

Keeping our children safe.

WHAT YOU CAN DO?

KNOW THE POLICIES
(Jing, 2019)

KNOW WHO TO CONTACT
(Clipart library, 2019)

CHILD PROTECTION TRAINING
(burgerlab, 2019)

TO REPORT
(Clipart library, 2019)

KNOW SIGNS OF ABUSE

REASSURE THE VICTIM
(Neverman, 2019)

DID YOU KNOW?

AT LEAST 5 OF THE TOP 10 LEADING CAUSES OF DEATH ARE ASSOCIATED WITH ACES

1 IN 6 ADULTS EXPERIENCED FOUR OR MORE TYPES OF ACES.

PREVENTING ACES COULD REDUCE THE NUMBER OF ADULTS WITH DEPRESSION BY AS MUCH AS 44%.

(Vital signs, 2019)

KEEPING ALL CHILDREN SAFE

Policies to promote children's welfare, safety and safeguarding.

POLICIES

ARTICLE 19

(protection from violence, abuse and neglect)
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
(Child's rights, 2019)

THE CARE ACT 2014

1. Empowerment.
2. Protection.
3. Prevention.
4. Proportionality.
5. Partnership.
6. Accountability.

Burton (2017)

EVERY CHILD MATTERS 2007

- Senior management commitment to the importance of safeguarding and promoting children's welfare.
- Senior management commitment to the importance of safeguarding and promoting children's welfare.

(Every child matters 2009)

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

- Right to life, survival and development (article 6)
- Right to be heard (article 12)
- Right to non-discrimination (article 2)

(UNCRC 2004)

THE CHILDREN ACT 1989

- Allowing children to remain safe in their environments.
- To allow children to be healthy.
- Help achieve economic stability for our children's futures.

Johnson (2019)

ADVERSE CHILDHOOD EXPERIENCES

(Clipart library, 2019)

ACES CAN INCLUDE VIOLENCE, ABUSE, AND GROWING UP IN A FAMILY WITH MENTAL HEALTH OR SUBSTANCE USE PROBLEMS. TOXIC STRESS FROM ACES CAN CHANGE BRAIN DEVELOPMENT AND AFFECT HOW THE BODY RESPONDS TO STRESS. ACES ARE LINKED TO CHRONIC HEALTH PROBLEMS, MENTAL ILLNESS, AND SUBSTANCE MISUSE IN ADULTHOOD.

(VITAL SIGNS, 2019)

(Clipart library, 2019)

TYPES OF ACES

ABUSE

PHYSICAL
(Clipart library, 2019)

SEXUAL
(Boodle, 2019)

EMOTIONAL
(Graphics Factory, 2020)

NEGLECT

PHYSICAL
(Clipart library, 2019)

EMOTIONAL
(Boodle, 2019)

FAMILY DYSFUNCTION

MENTAL ILLNESS
(Jing, 2019)

DIVORCE
(Pngitem, 2019)

DOMESTIC ABUSE
(Vector, 2021)

SUBSTANCE ABUSE
(Pngitem, 2019)

INCARCERATED RELATIVE
(Clier, 2018)

IMPACTS

(Graphics Factory, 2020)

AS THE NUMBER OF ACE'S INCREASE, SO DOES THE RISK OF NEGATIVE BEHAVIOURAL AND HEALTH/MENTAL HEALTH OUTCOMES.

CHILDREN SUFFERING FROM ADVERSE CHILDHOOD EXPERIENCES OR TRAUMATIC STRESS HAVE DIFFICULTY REGULATING BEHAVIOUR AND EMOTIONS. THESE EXPERIENCES WILL IMPACT ON THEIR MENTAL HEALTH AND WELL BEING. BEING SENSITIVE TO A CHILD'S BACKGROUND HELPS US IN OUR APPROACHES.

(MANAGEMENT OF ACTUAL OR POTENTIAL AGGRESSION, 2019, P. 63)

RISKS OF ACES

BEHAVIOUR

SUBSTANCE ABUSE
(Pngitem, 2019)

AGGRESSION
(Vector, 2021)

BULLYING
(Pngitem, 2019)

SELFHARM
(Pngitem, 2019)

ANGER
(Pngitem, 2019)

SEXUALIZED BEHAVIOUR
(Favpng, 2021)

DELINQUENCY
(Pngtree, 2021)

RUN AWAY
(Clipart library, 2019)

PHYSICAL AND MENTAL HEALTH

OBESITY
(Clipartley, 2019)

DEPRESSION
(Webstockle view, no date)

SUICIDAL
(Vector, 2021)

PHYSICAL ILLNESS
(Vector, 2021)

EATING DISORDERS
(Pngitem, 2019)

INJURIES
(Webstockle view, no date)

ANXIETY DISORDER
(Marilapix, 2019)

SLEEPING DISORDER
(Pngitem, 2019)

(MANAGEMENT OF ACTUAL OR POTENTIAL AGGRESSION, 2019, P. 63)

The aim of this assignment is to promote the welfare of children and young people. Firstly this assignment will begin with briefly explaining safeguarding and child protection definitions, secondly discussing the developing change that's occurred over time with safeguarding and child protection policies and procedures. Thirdly, the assignment will be referring to the leaflet and explaining the findings through research on the chosen topic. The assignment will refer to the practitioners working environment and explain methods that are delivered within the setting to promote the welfare and protection of children. With the aim of keeping every child safe it's vital the correct safeguarding policies are put in place and procedures are evidently followed. Safeguarding is protecting children and adults who are at risk due to abuse and harm, according to (NSPCC, 2021) 'safeguarding is the action that is taken to promote the welfare of children and protect them from harm'. Collins (2021) suggests 'Charles Dickens was a popular journalist writing numerous items on political and social affairs' he helped form the view of safeguarding when he visited the Field Lane Ragged School as he was appalled when he witnessed how the children were being treated (Intriguing history, 2012). The very first safeguarding policy was introduced in 1908 and was then known as The Children's Charter (Schools history, 2021), this policy focused on a number of key elements such as minimising the risk of child cruelty, any paid childminders had to be registered and was then inspected by the local authority, before The Children's Charter came into place a child would be punished the same way an adult would if they'd commit any sort of crime. When The Children's Charter was established children were no longer treated the same way. A ban on children under the age of 16 buying tobacco was put in place, and police gained the right to remove any form of tobacco from children. This policy also promised that all individuals had the right to education. Although this policy was put in place, other policies have evolved over a number of years due to many society failures. (NSPCC, 2019) indicates the very first UK child death investigation caused by abuse from a foster father was the death of Dennis O'Neill, this led to the Curtis Committee report in 1945. The following child protection failure was in 1973 with the death of Maria Colwell who was 7 years old, this helped form the child protection system. The Children Act 1989 produced the legislative framework due to many other child deaths related to abuse, this was updated throughout England and Wales. In 2000 changes were made to make sure

children's services were structured a lot more in England and Wales due to the death of Climbie, this led to the Lord Laming report in 2003. Lord Laming (Laming, 2003, p. 15) report explained the failure with lack of good practice, 8 year old Victoria Climbie was in contact with several multi agency networks but none took the correct measurements, "the suffering and death of Victoria was a gross failure of the system and was inexcusable. It is clear to me that the agencies with responsibility for Victoria gave a low priority to the task of protecting children". Lord Laming urged policies to change, he explained how important it was for everyone to understand who is accountable at each level 'the single most important change in the future must be the drawing of a clear line of accountability, from top to bottom, without doubt or ambiguity about who is responsible at every level for the well-being of vulnerable children'. Within the practitioners educational setting there's a designated senior person for child protection which is currently the deputy head, if there are any issues or concerns it's compulsory for all staff to report and log the details through a confidential form based online and is then sent to the deputy head. If the concerns show an immediate risk to the child and the deputy head isn't present, it's vital to call the head of department. (School P, 2019) explains in their safeguarding policy that there are three important elements to this policy

'prevention through the teaching and pastoral support offered to pupils, procedures for identifying and reporting cases or suspected cases of abuse is vital. Due to our day to day contact with children, staff are well aware when observing the outward signs of abuse. There will always be support to all pupils who may have been abused'

(Wales Safeguarding Board, 2019) clarifies the Safeguarding Procedures Board 'will continue to meet on a regular basis to support the successful and effective roll-out of the Wales Safeguarding Procedures, the Procedures will be regularly updated', therefore School P will continue to annually review the procedures 'our school will annually review the policy and commitment to following any new guidance received from ERW' (School P, 2019). NSPCC explains 'child protection is part of the safeguarding process. It focuses on protecting children identified as suffering or likely to suffer significant harm', with all

these policies and procedures put in place, on one hand it's related to the Bronfenbrenner's Ecological Systems Theory, the Microsystem level relates to all children and how the environment around the individual affects the development and relationship with different areas of the environment for example, family, school, laws and policies. Individuals may not understand their being abused or are at risk of abuse, therefore anyone in contact with a child has a responsibility to help protect and safeguard them by making a positive difference and with this, safeguarding and child protection policies are put in place to promote the welfare of all individuals. The Microsystem would include the multiagency workers who are in contact with the individual such as school staff, social workers, doctors, police etc. This will also include any laws and policies that support the individual to maintain their safety. 'multi-agency working is key to effective safeguarding and child protection' (Sidebotham et al, 2016), it's important all agencies work together to create a successful environment for each individual. And on the other hand Maslow's Hierarchy of Needs comes into place, he believed all children needed physiological needs, safety, love, belonging and esteem to achieve self-actualisation (Sprouts, 2017). Maslow explains children need water, food, safety and a sense of belonging to help them feel ready to excel, however if any child is at risk of abuse or being abused this may affect the child achieving this goal. School P is an additional learning needs primary school and following the free breakfast scheme which was set up in 2004 throughout Wales, School P provides breakfast for all pupils. When pupils arrive at School P, before morning lessons all key stages have a family feel breakfast where both staff and pupils sit together for 20 minutes and eat their breakfast together which helps promote the welfare of children who didn't receive breakfast before school. Multiagency services such as police officers, council safeguarding staff, internet safety agencies etc. visit School P and deliver sessions to promote the awareness of staying safe. It's essential all authorities meet the correct standards and remove any barriers that will promote children's safety. Under The Social Services and Well-being (Wales) Act, staff will need annual update training in safeguarding policies and procedures

‘this helps all services work together to make sure that children and young people enjoy healthy, happy lives and from April 2016 it places a duty on everyone to report when they have concerns that a child might be at risk or experiencing abuse or neglect’.

If a child is on the child protection list, a number of multiagency workers will continue to support both the individual and the family. The Laming report clarifies (Laming, 2003, p. 23) ‘there is a huge task to be undertaken to ensure that in each of the services, staff are trained adequately to carry out their duties in the care and protection of children and support to families. A balance between theoretical teaching and practical training should be guaranteed on all training courses’. Another cause of concern that could cause a barrier to promote a successful safeguarding process is making sure all policies are frequently updated, when the Victoria Climbié case was investigated a number of policies were out of date and this caused an enormous failure. Ensuring all agencies follow the same policy will break that barrier and help everyone work closely together, policies are always updated and on times are updated to an area of that policy not being as successful. According to (Gov, 2020) a £12.5m package has been put together to ensure children and their families have the correct support after this pandemic. £2m of this is given to the Child Development Fund to give extra support for children and their families who have concerns regarding the development delays of children. £800,00 is provided to support families who have experienced difficulties with their relationship through the pandemic and to help with conflict and family stress, this will help remove any forms of ACES.

Adverse Childhood Experiences is the chosen topic for the leaflet, (The Department of Health, 2019) explains the definition of ACE’s is ‘an adverse childhood experience describes a traumatic experience in a person's life occurring before the age of 18 that the person remembers as an adult’ as the practitioner works in an additional learning needs setting there’s a number of pupils who grow up in a happy, supportive and loving family environment. However, this doesn’t imply to all pupils at School P. School P explains in their inclusion policy (School P, 2018) ‘the school currently provides for 146 pupils aged between

3 and 19 years', though (Gov, 2018) reported 60 pupils are entitled to free school meals which shows 40% of pupils receive free school meals. In the practitioners classroom environment there are only six pupils and all need one to one support, two are on the child protection list and one is in foster care therefore many multi agency networks work closely and are in contact with the children and this is the reason ACE's was the chosen subject. It's important all staff working with these individuals are aware of the types, risks and impact abuse has on a child. What a child experiences through their childhood has a huge impact later on in their life (MAPA, 2019, p. 65) focuses on training staff at School P and imbeds Adverse Childhood Experience factors for example 'as the number of ACE's increase in a child's life, so does the risk of negative behavioural health/mental health outcomes', for example if a child witnesses a family member having a mental illness and being abused by their partner, the child could show behaviours such as aggression, self-harm and sleeping disorders. MAPA supports all staff by delivering a number of strategies on how to respond to an individual who has experienced ACE's. With the guidance of (The Child's Right Act, 2013) 'Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them', with this in mind all staff need to complete and receive a clear Disclosure and Barring Service before working with all pupils. School P also provides a Thrive approach to any individual who is at risk, witnessed or being abused. Thrive is a well-being child centred programme and focuses on children's mental health, (Thrive,2020) 'A key development during this period is the establishment of the body's stress-regulation system. This lays the foundation for our social and emotional development throughout life, affecting our capacity to relate, love, learn and manage stress in healthy ways'. School P has 4 trained Thrive practitioners who are able to have one to one sessions with individuals who have experienced ACE's by providing different strategies to reform the connections and emotions within the brain.

Through exploring the change of child protection, its concerning that these measures were only put in place around 1908. This proves many individuals were mistreated through previous years and was seen as a form of normal behaviour to many individuals, it's also

concerning that the abusers must not have been prosecuted in any way as the awareness wasn't as strong as it is today. It's appalling to think any individual would harm a child, if it's happened once or on numerous occasions it shouldn't happen. There's a high possibility that children are still being seriously abused without telling anyone with multi agencies still unaware, although (Public Health Wales, 2021) produced a survey asking people across Wales of their awareness regarding ACE's, '75 per cent of Welsh public sector employees surveyed have good awareness of Adverse Childhood Experiences' it's promising reading 75% of employees are aware, although it does leave 35% of people are not confident with knowing signs, risks and impacts of ACE's and abuse.

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