Trainer Notes – Module: Section 3a – Children and young people – From report to action

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

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| Slide | References | Notes |
| 1 | **This module picks up from:**  Section 2c – Children and young people – Initial discussion to making a report  **Unless otherwise stated, all information comes directly from:**  Section 3  Part 1: Responding to a report of a child at risk of harm, abuse and/or neglect |  |
| 2 |  | **Trainer note:**  This slide is optional – it summarises the process covered in the previous module. |
| 3 |  | **Trainer note:**  The local authority has a duty to respond to a report about a child at risk of harm, abuse or neglect.  A key principle should always be making the child safe.  N.B. As it is the local authority social services department that responds to reports about a child at risk of abuse, neglect or harm, the term ‘social services’ will be used in these procedures rather than local authority.  For the purposes of these procedures a report to social services will be taken to also mean a referral. |
| 4 | Section 3  Part 1: Responding to a report of a child at risk of harm, abuse and/or neglect > **Responding to a report: Receiving a report**  Pointers for Practice: Subjective Factors that Can Influence the Receipt of a Report <https://www.safeguarding.wales/chi/cp/c3p.p2.html>  Pointers for Practice: Eliciting Information Following Report-The Challenges <https://www.safeguarding.wales/chi/cp/c3p.p1.html> | **Trainer to expand:**  When a social services practitioner (the report-taker) receives a report, they should be able to elicit from the report:   * basic information about the child and their family; * the cause for [concern](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/c3pt1/c3pt1.p3.html) and the nature of the evidence to support these concerns; * any relevant information held by the individual and their agency. |
| 5 | Section 3  Part 1: Responding to a report of a child at risk of harm, abuse and/or neglect > **Action following a report: initial checks and decisions** | **Trainer may wish to note:**  **The focus should be the safety and well-being of the child:**   * if a report of child abuse, harm or neglect is **unsubstantiated** it is important to be aware that the child may still have care and support needs or the family *may* benefit from early help services and a referral or signposting made to these services provided the parent/s give consent * whenever report **appears to constitute a criminal offence** against a child, social services must always discuss the case with the police immediately * if the report **constitutes an allegation of failure of care standards or breach of regulation** by a regulated provider or a statutory agency, they must discuss with their relevant safeguarding lead and follow safeguarding boards’ professional concerns protocol. |
| 6 | Section 3  Part 1: Responding to a report of a child at risk of harm, abuse and/or neglect > Action following a report: initial checks and decisions > **The initial decision** | **The initial decision**  Decisions made following the report must take account of all the known information and the work currently being undertaken with the child and their family. |
| 7 |  | **No further action**  The report-maker should be notified of the outcome and the reasons for the decision should be provided.  The report-maker should ensure that the practitioner who reported a concern that resulted in no further action understands they should keep communicating with the child to identify whether their circumstances change.  ***Example***  *A youth justice worker reported concerns about emotional abuse of a young person who attends their service, by their mother. The initial checks could not find evidence of this and no further action was taken. The youth justice worker should however keep potential emotional abuse in mind when engaging with the young person and report any change in or deterioration in their circumstances.* |
| 8 | **See also:**  Section 3  Part 1: Responding to a report of a child at risk of harm, abuse and/or neglect > **Engaging the child and family during initial checks and discussions**  Pointers for Practice: Managing Initial Parental Response to a Report  Pointers for Practice: Practitioner Responses to Resistance and Aggression  Pointers for Practice: Seven Golden Rules for Information-Sharing |  |
| 9 | Pointers for Practice: Strategy Discussions or Meetings and the Implications for Child-centred Practice  [Pointers for Practice: Gathering Information as Part of s47 Enquiries](https://www.safeguarding.wales/chi/cp/c3p.p8.html)  [Pointers for Practice: Contributing to s47 Enquiries](https://www.safeguarding.wales/chi/cp/c3p.p9.html)  [Pointers for Practice: Seven Golden Rules for Information-Sharing](https://www.safeguarding.wales/chi/cp/c3p.p5.html) | **Trainer to note:**  It is all too easy for busy practitioners, working to tight timescales, to spring into action and begin to gather information without spending time planning the Section 47 enquiries in detail. This response can result in selective information-gathering that is not child-centred.  [Table multi-agency planning for s47 enquiries: who does what?](https://www.safeguarding.wales/chi/cp/c3p1-t1.html) is designed to provide an overview of the tasks and actions that should be considered at the initial strategy discussion/meeting. |
| 10 | Flowchart 2  Handling individual cases <https://www.safeguarding.wales/downloads/flowchart2.pdf>  Pointers for Practice: Questions to Consider as Part of s47 Enquiries under the Children Act 1989 <https://www.safeguarding.wales/chi/cp/c3p.p7.html> | The Section 47 enquiries commence once a strategy discussion / meeting decides that the evidence indicates enquiries are necessary.  The purpose of Section 47 enquiries is to establish whether a child is suffering or is likely to suffer significant harm and requires intervention to safeguard and promote their well-being. |
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| 12 |  | A decision **not** to hold a child protection conference in such circumstances must be taken carefully and be child-centred and evidence-based.  A decision may be taken not to proceed to conference if, for example, circumstances have changed, such as the child being cared for by a relative:    **Example**  *A six-year-old child has been living with a lone parent who is mentally ill and experiencing psychotic episodes because they have stopped taking their medication. The parent has recently been hearing voices saying their child is not their birth child and consequently has been rejecting the child who is being emotionally abused, distressed and frightened by their experience.*  *The report was made by the head teacher of the child’s school, after the parent refused to collect the child from school, saying the child was not theirs. The grandparents live nearby and have taken responsibility increasingly for the care and support needs of the child.*  *The parent and the grandparents arrange with practitioners that the child will live with the grandparents, who will supervise any contact with the parent until their health condition has improved. The parent is now attending a mental health day unit.*  *In this situation the parent and members of the child’s wider family agree to a care and support assessment.* |
| 13 |  | **Next steps**  The conference should be convened by social services within **15 working days** of the strategy discussion/meeting, or the last strategy discussion/meeting (if more than one has occurred), which initiated the Section 47 enquiries. |
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| 16 |  | **Link to next module:**  Child Protection Conference |
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