

**contact** a family  
for families with disabled children

**Strengthening Parent Carer Participation**

## **Safeguarding for parent carer forums**

Welcome to this Contact a Family Webinar on the safeguarding for parent carer forums

The webinar is hosted by Sue North an independent consultant and trainer

If there is a technical glitch, please do bear with us

Those of you joining by pc, laptop, tablet or smart phone should now be able to see this introductory slide

If you are unable to see the slide, please contact Helen Reid who may be able to offer some assistance

## Timing & Questions

- As there are so many attendees, it is not practical for verbal questions to be taken, therefore you will all remain 'muted' throughout
- If at any point you have questions, please use the question icon on the GoToWebinar tool bar on your screen (see below)
- This will allow you to type your question in to the text box and submit this to the Webinar administrator
- We will select as many relevant questions to answer as time allows, if similar questions are received we will condense these where possible





# Safeguarding for parent carer forums

Susan North

# Aims of the webinar

- ▶ To support and ensure forum leaders understand issues pertaining to safeguarding children, young people and vulnerable adults.
- ▶ To support forums to consider what policies and procedures they may need to develop and utilise for the safe running of their forum.
- ▶ To support forums to know how to apply these policies and procedures.
- ▶ To ensure forums know where to seek advice and support in relation to safeguarding should they require it.

# What we will cover in the session

- ▶ What we mean by safeguarding
- ▶ Legislation relating to safeguarding
- ▶ Definitions and types of abuse
- ▶ Role of parent carer forums in relation to safeguarding
- ▶ Key components of safeguarding policies and procedures
- ▶ Building your confidence to recognise and effectively manage safeguarding concerns

# What we will cover in the session

- ▶ Safeguarding and confidentiality
- ▶ Handling safeguarding concerns about committee members, staff and volunteers
- ▶ Safeguarding concerns relating to service provision
- ▶ DBS checks and regulated activity
- ▶ Who to report concerns, further training and information

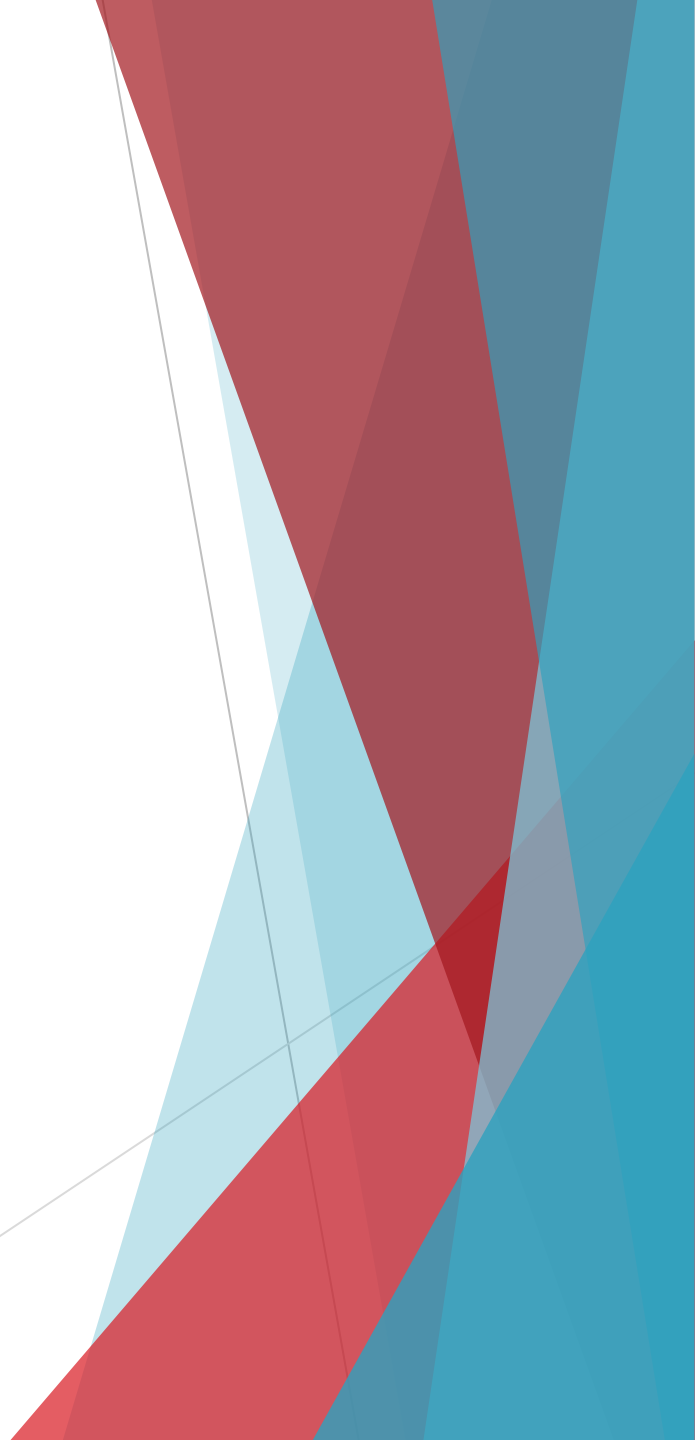
Forums are not often responsible for care or support of children or vulnerable adults as part of core business, but still often have contact with children, young people and vulnerable adults.

Still have responsibility to ensure safety and wellbeing of those you come into contact with

Also have a responsibility for forum reps / volunteers who may come into contact with those children, young people and vulnerable adults.



**WHAT WE  
MEAN BY  
SAFEGUARDING**



# What does safeguarding mean?

Safeguarding is a term that incorporates child protection, but is more inclusive at looking at wider issues of prevention of risk to children, and ways in which we can ensure and promote the wellbeing of children and young people.

(Early Help is an important part of safeguarding)

The action we take to promote the welfare of children and protect them from harm.

Everyone who comes into contact with children AND families has a role to play in Safeguarding children and young people



# Child Protection

Child Protection; part of safeguarding and promoting welfare - refers to activity undertaken to protect specific children and young people who have experienced or are likely to experience significant harm

# Safeguarding and promoting the welfare of children and young people

- ▶ Protection of children from maltreatment
- ▶ Preventing impairment of children's health or development
- ▶ Ensuring children grow up in circumstances consistent with the provision of safe and effective care
- ▶ Taking action to enable all children to have the best outcomes



# **LEGISLATION, STATUTORY AND NON STATUTORY GUIDANCE**

# Children and Young People

- ▶ The Children Act 1989
- ▶ The Children Act 2004
- ▶ Human Rights Act 1998
- ▶ Working together to safeguard children 2015
- ▶ Safeguarding Disabled Children (practice guidance) 2009
- ▶ UN Convention on the Rights of the Child

# Vulnerable adults

- ▶ Care Act 2014
- ▶ Care and Support Statutory Guidance 2014
- ▶ Mental Capacity Act 2005
- ▶ MCA Code of Practice
- ▶ Human Rights Act 1998
- ▶ No secrets



# DEFINITIONS AND TYPES OF ABUSE



# Abuse and neglect

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family, or in a n institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet) They may be abused by an adult or adults, or another child or children

# Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

# Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person.

It may involve serious bullying (including cyber bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Some form of EA is involved in all types of maltreatment of a child though it may occur alone

# For a child this can mean:

- ▶ Persistent ridicule, rejection, humiliation
- ▶ Living in atmosphere of fear and intimidation
- ▶ Being allowed no contact with other children
- ▶ Inappropriate expectations being imposed
- ▶ Low warmth, high criticism
- ▶ Being bullied, scapegoated

# Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities whether or not the child is aware of what is happening. The activities may involve physical contact, including penetration or non penetrative acts.

They may include non contact activities, such as involving children in looking at, or in the production of sexual images or watching sexual activities, or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse

# Online Sexual Abuse

The use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to) engage in sexual activity; produce sexual material / content; force a child to look at or watch sexual activities, encourage child to behave in a sexually inappropriate ways; or groom a child in preparation for abuse (either online or offline)

# Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status.

# 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.

Neglect may occur during pregnancy as a result of maternal substance misuse.

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



# For a child this can mean:

- ▶ Lack of adequate nourishment/shelter
- ▶ Not receiving medical attention when necessary
- ▶ Lack of interest in the welfare of the child
- ▶ Inappropriate clothing
- ▶ No boundaries, limits in terms of actions and behaviour
- ▶ Child's needs not recognised / prioritised by parents

# Domestic Violence

“any criminal offence arising out of physical, sexual, psychological, emotional or financial abuse by one person against a current or former partner in a close relationship or against a current or former family member”.

## Bullying

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

It can be physical, verbal, emotional, sexual, online/cyber, discrimination, indirect.

Anti Bullying Alliance

# Vulnerable adults

A vulnerable adult is any person aged 18 years or over who is in receipt of or may be in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of him or herself and unable to protect him or herself against significant harm or exploitation

Adult safeguarding mean protection a persons right to live in safety, free from abuse and neglect.

Care Act made it a statutory requirement for local areas to have a Safeguarding Adults Board

# Definitions of abuse and neglect - vulnerable adults

- ▶ Physical Abuse
- ▶ Sexual Abuse
- ▶ Neglect and acts of omission
- ▶ Psychological Abuse
- ▶ Exploitation
- ▶ Financial or material abuse
- ▶ Discriminatory abuse
- ▶ Institutional abuse

# Disability Hate Crime

Any incident, which is perceived to be based upon prejudice towards or hatred of the victim because of their disability or so perceived by the victim or any other person"

Crown Prosecution Service


# What we know

- ▶ Nearly one in five young people aged 11 to 17 (18.6%) have experienced high levels of abuse or neglect.
- ▶ Nearly one in 20 young people aged 11 to 17 (4.8%) have experienced contact sexual abuse.
- ▶ Decrease in children and young people being subject to physical abuse and significant rise in those experiencing sexual abuse.
- ▶ Currently 62,210 children identified as needing protection from abuse in the UK
- ▶ NSPCC estimate that for each child identified as needing protection another 8 are suffering abuse

# Disabled Children and young people

- ▶ Research has found that disabled children are 3-4 times more likely to be abused than non disabled children.
- ▶ Huge range of contributing factors that increase vulnerability
- ▶ 1,400 cases of abuse against learning disabled people every year
- ▶ Know that perpetrators of abuse will target vulnerable families and children

# Key components of safeguarding policies and procedures





# Policy

Your policy should be brief - usually not more than two pages.

Should lay out the forums commitment to safeguarding children and young people, and vulnerable adults

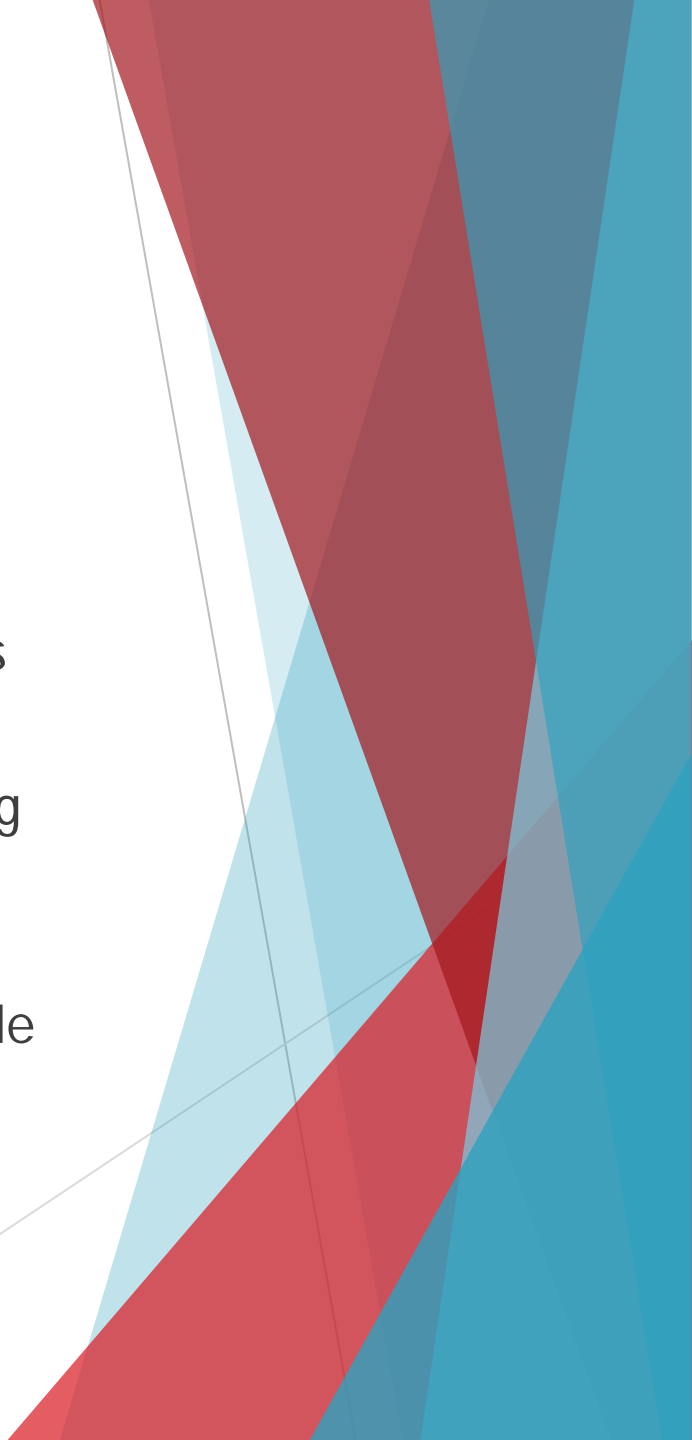
Makes clear for parent carers, children and young people, staff, volunteers, others you work with what the forum thinks about safeguarding / child protection and what it will do keep children safe.

# Could include

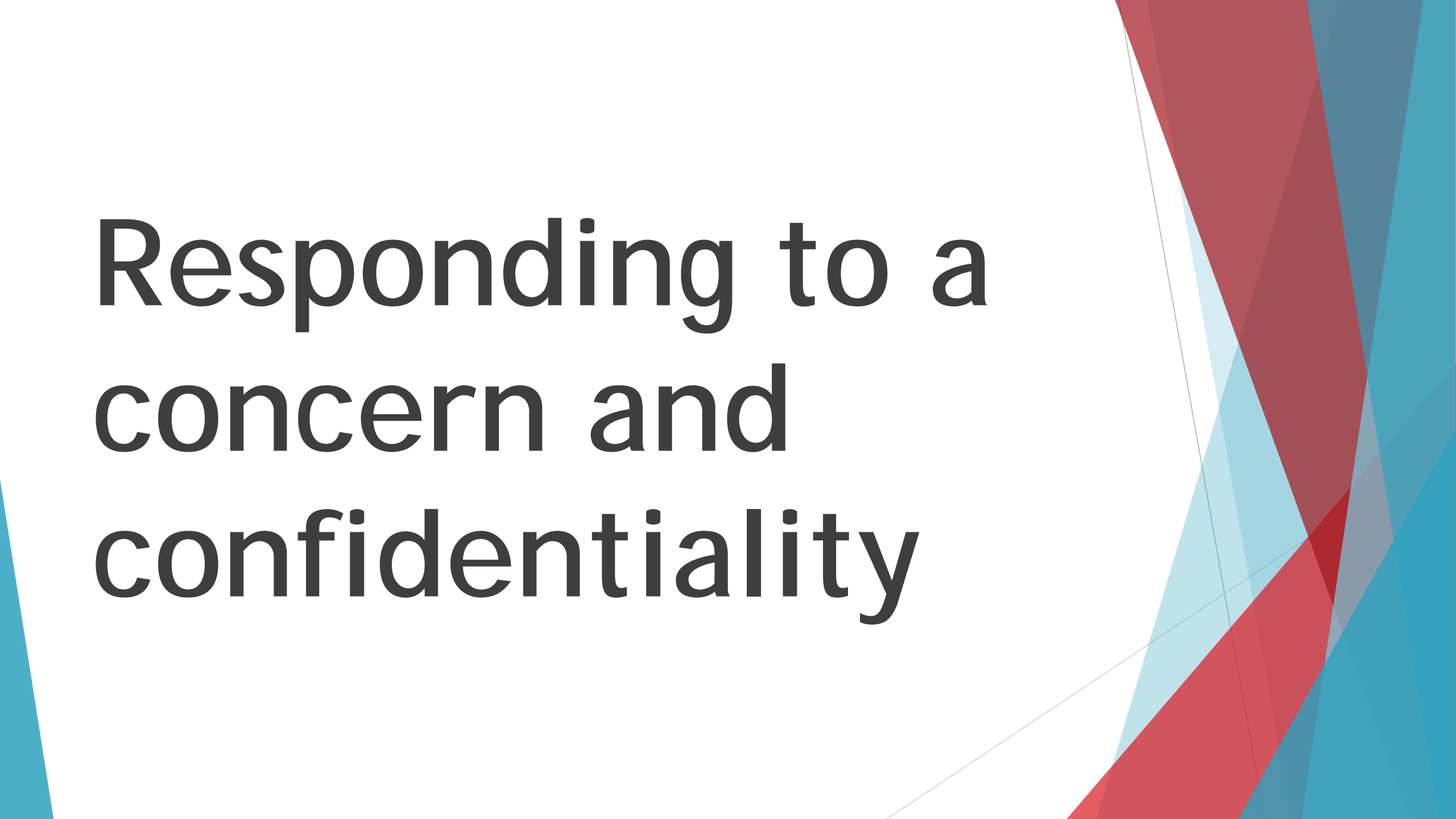
- ▶ Identify the forum, it's purpose and function
- ▶ What the forums want to say about keeping children, young people and vulnerable adults safe
- ▶ Recognise the needs of particularly vulnerable groups
- ▶ Briefly state the legislation and guidance that supports the policy
- ▶ Why the forum is taking these steps
- ▶ How, in broad terms, the forum will meet this responsibility (may include information about DBS)
- ▶ Who it applies to
- ▶ How the forum will put the policy into action (procedures).
- ▶ Should be clearly written, using words and phrases that will be understood by those who read it.

# Procedures

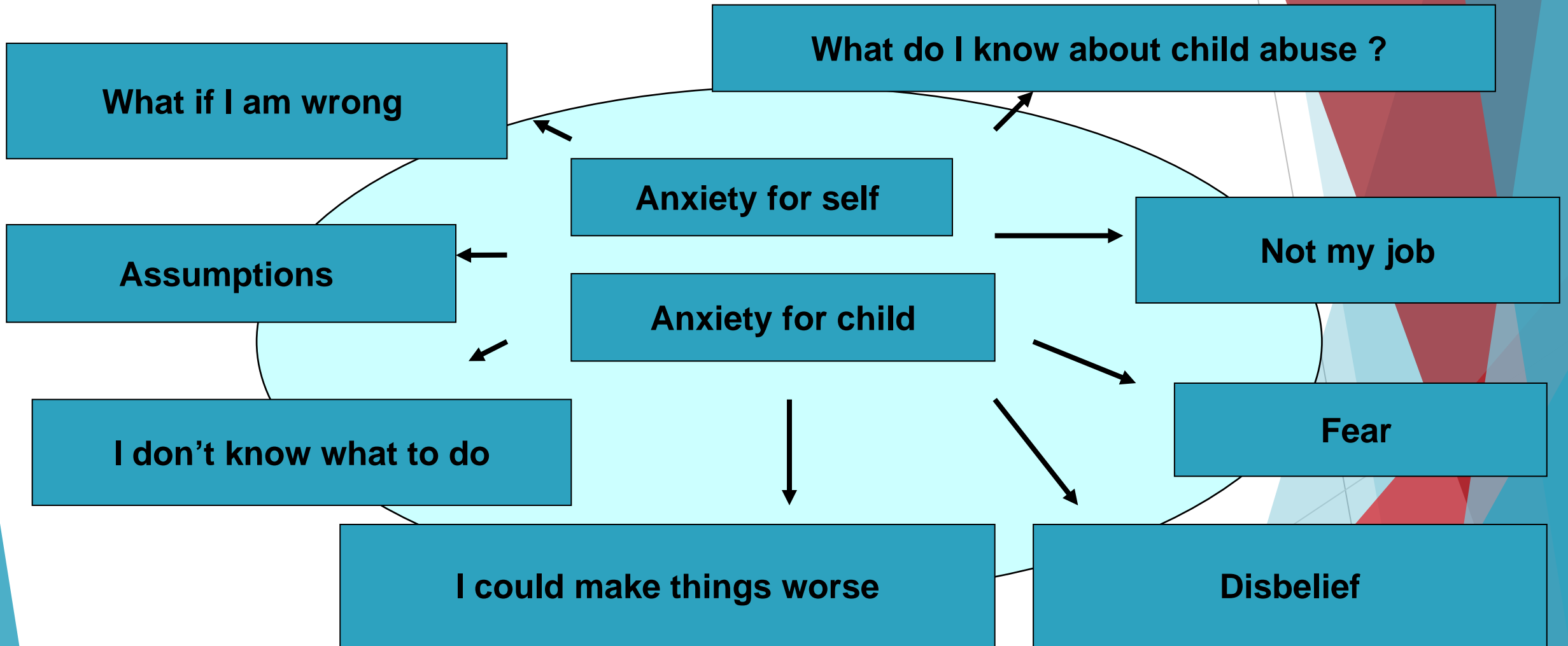
- ▶ Procedures should explain how you will implement your policy
- ▶ Usually more specific about how your forum will respond to any safeguarding or child protection issues
- ▶ Include information about how those who work in the forum will be supported to understand safeguarding
- ▶ Explain how the forum will record and report any concerns.
- ▶ Usually should designate someone within the forum to be the safeguarding lead - (you could co-opt or seek an adviser to assist with this) Ideally this is someone who will have undertaken safeguarding training or have some expertise or skill in this area.
- ▶ How the forums ensure the safety of their activities

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- ▶ Guidelines about how you will work with families if you have concerns.
  - ▶ How the forum recruit and select parent representatives, volunteers and staff
  - ▶ How the forums support, supervise (if appropriate) and offer training to parent reps, volunteers and staff
  - ▶ How everyone in the forum understands the behaviour and conduct expected of committee, volunteers and parent reps (may link to code of conduct)
  - ▶ Ensure there is a whistle blowing policy in place

# Responding to a concern and confidentiality

The background features abstract, overlapping geometric shapes in shades of red and blue, primarily concentrated on the right side of the frame. The shapes are semi-transparent, creating layered effects. The overall design is clean and modern.

# Taking Appropriate Action



# What do I need to do if I suspect abuse?

- ▶ Several ways to suspect abuse
- ▶ Disclosure by child
- ▶ Disclosure by perpetrator
- ▶ Disclosure by third party
- ▶ Observation

# What to do

- ▶ Never ignore it
- ▶ Be clear about limits in relation to confidentiality
- ▶ People tell for a reason
- ▶ Initial response to disclosure is vital
- ▶ Speak to your designated safeguarding officer
- ▶ DON'T INVESTIGATE - this is not your job!
- ▶ Record, sign, and date



# Should we tell parent carers if we feel we need to make a referral?

- ▶ Have to consider this carefully
- ▶ Important to be honest and transparent with families when you can
- ▶ Should not jeopardise the investigation
- ▶ In cases of sexual abuse, need particular caution
- ▶ In other s consideration needs to be given as to whether they should be informed of not before the referral.
- ▶ You can always seek advice from your local teams

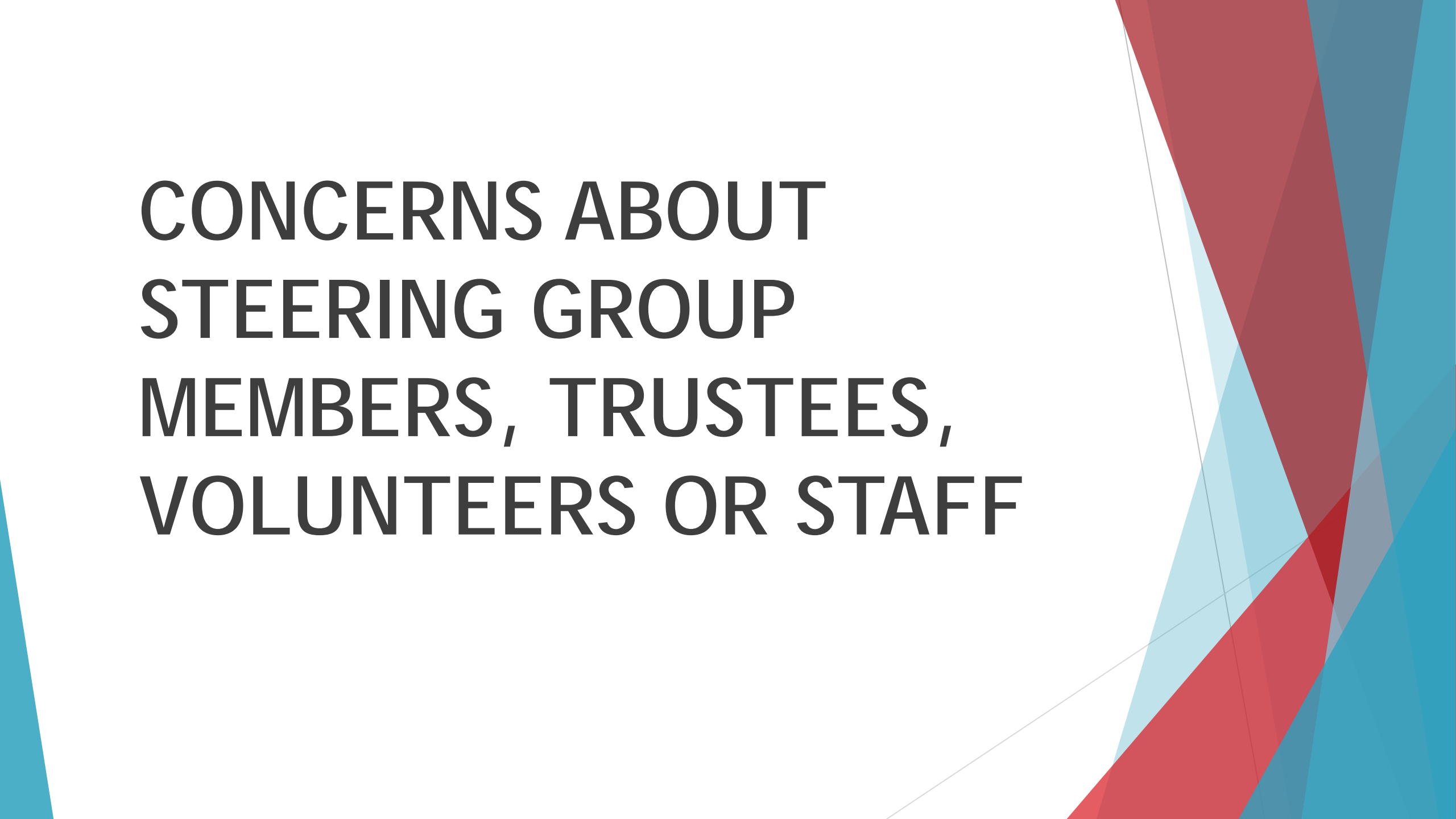
# How do we make referrals?

- ▶ Referrals are usually made to the area the child lives as their local authority will deal with the issue.
- ▶ There may be occasions where if the allegations are made in a different locality, the area where the abused individual is should be where the initial referral is made.

# Data Protection / Confidentiality

- ▶ The requirement for confidentiality and data protection is overridden by the need to ensure children are kept safe
- ▶ If making a referral good practice is to share information with parent /carer UNLESS to do so would place the child, or others at risk of harm or intimidation.

**CONCERNS ABOUT  
STEERING GROUP  
MEMBERS, TRUSTEES,  
VOLUNTEERS OR STAFF**

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# Safeguarding concerns about committee members, staff and volunteers

- ▶ Allegations against those who work with children, young people and vulnerable adults are taken very seriously
- ▶ Having safeguards and codes of conduct in place can help minimise risk - promote safer caring practices.
- ▶ Need to be aware of what may happen (LADO processes)

# For forums to consider

- ▶ You need to consider the impact on the forum and its activities if there is a safeguarding issue in relation to a forum steering or committee group member
- ▶ Not about isolating or ostracising individuals who may be experiencing challenging situations, but have to consider how effectively a member can participate if they are experiencing what is likely to be a fraught and challenging situation in their engagement with the local authority.
- ▶ Suggest is it useful to include in your code of conduct clarification of what you expect in this situation - e.g. the steering group member would temporarily stand down until the situation is resolved. (To agree this before it happens)
- ▶ Does not preclude them from remaining a member of the forum

# Disclosure and Barring

- ▶ DBS checking is the governments process for providing information to employers and organisations about whether an individual is suitable for particular types of work.
- ▶ DBS also keep a list of “barred” individuals who are forbidden from doing certain types of work with children and adults.
  
- ▶ Standard disclosure
- ▶ Enhanced disclosure
- ▶ Barred Lists

# Regulated activity

- ▶ Regulated activity includes work regular with children which is unsupervised. This basically means that, in most circumstances, people working with children need to be DBS checked unless they are being supervised by someone else who is DBS checked.. Some work with adults is also regulated.
- ▶ It is up to your forum to assess whether the committee, parent representatives, staff and volunteers are taking part in regulated activity. You need to consider the definitions of regulated activity, consider what activities you carry out and make a judgement about whether you think the activity is regulated or not. There are no hard and fast rules - it is up to your group to decide whether a role counts as regulated activity. You should make a common sense decision which you would feel able to explain if you were challenged.
- ▶ One of the things that can make it hard to tell whether someone is taking part in regulated activity, and therefore needs to have a DBS check, is whether or not they are being "supervised". Supervision is defined as "regular and reasonable".



# Who is eligible for a DBS check?

- ▶ You are only legally obliged to apply for an Enhanced DBS check for people who are taking part in regulated activity. However, you may apply for Enhanced DBS check for any volunteer or employee doing frequent, intensive or overnight work with children or vulnerable adults, if your group considers this to be appropriate. You cannot, however, check whether the person is on a barred list if the role does not come under regulated activity
- ▶ More information about DBS Checks
- ▶ <http://www.resourcecentre.org.uk/information/disclosure-and-barring-service-dbs/#Using%20disclosure%20information>
- ▶ <https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance>

# Top Tips

- ▶ Lot of information in this presentation - try not to feel overwhelmed!
- ▶ Remember that you don't need to make decisions alone - you can always contact your local authority child protection team for advice if you need it.
- ▶ Link to your LSCB - local safeguarding children board and ASB Adult Safeguarding Boards - they usually have a workforce development stream and your forum may be able to access training through them
- ▶ Don't ever avoid situations because they make you uncomfortable - it is better to take some action and be wrong than do nothing.
- ▶ Remember, sometimes it is the pieces of the jigsaw that make the whole picture.
- ▶ Try to make sure you have policies and procedures in place before you need them.
- ▶ You can always speak to your adviser.

# Conclusion



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