# Trainer notes – Module: Section 1b – CYP – Child-centred approach

* PowerPoint for module
* Wales Safeguarding Procedures App on phone or tablet to refer to throughout the module

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| Slide | References | Notes |
| 1 | * Section 1: Safeguarding principles and effective practice: children > Safeguarding principles >  **2: A child-centred approach** * Pointers for Practice: Taking a Child-Centred Approach * Pointers for Practice: Facilitating Family Engagement * Part 2.6.(2) of the Social Services and Well-Being (Wales) Act 2014 | This can pick up from the end of the **principles** of safeguarding module. |
| 2 |  | Note for trainer: This slide outlines the legislation that requires a child-centred approach.  While this is not new, the procedures place **more emphasis** on this approach to safeguarding.  In addition, the **Childrens Act 1989 and 2004**: ‘give due regard to a child’s wishes when determining what services to provide… and before making decisions about action to be taken to protect individual children. Services should ‘complement requirements relating to the wishes and feelings of children…’ and that the child’s ‘family structures, culture, religion, ethnic origins and other characteristics should be respected.’ |
| 3 | *Working Together to Safeguard People Volume 5 – Handling Individual Cases to Protect Children at Risk*  [*https://gov.wales/sites/default/files/publications/2019-05/working-together-to-safeguard-people-volume-5-handling-individual-cases-to-protect-children-at-risk.pdf*](https://gov.wales/sites/default/files/publications/2019-05/working-together-to-safeguard-people-volume-5-handling-individual-cases-to-protect-children-at-risk.pdf)  Section 1:  Safeguarding principles and effective practice: children > Early help and prevention from abuse, neglect and harm > **Delivering appropriate interventions: co-production** | Trainer to note: This is subject to the child’s age, stage of cognitive development and level of verbal or non-verbal communication skills  It is also essential to have regard, as far as is practicable, to the views, wishes and feelings of those with parental responsibility, family members and or/carers and other professionals engaged with the child. |
| 4 | Adapted from: **Person-centred care**  *From: Social Care Institute for Excellence (SCIE)*  [*https://www.scie.org.uk/prevention/choice/person-centred-care*](https://www.scie.org.uk/prevention/choice/person-centred-care) | Trainer to point out: The practical aspects of the procedures – **what** you do – have not changed.  It is the ethos of the procedures – the **way** you do them – that have changed.  Person-centred care moves away from professionals deciding what is best for a patient or service user, and places the person at the centre, as an expert of their own experience.  The person, and their family where appropriate, becomes an equal partner in the planning of their care and support, ensuring it needs their needs, goals, and outcomes.  With an **emphasis on doing with rather than doing to**, person-centred care runs through both individual and group settings, allowing users of services to be active not only in their own care but also in the design and delivery of services. This approach can improve both the experience and quality of care. |
| 5 | *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children* – July 2018  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf> | Notes / Trainer to explain: Although this information is not specifically listed in the Welsh Safeguarding Procedures, it is very useful to give a full picture of what children want.  Groups of children and young people were asked what was important for them, and these were their responses. |
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| 8 | Section 1:  Safeguarding principles and effective practice: children > Safeguarding principles > 2: A child-centred approach > **Pointers for Practice: Taking a Child-centred Approach** | Discussion: Ask all participants to come up with reasons why it is important to use a child-centred approach.  This should include the impact on the child, the family, the service provider, and the service.  This can be done as small group discussions or as a whole group. Trainer to make sure the following is mentioned: A failure to focus on the child as an individual can result in the **marginalisation** of their experiences, wishes and feelings about their situation. |
| 9 | Section 1:  Safeguarding principles and effective practice: children > Safeguarding principles > 2: A child-centred approach > **Pointers for Practice: Taking a Child-centred Approach**  Section 3.2 > Decision making and initial child protection conferences > Involving children in the conference > **Pointers for Practice: Giving Children and Young People a Voice in The Conference** |  |
| 10 | Section 1:  Safeguarding principles and effective practice: children > Safeguarding principles > 2: A child-centred approach > **Pointers for Practice: Taking a Child-centred Approach** | Trainer to note: **Practitioners must facilitate the child’s ability to participate.**  Understand what a day is like in their lives: their **feelings about their day** and **what they would like to change or stay the same**.  Know **how the day changes** at weekends, holidays and when different people are caring for them. |
| 11 |  | Trainer to expand:  * To understand the child’s desired outcomes * To know what they wish to achieve and what matters to them * To establish how the child wishes their daily life to change * To understand how the child perceives the abuse or neglect they are experiencing, its impact, and * To understand the personal outcomes they hope to achieve through professional intervention  Trainer to expand:  * The best interests of the child should always be paramount * Ensure that wishes do not override best safeguarding interests * It is important to take the wishes and feelings of the child seriously * However, whilst the child’s right to be heard should be central to any approach their best interests should always be paramount even if they are different to their wishes * *For example, a young person who is being sexually exploited may wish to continue to see their abuser when it is not in their best interests to do so* |
| 12 | Section 1:  Safeguarding principles and effective practice: children > Safeguarding principles >  **Pointers for Practice: Facilitating Family Engagement**  <https://www.safeguarding.wales/chi/cp/c1p.p5.html?highlight=engagement> |  |
| 13 |  | The following are **optional**. |
| 14 |  | Optional activity/discussion: Use this slide to have a discussion around **dignity**.  **What does dignity look like?**  What might dignity look like in practice​:​   * Look at the case study provided below ​ * How might this impact negatively on her dignity?​ * What actions and approaches could Jai take to ensure her dignity is maintained?   *A female health care assistant is planning to bathe a 13-year-old boy who has severe physical disabilities. The ‘mechanics’ of the procedure are very straightforward – ensure the water temperature and depth are appropriate, ensure the bath hoist is working and is used properly, make sure the boy’s dignity is protected, end up with the boy being clean and refreshed. The health care assistant is perfectly competent to ensure all these issues are addressed.*  ***But what might the boy be feeling?*** *About being bathed by a young woman? About being seen naked? About being ‘handled’?* |
| 15 |  | Optional activity/discussion: **What does respect look like?**  Think of a time as a child or teen when **you** felt you were not respected.   * How did this make you feel? * What would you have wanted to happen differently?   Give some **practical** examples of how you can show a child/young person that you respect them​. |
| 16 |  | Optional activity/discussion: **Enable** to make someone able to do something / to make it possible for somebody to do something / to make it possible for something to happen or exist by creating the necessary conditions.  **Empower** to give someone official authority or the freedom to do something / to give someone official or legal authority, or the freedom or confidence to do something:  **What do enabling and empowering look like?**   * On your own think of a time when you made a change for the better ​ * What helped you to make that change?​ * Write down one item per post it – without giving details of the change itself   Give a practical example of how you could enable individuals to guide the process. |