Trainer notes – Module: Section 2a – Children and young people – Sources of concern

* PowerPoint for module
* Wales Safeguarding Procedures App on phone or tablet to refer to throughout the module
* Handout: 10 Key Principles for Managing Disclosures of Abuse and Neglect

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| Slide | References | Notes |
| 1 | **Unless otherwise stated, all information comes directly from:**  Section 2:  The duty to report a child at risk of abuse, neglect and/or harm  Pointers for Practice: 10 key principles for managing disclosures of abuse and neglect |  |
| 2 | Section 2:  The duty to report a child at risk of abuse, neglect and/or harm > **Managing concerns from the general public** | Trainer to explain: Whilst reports from the public remain low, they are increasing in number because of a growing public awareness of abuse and neglect.  **Examples**  **Work life:** A class teacher may hear from a parent that a child who came to play told the parent ‘my daddy likes touching me in my pants’. The practitioner has a duty to report.  A housing officer is told by a resident in a block of flats that two young children are often left alone during the evening in the neighbouring flat. The housing officer has a duty to report.  **Private life:** An occupational therapist is at a party. Another guest begins talking to them and tells the occupational therapist that she’s left her husband looking after their children aged 9 and 11. She is separated from her husband. The guest is worried about this as she suspects, from what the children have said, he is photographing them undressed. The practitioner has a duty to report. |
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| 5 | Section 2:  The duty to report a child at risk of abuse, neglect and/or harm > **What to do if a child tells you that they or another child is or has been harmed**  Pointers for Practice: 10 Key Principles for Managing Disclosures of Abuse and Neglect | Trainer to stress: The way in which the practitioner responds to these initial disclosures determines whether the child continues to describe what has happened to them or shuts down and retracts anything they may already have said.  As these accounts can prove crucial in legal proceedings, the way in which practitioners manage them is important. |
| 6 |  | Trainer to hand out: Pointers for Practice: 10 Key Principles for Managing Disclosures Trainer to expand: **Example**  A child in a nursery is playing in the home corner. She starts shouting and throwing one of the dolls about saying “you are bad and need a beating”. The practitioner goes over to the child [in order to keep the child and others safe] and comments on what she has observed. The child says that mummy doll has been naughty, and daddy is “teaching her a lesson”.  Once again, the practitioner notices, observes and reflects back using the child’s own words: “daddy doll is teaching mummy doll a lesson”. The child responds: “yes that is what my daddy does to mummy”. The practitioner reflects back again: “that is what daddy does to mummy”. The child responds: “yes he hurts her bad and she is in hospital”.  Through the exchange the practitioner just listens and observes reflecting back what the child has said. Therefore, keeps an open mind and avoids contaminating evidence. |
| 7 |  | Tip: Think TED: **T**ell me, **E**xplain to me, **D**escribe to me... Trainer to expand:  * **if** your line manager and/or the designated safeguarding person (DSP) are **not available, contact**[**social services**](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/c2/c2.p12.html) * do not delay * **do not confront the alleged abuser** * **do not worry that you may be mistaken** –practitioners will always be taken seriously by social services. It is better to discuss the disclosure with somebody with the experience and responsibility to make a decision than take no action.   **Record**  Record, as soon as you can and no later than 24 hours following the disclosure, what you have been told:   * use the exact words the child used – **don't replace** their words with the 'correct' words. If the child is spoken to again it will help the investigators to know what words the child uses – if they called their private parts “their twinkle” then that is what you should write. If they use language you consider offensive still record it accurately – if it doesn’t go through your work email blank it out and make sure that you ring through the detail * describe the circumstances in which the disclosure happened, the setting and anyone else who was present * be aware that the report may be required for legal action or disciplinary procedure so be sure to separate fact from opinion * make a note of the date, time, place and people who were present when the disclosure took place. |
| 8 | Pointers for Practice: Obtaining Consent from Children and Young People  <https://www.safeguarding.wales/chi/cp/c2p.p5.html> | Trainer to point out: As part of child-centred support, it is important to engage children in the process as early as possible to ensure their wishes and feelings are taken into consideration where possible and to avoid them becoming mere ‘objects of concern’.  **However, the safety and welfare of the child is the paramount consideration** in terms of seeking consent. If unsure, please contact your local social services team for advice. |
| 9 | Pointers for Practice: Seeking Consent  <https://www.safeguarding.wales/chi/cp/c2p.p4.html?highlight=seeking> | Trainer to explain: The reasons for this are that involving families and carers are more likely to:   * lead to engagement in the safeguarding process and to child-centred outcomes * promote an effective working partnership with the family. |
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| 11 | Section 2:  The duty to report a child at risk of abuse, neglect and/ or harm > Seeking consent to a report >  **Making a report without parental consent** |  |
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