue not the person
- Confidentiality
- Listen to each other
- Each person is responsible for their own actions and statements
- Mobile phones off or on silent
- Get involved!
- Fire escape / toilets

Learning Outcomes

- Reflect on your knowledge of Neglect and importance of learning from SCR's
- Reflect on how you will apply the West Sussex Threshold Guidance and Continuum of Needs document in practice and your responsibilities
- Describe key messages around the impact that positive relationships have in the middle years
- Describe the impact of Domestic and Peer on Peer Exploitation
- Reflect on issues around ASC / ADHD / Attachment issues and parenting

Video

<https://www.youtube.com/watch?v=pCLdPxW2nZo&feature=youtu.be>

Primary School Years

- Perceived as very positive time in children's lives
- Rates of serious maltreatment are low
- School may be a sanctuary or may compound negative life experiences
- By primary school age the cumulative effects of previous neglect is likely effect behaviours
- Children needs aged 5 are very different from 11 years

SCR's - National Learning under 5 years

- 1. Neglect** is a factor in 60% of case reviews. All professionals should be confident in:
 1. Recognising physical and emotional neglect
 2. Understanding the impact of cumulative and long term effects of neglect
 3. Taking timely action to safeguard children
- 2. Professionals sometimes struggle to keep the focus on the child where **domestic abuse** is a factor**

 1. Professionals need to engage with men living in the family home
 2. And keep in mind the impact on children of living with domestic abuse

Learning from Serious Case Reviews

- Radford (2010) death 7-year old Khyra Ishaq – deliberately denied of food, taking food from other children, cramming food into pockets, loitering where food is served, complaining feeling cold

When considering all of the information presented within this report ... **it can only be concluded that the death of the child was preventable** ... had there been better assessments and effective inter-agency communication over a period of time it could have been prevented.

- In the SCR of Daniel Pelka and Hamzah Khan (both 4 years) the mothers were actively deceitful, often antagonistic and convincing liars when explaining away injuries or keeping professionals away from their door. Both serious case reviews identified that professionals had succumbed to the 'rule of optimism' 'disguise compliance'
- Another key issue running through both serious case reviews (SCRs) were problems associated with multi-agency working. In both cases professionals often had concerns running in parallel to each other but never seemed able to join them up together which, according to the hindsight of a SCR, would have flagged up serious issues.

Key Recommendations for schools:

Head teachers should ensure:

- they regularly discuss children who give cause for concern
- other agencies share their concerns and knowledge with schools
- that children's views are sought and noted
- all contacts with parents/external agencies are logged
- letters of concern are sent directly to a named professional

It is important to have regard to the specific needs of children that are often listed under the term of 'failure to meet basic needs'

- **Medical neglect:** Failing to provide appropriate health care, including dental care and refusal of care or ignoring medical recommendations.
- **Nutritional neglect:** Failing to provide adequate diet and nutrition.
- **Emotional neglect:** Failing to meet a child's need for nurture and stimulation through, e.g. ignoring, humiliating, intimidating or isolating children.
- **Physical neglect:** Failing to provide for a child's basic needs such as food, clothing, or shelter.
- **Lack of supervision and guidance:** Failing to adequately supervise a child, or provide for their safety.
- **Educational neglect:** Failing to ensure that a child receives an education

The Four Types of Neglect

Emotional Neglect

- This ranges from the child being ignored to being completely rejected
- There is persistent ill treatment of the child
- The child feels worthless and inadequate
- Families may keep the child silent, scapegoat the child or, withhold affection or emotion and may not do things for the child

Depressed/Passive Neglect

- Parents or carers are unmotivated or do not understand the child's needs
- Parents or carers do not believe that anything can change and feel passive and helpless
- Frequently there is a failure to meet the child's emotional and physical needs
- This may sometimes be due to parental mental health issues

Disorganised Neglect

- This ranges from inconsistent parenting to chaotic parenting
- Families are frequently coming into contact with services and are often characterised as "problem families" or "crisis ridden" families
- There is often little hostility towards professionals and a willingness to engage
- Frequent change in family life
- Parents' feelings dominate behaviour
- Children display demanding or attention seeking behaviour

Severe Deprivation Neglect

- This can range from a child being left to cry to a child being left to die
- The children and their home can be dirty and smelly
- Children can be completely deprived of love, stimulation, emotional warmth, or completely ignored
- Children can be left unattended or let out inappropriately by themselves
- In the most extreme cases prognosis is usually poor.

Neglect – NIMT tool

- Determining the threshold at which poor care ends and neglect starts is perhaps one of the most perplexing dilemmas that practitioners face
- Practice thresholds are far from clear, in that they rely on the assessment skills, and judgements of workers, in the context of individual and agency values
- Neglect is one of the most enduring and damaging experiences for a child or young person to endure
- Importance of 'professional curiosity'

Group Discussion - Evidencing Concerns

- **What do you observe when a child is impacted by difficulties such as neglect/abuse?**
- **Why is it important to record severity and frequency relating to worries?**
- **Where do you record what you observe?**
- **What can you do to support the baby/child/parent/family?**

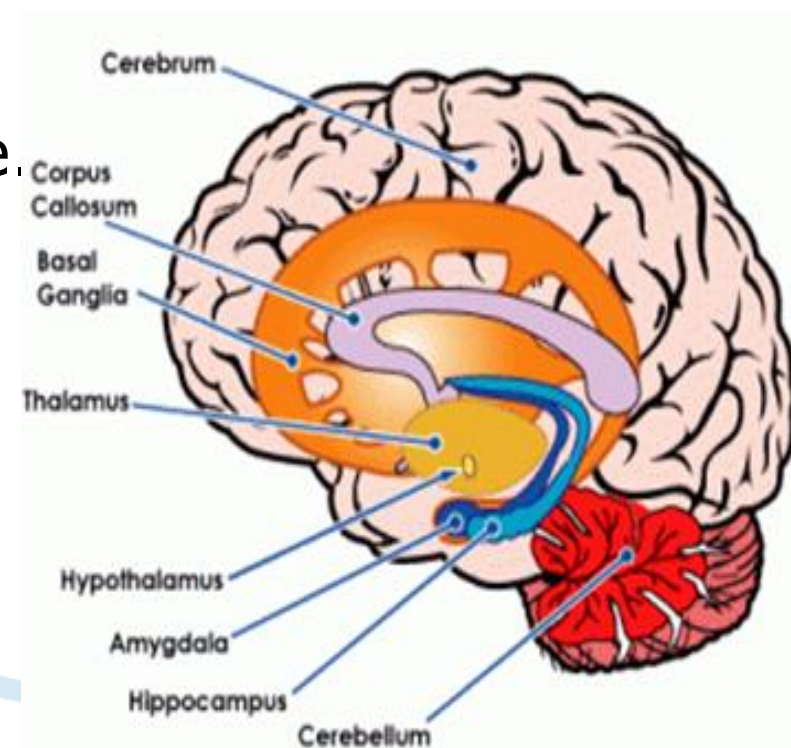
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Impact of Neglect in childhood

- Neglect results in impaired emotional skills.
- Reduced empathy and recognition of emotions in others including anger.
- Reduction in cognitive skills with associated developmental delay.
- Memory performance impaired.
- Increased aggression and conduct problems.
- Increased likelihood of being bullied or becoming a bully.
- Reduced interaction with caregivers.
- Susceptibility to further abuse including exploitation.

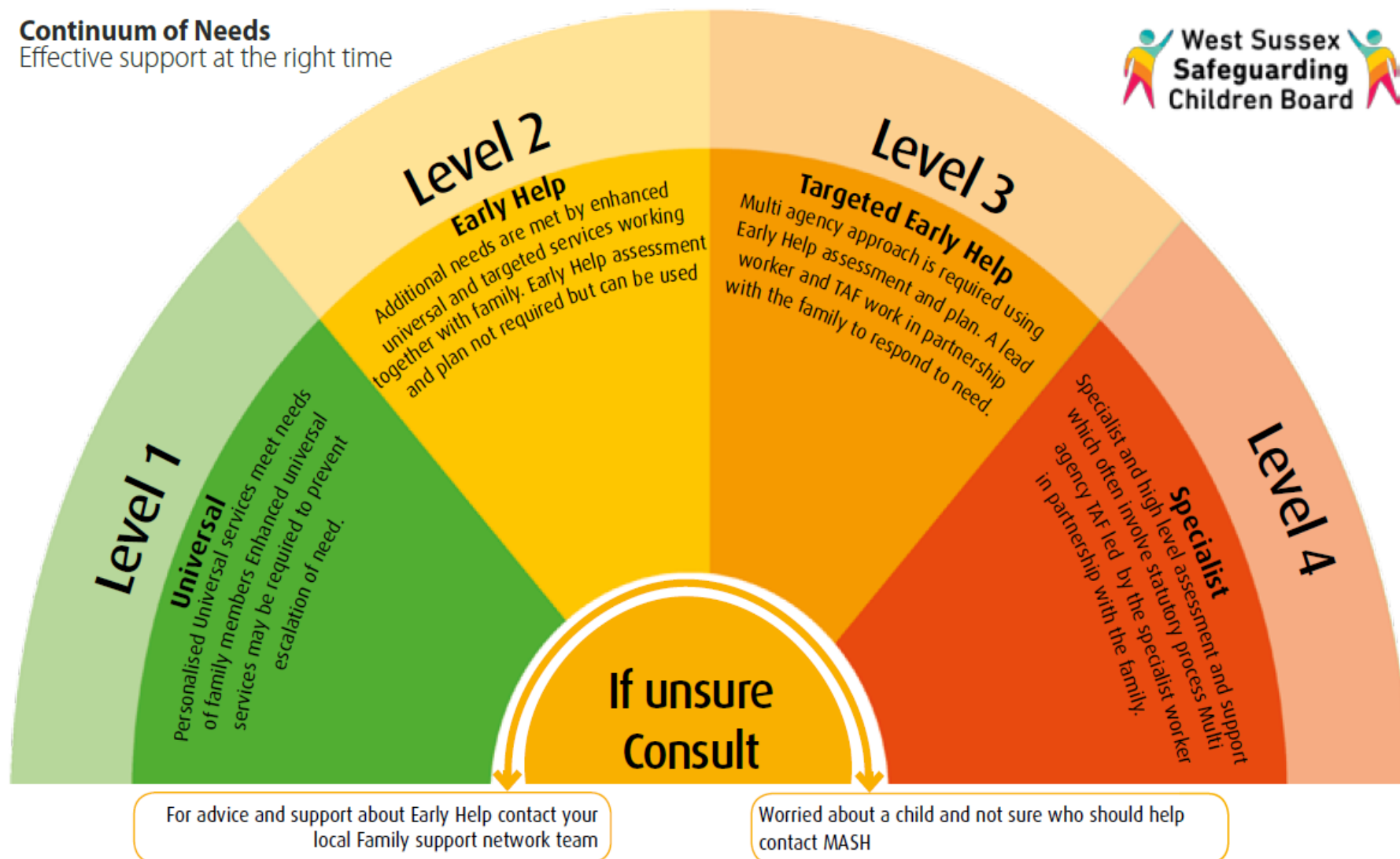
DA- Impact on children

- Research shows that witnessing domestic violence elicits trauma symptoms in children.
- With intrusive re-experiencing of events- dreams and flashbacks.
- Hyperarousal.
- Exaggerated startle response.
- Emotional withdrawal.
- Conduct problems.
- Mental health difficulties.



Continuum of Needs

Effective support at the right time



Children, young people and their families can require support from services that respond to different levels of need across the continuum from Universal to Specialist support. The challenges of family life can mean that some children and families will move between different levels of support. Local Safeguarding Children Board are committed to ensuring that this journey is supported by effective partnership working informed by good assessments and managed with care providing simple communication and clear accountability.

Activity – Chronologies and MASH referrals

- **Multi-agency chronologies - in groups of 8-10 complete chronology activity.**
- **Explore what a good referral to MASH would look like.**
- **Explore how you refer to IPEH for support? Termly conversations.**

The Repair of Early Trauma – A Bottom Up Approach

- <https://www.youtube.com/watch?v=LmVWOe1ky8s>
- https://www.youtube.com/watch?v=WZIf_4Eg7_Y

How neglect, toxic trio (DA/mental health/drugs and alcohol) can leave young people vulnerable

- Internet safety
- Risk sexual abuse and CSE
- Parental difficulty managing /supervising child's behaviour
- Peer on Peer exploitation
- Sexually inappropriate behaviours

Peer on Peer Exploitation

Peer-on-peer abuse can include; **sexual bullying** at school, being **coerced** to **send sexual images**, physical and sexual **assaults** and **violence**, child sexual exploitation and **teenage relationship abuse**.

It also includes gang associated abuse and exploitation.

<https://www.youtube.com/watch?v=qrLeH9EAoIk>

Who is affected by P:P Exploitation?

- Girls and young women are more frequently identified as victims, reporting it as having a negative impact on their lives.
- Boys and young men are more likely to be identified as abusers, and less likely to say that partner abuse impacts them negatively. However, P:P can happen between boys and girls can be the perpetrators
- Peer-on-peer abuse tends to be experienced by children aged 10 and upwards, with those abusing them being slightly older.

ASC / ADHD / Attachment issues vs neglectful parenting

- Assessment and Diagnosis pathway is lengthy and confusing for families
- Trying to parent a child with ASC/ADHD can cause attachment issues even when the parent is doing their best
- Symptoms of abuse can be confused with symptoms of ASC

ASC - 4 main areas

- **Social interaction** -difficulty recognising or understanding other people's emotions and feelings, and expressing their own
- **Social communication** – literal understanding of language, think people always mean exactly what they say. Find it difficult to use or understand facial expressions/tone of voice/jokes /sarcasm
- **Social imagination** - find it hard to understand and interpret other people's thoughts and feelings, predict what will happen next, understand the concept of danger, engage in imaginative play
- **Sensory stimuli** - different sensory experiences: sight, sound, smell, touch, taste, movement and balance. These can affect behaviour e.g. low thresholds to sound or touch and find it uncomfortable when over-stimulated, high threshold and so bite or pinch themselves for sensory reasons, not with the intention of causing harm.

Summary

- Neglect can be difficult to evidence and refer to MASH: use the NIMT tool and threshold guidance
- Parental conflict and Domestic Abuse has significant impact on children
- Parental emotional wellbeing and their relationship with child is crucial to the child's development
- Parental supervision and impact of internet / screen usage and Peer on Peer exploitation

Complexities around ASC

Useful Links to resources

[Neglect Pathway in West Sussex](#)

[Five to Thrive in West Sussex](#)

[Mental Health](#)

[Worth Services](#)

[LSCB Website](#)

[Domestic Abuse](#)

[Family Booklet](#)

[Resilience](#)

<http://www.westsussexscb.org.uk/professionals/working-together/west-sussex-continuum-of-need-threshold-guidance>

SEND Links

- <https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/send-hub-networks/>
- [Compass Card 0-17](#)

Public Health Contacts

- Weight Management, Sexual Health, Smoking Cessation, Alcohol

IPEH Hub Contacts

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