

# Safeguarding of Children & Adults

## Lv4 Factsheet

## Importance

The safeguarding of children, young people and adults who are at risk is a fundamental obligation for everyone who works in the NHS and partner agencies.

- Therefore, safeguarding of adults and children must be kept constantly under review to ensure that principles and duties are holistically, consistently and conscientiously applied

## A role for everyone

It is acknowledged that children, young people and adults sometimes have complex interpersonal relationships and lives.

- Everyone has a role to play in their own services in preventing harm occurring and responding effectively where harm does occur

## The named professional

- The named professional has a specific role which we will explore
- This includes named GPs, named nurses, named midwives and other named health professionals

## Key legislation & guidance

Children Act 1989	The Children Act 2004
Education Act 2002	Children Leaving Care Act 2000
UN Convention on the Rights of the Child 1989	Working Together to Safeguard Children 2018
Children and Social Work Act 2017	Female Genital Mutilation Act 2003
General Data Protection Regs 2018	Keeping Children Safe in Education
Sexual Offences Act 2003	Modern Slavery Act 2015
Mental Capacity Act 2005	Prevent Bill 2015
Serious Crime Act 2015	Adoption & Children Act 2002
The Care Act 2014	Human Rights Act 1998
Sexual Offences Act 2003	The Equality Act 2010
Safeguarding Vulnerable Groups Act 2006	Health and Social Care Act 2008 (2012)
Serious Crime Act 2015	Forced Marriage Act 2011
Mental Health Act 2007	Domestic Abuse Act 2021
Deprivation of Liberty Safeguards 2009	Health & Care Act 2022

### Working together 2018

“Nothing is more important than children’s welfare - we all play a vital role in helping to keep a child safe. Safeguarding children is everyone’s responsibility. Children who need help and protection deserve high quality and effective support as soon as a need is identified.”

### Not raising concerns

- Not knowing procedure or who to go to with the concern
- Fear of getting it wrong or making it worse for victim or themselves
- Lack of confidence or training
- Bad experience in the past when raising concerns
- Think that someone else will raise the concern instead
- Disbelieve the disclosure

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## Lv4 Factsheet

## Types of child exploitation

- Child sexual exploitation
- Child criminal exploitation – gangs, county lines & drugs supply
- Modern day slavery
- Human trafficking
- Radicalisation
- Contextual safeguarding

## Adult risk of vulnerability

- Mental Health disorders
- Dementia, stroke, parkinson's
- Learning disabilities, neuro diverse conditions
- Living in residential accommodation
- Supported by domiciliary services
- Living in sheltered housing
- In receipt of healthcare
- Receiving welfare services
- Receiving direct payments
- Requiring assistance in own affairs
- Temporarily or permanently incapacitated
- Asylum seeker, homeless, in a refuge

## Examples of why ACEs happen

- Physical Sexual Emotional abuse
- Physical neglect
- Emotional neglect
- Being bullied
- Being neglected
- Living with someone who abused alcohol or drugs
- Exposure to domestic violence
- Living with someone who has gone to prison
- Living with someone with serious mental illness
- Losing a parent through divorce, death or abandonment
- An incarcerated family member
- Recruited into county lines

## Impact

ACEs can have a detrimental impact on a child or young person's future physical and mental health

- The longer an individual experiences an ACE and the more ACEs they experience, the larger the impact on development and their health

### What are ACEs?

Adverse Childhood Experiences are “highly stressful, and potentially traumatic events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person's safety, security, trust or bodily integrity.”

(Young Minds, 2018)

- Too often the focus is on addressing the consequences of ACEs rather than preventing them in the first instance

Bellis et al, 2014

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## Complex risks

During adolescence the nature of the risks faced by young people, and the way that they experience these risks, often differs from earlier childhood – as do their needs.

- Young people may be faced with a new set of complex risks, ones not posed by families, but instead by peers, partners and adults unconnected to their families

## Complex safeguarding

- Often manifest in extra-familial environments including schools, public spaces and online platforms
- Are informed by peer norms and relationships
- Often feature grooming, coercion, criminality and serious risks of significant sexual and physical harm
- Anxiety and fear reduces engagement with services
- Are beyond the control of parents and rarely instigated by parents
- Continue into adulthood and particularly for young people during the 18-25 transitional period
- It describes a range of safeguarding issues that adolescents face, in particular those related to criminality and exploitation.
- e.g. County lines, modern slavery including trafficking and child sexual exploitation (CSE).

It's an approach and term to describe a different way of working with children and families to address non-traditional safeguarding issues. It articulates the recognition that the current child protection system, legislation and practice does not adequately address the extra-familial harm and risk facing many young people.

## Transitional safeguarding

Is a term that has been used to highlight the need to improve the safeguarding response to older teenagers and young adults in a way that recognises their developmental needs.

## Complex & contextual

Recognising the importance of working to safeguard young people across transitions is a feature of both Complex Safeguarding and Contextual Safeguarding.

- Some young adults have additional care and support needs carried through from childhood that can mean they are more vulnerable and are unable to protect themselves from abuse or neglect

### Complex safeguarding definition

“Abuse involving one or more abusers and a number of related or non-related abused children and young people. The abusers concerned may be acting in concert to abuse children, sometimes acting in isolation, or may be using an institutional framework or position of authority to recruit children for abuse.”

Complex abuse as defined in Working Together to Safeguard Children (2018)

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## Lv4 Factsheet



## Adults at risk

These adults are at an increased risk of exploitation. Particularly where there is a reduction in support from Children's social care, also if the person lives independently e.g. cuckooing may occur under these circumstances.

## Trauma informed approach

Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as harmful or life threatening.

- Trauma is defined by the impact that an experience has had on the individual rather than by the event itself

## Trauma informed care

Trauma-informed care is when all parties involved recognise and respond to the impact of traumatic affects on those who have contact with the service including children, caregivers, and service providers.

- Training in trauma-informed care is paramount, a range of experiences may relate to a person's current behaviours and health status

## Restorative supervision

The purpose of supervision within safeguarding practice is to strengthen the protection of children and young people by actively promoting a safe standard and excellence of practice and preventing further poor practice.

## Peer review

Led by the Named Doctor for Safeguarding Children a peer review, involves a discussion with a group of peers, providing opinions which the individual can accept or reject.

- Peer review is a form of reflective practice and a component of the clinical governance framework
- They are for all Paediatric doctors who undertake child protection medical examinations

## Purpose of peer review

- Provides a proactive culture of learning, professional development and support, education and training, case supervision, service and multiagency process improvement
- Provides support in a non-hierarchical environment, decrease professional isolation, sharing of best practice and understand the complexities of common but uncertain situations
- Provides assurance that the case findings and report meet a measure of standard and are more reliable

### Reflective practice mindset

#### Curiosity

##### What is it?

To be open-minded about the other person's perspective.

##### How to role model it

Suspend judgement, ask questions to increase understanding.

#### Compassion

##### What is it?

To understand the other persons context, situation and what they are thinking and feeling, which drives a need to act.

##### How to role model it

Recognise and validate the range of emotions others might be feeling and explore how to help.

#### Respect

##### What is it?

To apply a human-centred approach.

##### How to role model it

Put others at the heart of conversations, solutions and decision-making.

#### Agility

##### What is it?

A willingness to pivot to ideas and solutions that may be different from where you started.

##### How to role model it

Zoom out and broaden perspectives, shift and change mindset and sense-make in the moment.

#### Authenticity

##### What is it?

Being clear and honest in what you want to say.

##### How to role model it

Share the reasons why something might be important to you.