

Sefton LSCB Newsletter

March 2017



Introduction

Welcome to the March 2017 edition of Sefton LSCB bi-monthly newsletter. February and March 2017 have been particularly busy months for the partnership with many local and national awareness

campaigns running. In this edition we will inform you of the work undertaken, forthcoming events, learning and training activity.

MESSAGES FROM OUR BOARD MEMBERS

This month: Gill Ward, Chief Executive of Sefton Women & Children's Aid (SWACA) "The LSCB has always been fully supportive and welcomed an independent voice for children and young people living with Domestic Abuse. The partnership has developed over the years which has meant that "working together" as a collective can result in real change in children's lives. Working with our Strategic partners on the LSCB has enabled SWACA as a small agency to have a big voice in shaping services for families."

Gill Ward CEO of Sefton Women and Children Aid

Learning from Audits-Domestic Abuse Sefton LSCB –LATEST 7 Minute Briefings



Sefton LSCB produces regular 7 minute briefings on various current safeguarding children topics. Learning for 7 minutes is manageable in most services and learning is more memorable as it is simple and not clouded by other issues and pressures.

The LSCB is aware of increasing pressure on services which can make it difficult to release staff to attend training. In recognition of this, to keep learning and maintaining a skilled workforce, these 7 minute briefings for teams may be a helpful way to support staff.

Sefton LSCB Business Team hopes you find these briefings useful and are able to cascade these important messages as widely as possible.

<http://www.seftonlscb.co.uk/media/12012/no-7-learning-from-audit-domestic-abuse.pdf>

NATIONAL LEARNING FROM SERIOUS CASE REVIEWS (SCRs)

Serious Case Reviews: Publication of Learning Briefs for Child LB and LD

Lancashire Safeguarding Children Board
January 2017

The learning briefs of the Serious Case Review (SCR) in relation to Child LB and LD have now been published.

In January the learning briefs from two SCRs which have been carried out by Independent Reviewers and Chairs with support from senior representatives of all the key agencies who worked with the families.

The overall reports are delayed in publication due to ongoing criminal proceedings in both cases. However, a number of recommendations were made, which the LSCB and individual agencies continue to progress.

Key learning has been identified in both reviews and is shared via learning briefs at the link below. Some key themes highlighted during the reviews include, but are not limited to:

Child LB:

- Voice of the child
- Inter-Agency Working through Early Help
- Engagement with resistant or uncooperative families
- Professional curiosity relating to minor injuries
- Decision making in referrals and escalation processes

Child LD:

- Hostile, Aggressive and Resistant Parents
- Historic Sexual Abuse and Inappropriate Sexualised Behaviour
- Safeguarding Children and Duty of Care to Adults
- Neglect

The learning briefs can be downloaded [here](#)

LSCB Graded Care Profile 2

The Graded Care Profile 2 (GCP2) is a practical, licensed evidenced based tool which supports practitioners in measuring the quality of care. It allows practitioners to make reasoned and explicit judgements in relation to neglect.

The LSCB Neglect Strategy identifies the GCP2 as being the recognised tool that will be used in Sefton where neglect is identified as a possible presenting feature within a family. Sefton currently has 112 practitioners licensed to use the GCP2.

The NSPCC who own the tool have been very impressed with Sefton's implementation plan to train and utilise this tool to identify and reduce neglect. Following our submission of the number of profiles completed they are equally impressed by the initial outcomes of this plan.

NSPCC are currently developing a short film to help publicise the tool and support Local Authorities across the country with implementation and development of the GCP2 Tool.

Sefton's, strategy, implementation plan, and practice will be highlighted as a positive case study in this NSPCC film.



SAFEGUARDING CHILDREN IN SPORT

On 25 April 2017 Sefton LSCB will be hosting another event for Sport Leaders, Gym Managers and Staff, Sport Providers, Club Representatives and Activity Leaders giving them an opportunity to meet with safeguarding leads to discuss topics:

- Safeguarding Children concerns in our Community Sports Activities
- Child Sexual Exploitation (CSE) – Key messages
- Safer Recruitment – how can you ensure professionals/instructors/trainers working in your settings really are safe?
- Managing Allegations against professionals working with children

For more information and to book a place :

<http://www.seftonlscb.co.uk/media/12013/safeguarding-in-sports-poster.pdf>

Safeguarding Children in Sport visit the [Sefton LSCB website](#)



The LSCB multi-agency training in the month of March has covered the following session topics:

- Working together 2 day event (x2)
- Working Together 1 day event
- Toxic Trio
- Merseyside Harmful Practices
- Elected Members Briefings
- Effective Engagement with Resistant Families
- On-line Safety Training ([Useful Resources here](#))

Reaching approximately 200 individuals engaging across the courses provided.

Due to Spring/Easter holidays, April is a quieter month for training delivery however; we will be organising the forthcoming training offer moving into the next financial year. The offer will be developed with in line with the Boards priorities:

1. **Ensure early help services are effective**
2. **Ensure identification of neglect is robust and children living in neglectful circumstances are identified and safeguarded**
3. **Prioritising vulnerable groups to ensure children and young people are protected and risk is appropriately managed**
4. **Safeguarding Children who are at risk of sexual exploitation and those who have been reported as missing from home / care**

LSCB Training Pool Opportunities

This is an exciting opportunity for professionals to become involved in the delivery of the LSCB training offer. We are looking for experienced and enthusiastic professionals to be part of our Learning & Development Pool. Giving a commitment in delivering (or co-delivering) a minimum of 2 LSCB courses per year, in return you will receive training, support, regular skills meetings, and with all the course organisation (venue, bookings etc) maintained by the Learning & Development Officer. You will of course gain so much more, in knowing you were sharing your safeguarding children knowledge across the workforce.

If you are interested and would like more information, please contact Beverley Hall, Learning & Development Officer by e-mail: Beverley.hall@sefton.gov.uk



SAFER SLEEP WEEK 13-19 MARCH 2017

Sudden Infant Death Syndrome (SIDS) is the sudden and unexplained death of a baby where no cause is found. While SIDS is rare, it can still happen and there are steps parents can take to help reduce the chance of this tragedy occurring.

Safer Sleep Week is The Lullaby Trust's national awareness campaign targeting anyone looking after a young baby.

The Lullaby Trust and partners aim to make sure parents in the UK know the importance of safer sleep and are aware of how to reduce the chance of Sudden Infant Death Syndrome (SIDS).

'Safer Sleep for Baby' is based around six simple steps, that will help parents and carers keep their baby safe:

1. **Keep baby away from smoke, before and after birth.**
2. **Put baby in a cot, crib or Moses basket to sleep - never fall asleep with them on a sofa or chair.**
3. **Never fall asleep with baby after drinking or taking drugs/medication.**
4. Put baby to sleep on their back with their feet to the foot of the cot.
5. **Keep baby's head and face uncovered and make sure they don't get too hot.**
6. **Breastfeed your baby - support is available if you need it.**

"Safer Sleep Week offers an opportunity to remind people what they can do and the support that is out there to give them assistance." Safer sleep messages are also available from midwives, health visitors and children's centre staff in a variety of forms such as cot cards, room thermometers, bookmarks, postcards and posters.

More information is available online at <https://www.lullabytrust.org.uk/safer-sleep-week>

Message from Child Death Overview Panel (CDOP)

A baby has died in Scotland, after being put in her cot for a nap with a headband on that slipped and suffocated her. Please discuss with parents that you see using baby headbands, to ensure their children are not put to sleep with a headband on. [More information \(netmums.com\)](http://netmums.com)



PRIVATE FOSTERING

What is Private Fostering?



Private Fostering is when **parents arrange** for someone who is **not a close relative** to look after their child for **more than 28 days**. (Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts whether of full or half blood, or by marriage or affinity).

Private Fostering applies for children **under 16 years (18 if disabled)**

It is well known that private fostering arrangements are underreported and therefore Sefton LSCB has established a Private Fostering Task and Finish Group to raise awareness and improve identification as often, Children's Social Care are reliant upon professionals such as teachers and health visitors to inform them of these arrangements.

Notification of a Private Fostering arrangement should be made to the Local Authority by the parent or carer, but professionals can help in identifying these arrangements and advising parents of their responsibilities. If you know a child is being privately fostered, and you think the Local Authority is unaware, please notify the Multi Agency Safeguarding Hub (MASH) via the on-line Referral Form <https://forms.sefton.gov.uk/referraltocs/> stating this is a PRIVATE FOSTERING notification or encourage the carer/parent to do so.

The LSCB issued a 7 minute briefing on private fostering in November 2016. View [here](#)

For more information on Private Fostering, visit <http://www.seftonlscb.co.uk/professionals/private-fostering/>



Child Sexual Exploitation (CSE)

Revised National Definition of CSE – Launched on 16 February 2017

It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or decide a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact, it can also occur through the use of technology.

Information regarding the changes can be found here:

<https://www.nwgnetwork.org/child-sexual-abuse-csa-definition/>

New guidance on CSE

CSE Awareness Day – 18 March 2017

During National CSE Awareness week, there was a range of events undertaken by Catch 22 across Sefton. These included:

- Monday 13 March – A CSE awareness assembly to Hospitality and Catering Students at Southport College, CSE workshops to Students at Hugh Baird College
- Wednesday 15 March – CSE workshops to Students at Hugh Baird College, attending a consultation day for Parents at Bedford Primary to discuss CSE and E-Safety
- Thursday 16 March – A CSE awareness assembly to Year 13 at Range High (Year 12 engaged previous week)
- **A total of 332 Young people were actively involved in the above events**

On **Saturday 18 March (CSE Awareness Day)** - Catch22 supported Merseyside Police to engage young people in CSE advice sharing and identify anyone who may be vulnerable or at risk of CSE/missing. Partners worked together across Linacre, Netherton, Aintree, Waterloo & Bootle areas of Sefton. Visiting; shops, hotels, parks, hand car wash facilities, take away and fast food outlets, convenience stores, bus stops, train stations and a church. Together they distributed information, literature and gave advice in raising awareness. Following on from this event, there is now a plan to deliver briefing session to hotel staff in raising CSE in our area.



Sefton CVS have continued to raise awareness across of CSE running Twilight workshops with over 50 individuals in attendance on the last 2 sessions.

Workshop Aims:

- To increase knowledge and ability to recognise signs and indicators of CSE
- To improve confidence to respond to CSE in line with Sefton procedures in order to protect children
- To improve appropriate information sharing by the VCFS in order to protect children experiencing CSE and assist Merseyside Police in their prosecution of offenders where appropriate.



On 21 March 2017 to mark **WORLD SOCIAL WORK DAY** some of the inspirational work of Social Workers in Sefton was shared. Social Workers who support and safeguard the vulnerable in Sefton shared their stories. Many thanks to Social Workers across Sefton who work tirelessly to make a difference.



Working Together to Improve Professional Curiosity

The LSCB would like to raise **awareness** of the need for respectful uncertainty and help you **spot the signs** of when a parent may be using disguised compliance.

Professionals will often come into contact with a child, young person or their family when the child is vulnerable to harm. These interactions present crucial opportunities for protection. Responding to these opportunities requires the ability to **recognise** (or see the signs of) vulnerabilities and potential or actual risks of harm, maintaining an open stance of **professional curiosity** (or enquiring deeper), and understanding one's own responsibility and knowing how to **take action**.

Children rarely disclose abuse and neglect directly to practitioners and, if they do, it will often be through unusual behaviour or comments. This makes identifying abuse and neglect difficult for professionals across agencies. We know that it is better to help children as early as possible, before issues get worse. That means that all agencies and practitioners need to work together – the first step is to be professionally curious. Professional curiosity and a real willingness to engage with children and their families are vital to promote safety and stability for families.

Professor of Social Work Harry Ferguson (University of Nottingham) has written about the importance of curiosity during home visits and uses the

examples of the Baby Peter and Daniel Pelka cases. He highlights the need for authentic, close relationships with children of the kind where we see, hear and touch the truth of their experience and are able to act on it and to achieve similar closeness with parents / carers.

In the Climbié inquiry, Lord Laming suggested social workers needed to practice “**respectful uncertainty**”, applying critical evaluation to any information they receive and maintaining an open mind. In safeguarding the term ‘safe uncertainty’ (Mason 1993) is used to describe an approach which is focused on safety for children but that takes into account changing information, different perspectives and acknowledges that certainty may not be achievable.

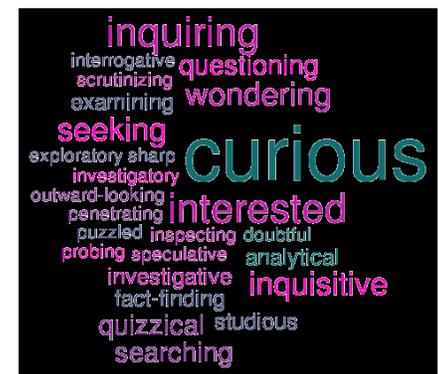
Professional curiosity is the capacity and communication skill to explore and understand what is happening within a family rather than making assumptions or accepting things at face value.

Curious professionals will spend time engaging with families on visits. They will know that talk, play and touch can all be important to observe and consider. Do not presume you know what is happening in the family home – ask questions and seek clarity if you are not certain. Do not be afraid to ask questions of families, and do so in an open way so they know that you are asking to keep the children safe, not to judge or criticise. Be open

to the unexpected and incorporate information that does not support your initial assumptions into your assessment of what life is like for the child in the family.

[View poem by Roddy Doyle “The Woman who Walked into Doors”](#)

as an example of the importance of professional curiosity.



Disrespect NoBody



The Home Office has launched [Disrespect NoBody](#), a campaign to help young people understand what a healthy relationship is and re-think their views of controlling behaviour, violence, abuse, sexual abuse and consent

Further information:

[Disrespect NoBody campaign](#) | [Disrespect NoBody: campaign posters](#)

INFORMATION FROM RESEARCH IN PRACTICE (RIP)

Communication with Children and Young People with Speech, Language and Communication Needs and/or Developmental Delay

It's important that we don't make assumptions about a young person's capacity to make decisions and that they are specifically provided with the right support and information to be able to participate and communicate in how they want to be involved in decision-making processes.

When we talk about children and young people's voice, it's important to recognise that we're talking about all communication. There is a danger that we only listen to those who can easily tell us their views and therefore don't deliver services that meet the needs of children and young people who have a range of support needs.

Disabled children and young people face significant barriers and challenges to participation in decisions that affect them. This includes decisions about their own support and care, about the services that they use and about strategic level decisions. When working with children and young people it's important that we:

- start from the assumption that all children and young people can, and do, communicate
- get to know the children and young people that we are working with and the communication systems they use
- give children and young people enough time to communicate
- be willing to learn from the child or young person about how they prefer to communicate and take the time to understand what we as practitioners can do to support that child and the barriers to that child's communication
- give children and young people clear, simple and accessible

information in a format that best works for them – *no jargon*

- don't make assumptions about what a child or young person is saying - check that you have understood (The Communication Trust, 2011), (Participation Works, 2008).

Some of the specific barriers for young people with speech, language and communication needs (SLCNs) or developmental delay to having their views, wishes and feelings understood include:

- misconceptions about a child or young person's capacity
- misconceptions about a child or young person's ability to communicate
- non-verbal or other means of communication not being recognised or valued in the same way as verbal communication
- not allowing enough time during assessments
- availability of independent interpreters or facilitators.

Young people with communication needs also face additional barriers that can include a lack of aspiration and understanding that they can participate; assumptions about their capacity; professional knowledge, skills and confidence; and access to communication systems.

It's important that we don't make assumptions about a young person's capacity to make decisions and that they are specifically provided with the right support and information to be able to participate and communicate in how they want to be involved in decision-making processes. Involving young people in decision-making has never been more important than now during a time of huge legislative reform that will directly impact on their lives. Young people's voice and participation plays a vital and

underestimated role in helping us to safeguard children and young people, empowering them and ensuring that the services they use are fit for purpose.

Disabled young people's participation is fundamentally a rights issue and is supported by several key pieces of legislation and policy drivers across health, education and social care. It is also evident the successes and benefits for practitioners, services and for young people and families that come from involving disabled young people in decision making.

Practitioners may need to use a range of different creative and informal methods and strategies to support young people's communication and involve them in planning and assessment. This can include play, observations, visual aids, video and working with parents and other professionals who know the young people well. Having high expectations that all children and young people communicate, and understanding how is essential to supporting their involvement in decision-making processes.

Questions for practice

Are we:

- Being person-centred in our practice? For example, giving children and young people choice and making sure they can lead where appropriate.
- Supporting and facilitating children and young people to communicate as opposed to assuming we know what they want, or speaking for them?
- Demonstrating and communicating evidence of impact to children, young people, parents and other professionals, to ensure that they can see where their involvement has made a difference?

SAFEGUARDING ACROSS EARLY YEARS PROVIDERS SUPERVISION OF CHILDREN

Recently there have been some concerns raised to the Designated Officer for the Local Authority in relation to the supervision of children across early years settings in Sefton. There are two main areas of concern:

- When children are leaving the setting at the end of the session, in some cases, staff have been unaware that children have gone. As a result, the children have then been found outside the setting on their own, unsupervised. All settings need to ensure that each child is met by an adult, parent /carer or childminder and handed over by the member of staff. Children who do not have an appropriate adult to meet them must remain with the member of staff.
- When children are accessing activities outside of the building, there have been occasions when children have been left outside. All settings need to review their policies and procedures to ensure children are counted in and out and checks completed, so no children are left alone, away from the main group.

Please note: Any child being collected before the end of the session needs to be signed out. Permission from the child's carer must be sought if they are to be collected by someone different.

Remember It is really important that all providers publish their supervision of children policy and procedures so everyone is clear about their roles and responsibilities This will help us keep our children safe in Sefton.

Sefton LSCB Business Team hopes you find this newsletter useful and informative. If you have any comments or suggestions please contact the team on Tel. 0151 934 3366 or email seftonlscb@sefton.gov.uk