

Official Launch

11 November 2019



Gweithdrefnau Diogelu Cymru Wales Safeguarding Procedures



Programme



Gweithdrefnau Diogelu Cymru
Wales Safeguarding Procedures

Opening address: Julie Morgan AM

The development of the procedures: Lance Carver

Securing positive outcomes in Safeguarding through partnership working: Jan Howarth

Key changes: Natasha James and Alys Jones

Let children know you're listening - Dr. Sarah Witcombe-Hayes

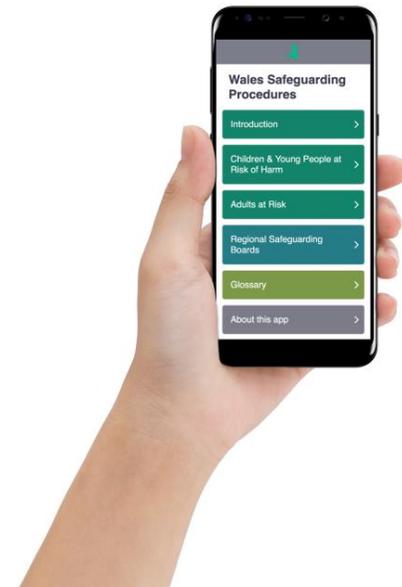
The Older People's Commissioner's view: Steve Bartley

Opening address

Julie Morgan AM



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The development of
the procedures

Lance Carver



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Why do we need the procedures?

Consistent practice across all agencies

Up to date with legislation

The voice of a child and the adult at risk

Easy to access – available to everyone, whatever their role, whenever they need it

Pointers for practice



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Development of the procedures and Gaining consensus

Consultation events across all regions

First draft developed by Jan Howarth

Development days with practitioners

Consultation process

Board review of feedback



HEDDLU GOGLEDD CYMRU NORTH WALES POLICE



Principles



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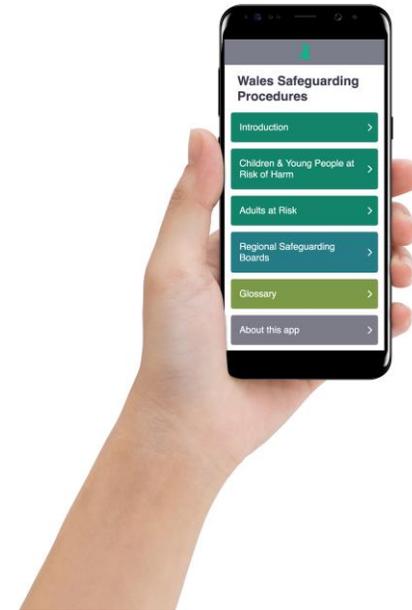
Enhance All Wales Child Protection Procedures and In Safe Hands Guidance

Follow Handling Individual Cases

Consistency

Language

- Referral / report
- Discussion / meeting



How to use the Wales Safeguarding Procedures



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Not just a document

Practitioner judgement

Balance between prescription of everything vs general



The update process



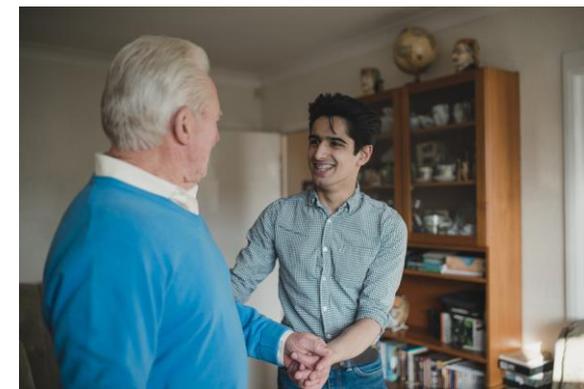
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Mobile app and website updates

Practice changes

Changes are expected (for example Abolition of Defence of Reasonable Punishment (Wales) Bill and DOLS/Liberty Protection Safeguards)

Six monthly updates as standard



Next steps



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November 2019 – January 2020

Adoption of WSP by regional boards

January 2020

Training materials published by Social Care Wales

January – March 2020

Training to be organised by regional boards

January – March 2020

Implementation of required local policies

April 2020

Expected full national implementation



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Securing positive
outcomes in
Safeguarding through
partnership working

Jan Howarth



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KEY PRINCIPLES



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Child/person centred
Safeguarding and protecting
is everybody's responsibility

THE FOUNDATIONS



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LEGISLATION

PROCEDURES

PRACTICE

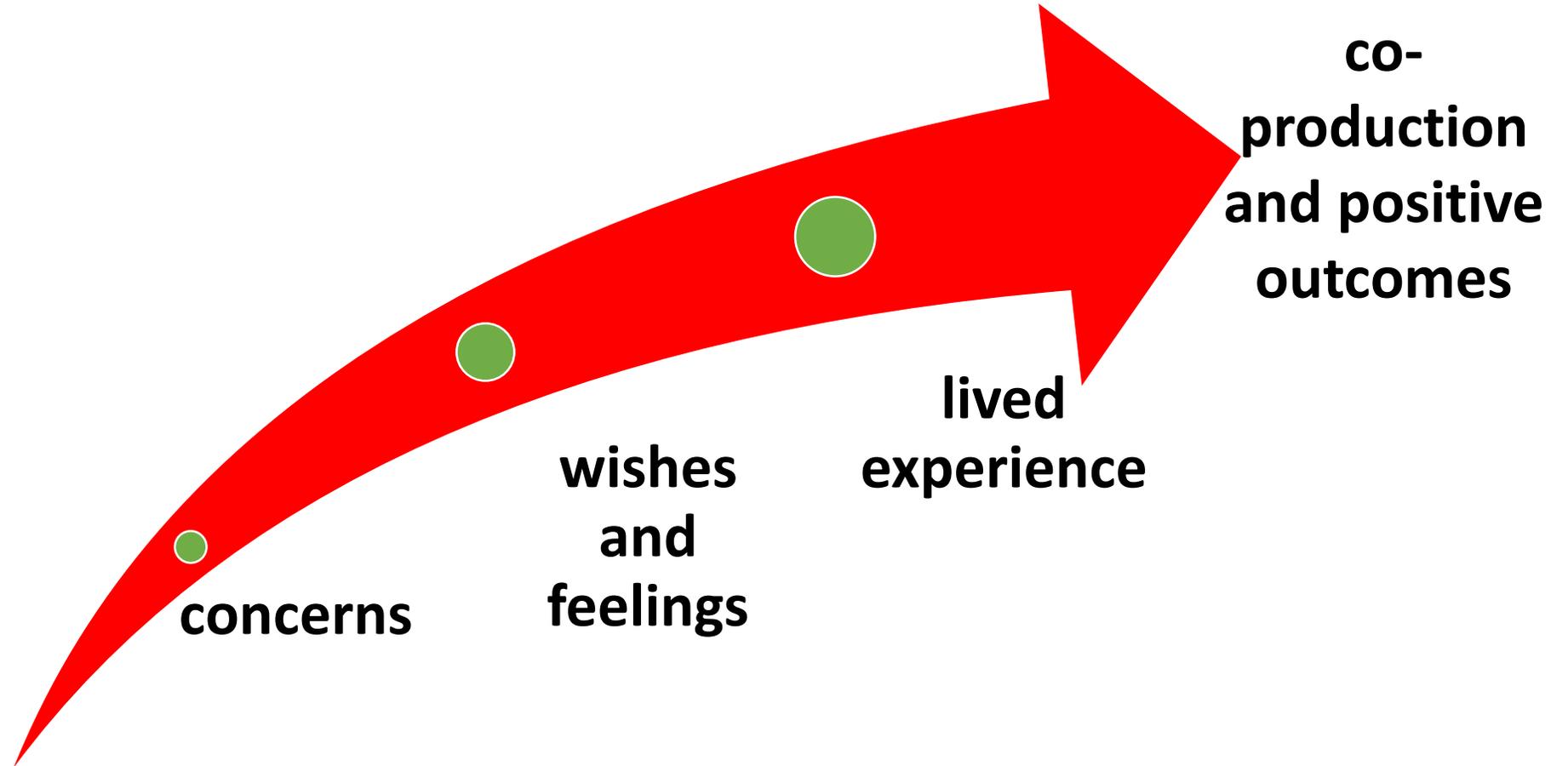
**POSITIVE
OUTCOMES**

KEY PRINCIPLES

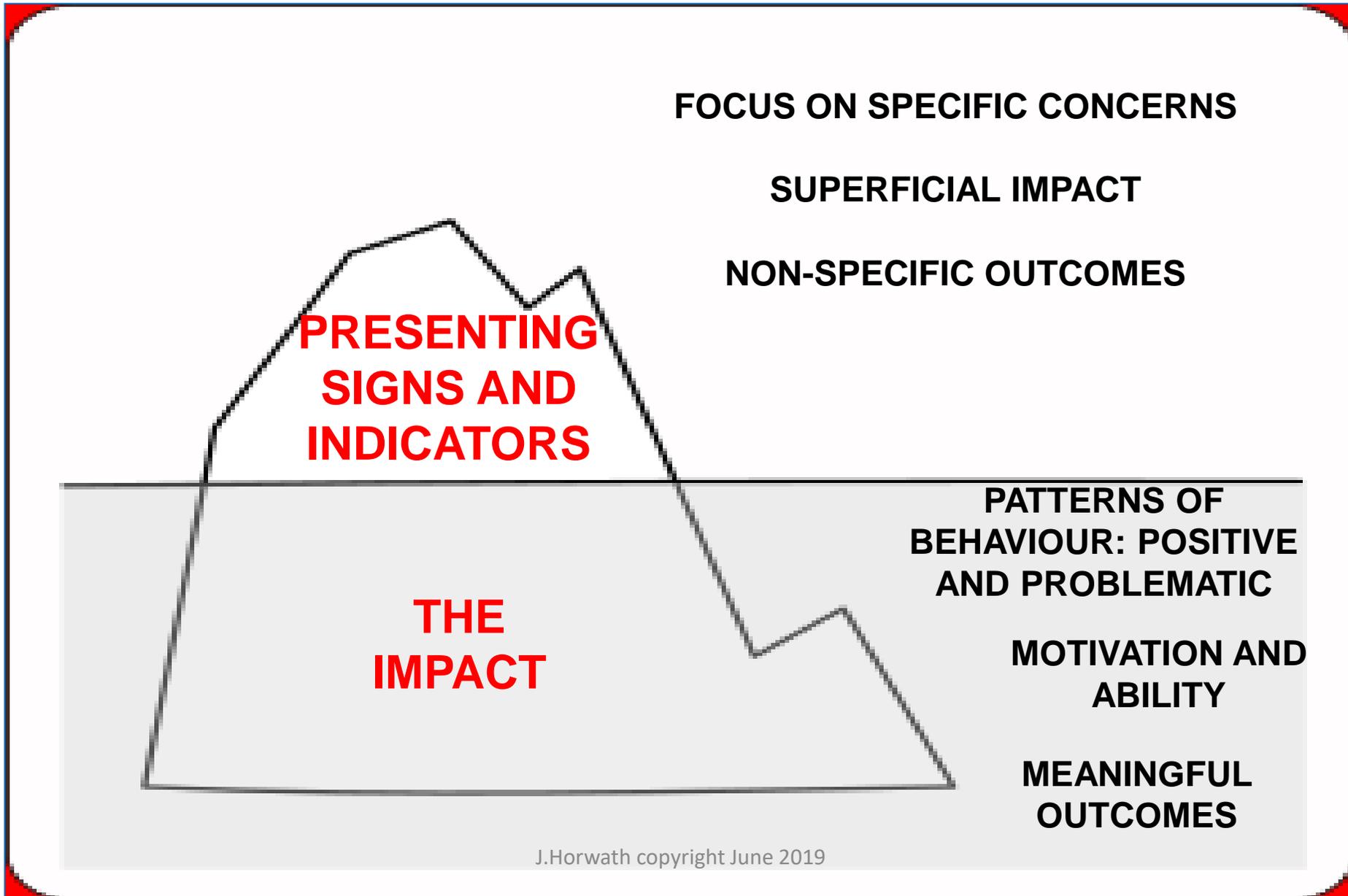
CHILD/PERSON-CENTRED PRACTICE



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THE FOCUS



THE LIVED EXPERIENCE



- Fragmented family and support networks
- Economic stresses and challenges
- Intra-familial abuse and neglect
- Contextual safeguarding concerns
- Domestic violence, alcohol & drug misuse, mental health issues

SHIFT IN PRACTICE



DONE TO

- talk about 'doing an investigation' 'completing enquiries'
- see responding to reports as following a process: 'what the procedures say'
- being driven by timescales
- undertake enquiries to establish harm without considering the approach and particular needs of the individual and family

DONE WITH

- achieving meaningful improvement to people's circumstances through enquiries
- engaging with the child/adult at risk, carers and family
- enabling child/adult at risk, carers and families, to know what difference can be made to their lived experience

IS MY CONCERN YOUR CONCERN?



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SAFEGUARDING IS EVERYBODY'S BUSINESS



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Key elements:

1. Duty to report and engage with safeguarding process
2. Collaborative practice
3. Co-production with child/adult at risk of abuse or neglect, their family and carers

DUTY TO REPORT



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- Duty to report in both professional and personal settings
- Engagement in safeguarding process in line with role and responsibilities
- Recognition of the challenges and how to address them



COLLABORATIVE PRACTICE: CHALLENGES



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- Workload
- Timing
- Form of report
- Source of information
- Past knowledge of practitioner and agency
- Resources
- Tunnel vision etc



Fear and anxieties:

- actual/perceived threats
- upset for the person and their family
- lack of resources
- report will not be taken seriously

Professional perspective:

- breach of trust
- wish to manage the situation

Subjective practice:

- over-identification
- normalising
- culture or religion
- over-optimism
- reluctance to perceive particular groups as perpetrators



**BARRIERS TO
REPORTING**

AN EFFECTIVE WORKING ALLIANCE



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- Build trust
- Respectful challenge
- Humanistic attitude
- Ensure clarity of purpose with clear and honest explanations
- Understand the lived experience of those involved
- Work collaboratively to define and resolve difficulties
- Strengths approach

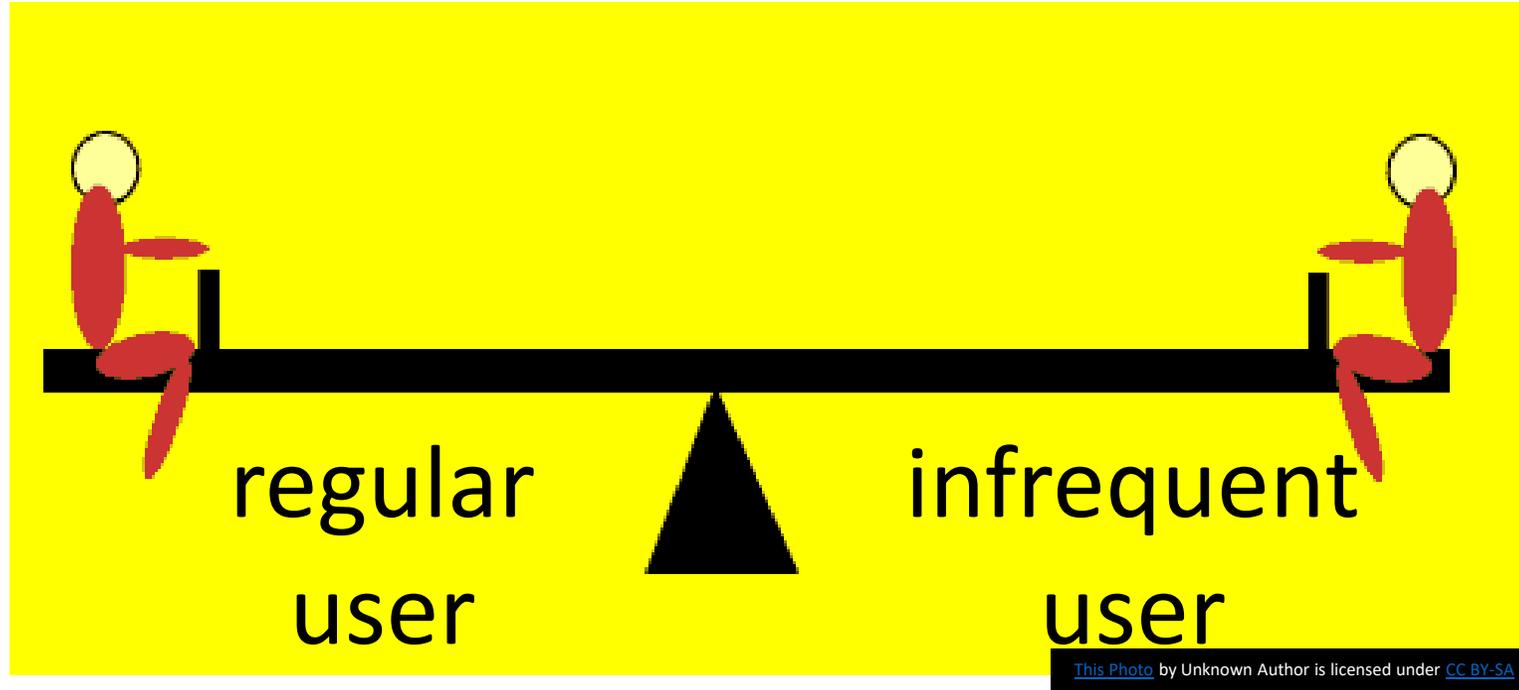
(From DeBoer and Coady 2007 in Turney and Ruch 2019)

COMMON RESPONSES



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- **Fight mode:** verbally or physically aggressive and hostile to enquires
- **Flight mode:** deny, avoid, non-engagement
- **Freeze mode:** block out what is happening, blanking out or clamming up and saying nothing
- **Hoodwinking:** tokenistic compliance



GETTING THE BALANCE RIGHT



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Glossary and hyperlinks

Signs and indicators

Standard questions at every stage to ensure focus on:

person-centred practice

individual's voice

the lived experience

roles and responsibilities of practitioners

Examples

Pointers for practice on:

securing person-centred practice

collaborative practice

working with difference

engaging with service users and their families

communicating about abuse and neglect

managing resistance



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**PROCEDURES:
FROM WHAT TO
HOW**

**Tain't what you say it's the
way that you say it
Tain't what you do it's the way
that you do it**
(Oliver and Young 1939)





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Mobile app overview and functionality

Natasha James and Alys
Jones



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Overview of changes

Wales Safeguarding Procedures will replace current existing policy/ procedures :

- All Wales Child Protection Procedures;
- Wales Interim policy and procedures for the protection of vulnerable adults from abuse

Language and guiding principles have been taken from Part 7 (Safeguarding) of Social Services & well-being (Wales) Act 2014 and associated codes of practice (Working Together to Safeguarding People Vol 1-7)

Adults at Risk

Presumption of capacity is implicit throughout the procedures

Advocacy duties and considerations clearly highlighted

Adult at Risk central to all decision making and promoting communication with adult at risk throughout process

Duty to Report used throughout to highlight statutory duty to report, report is taken to mean referral and explained in procedures

Procedures move from a focus of proving/disproving abuse/neglect; promotes protection planning and early intervention/prevention

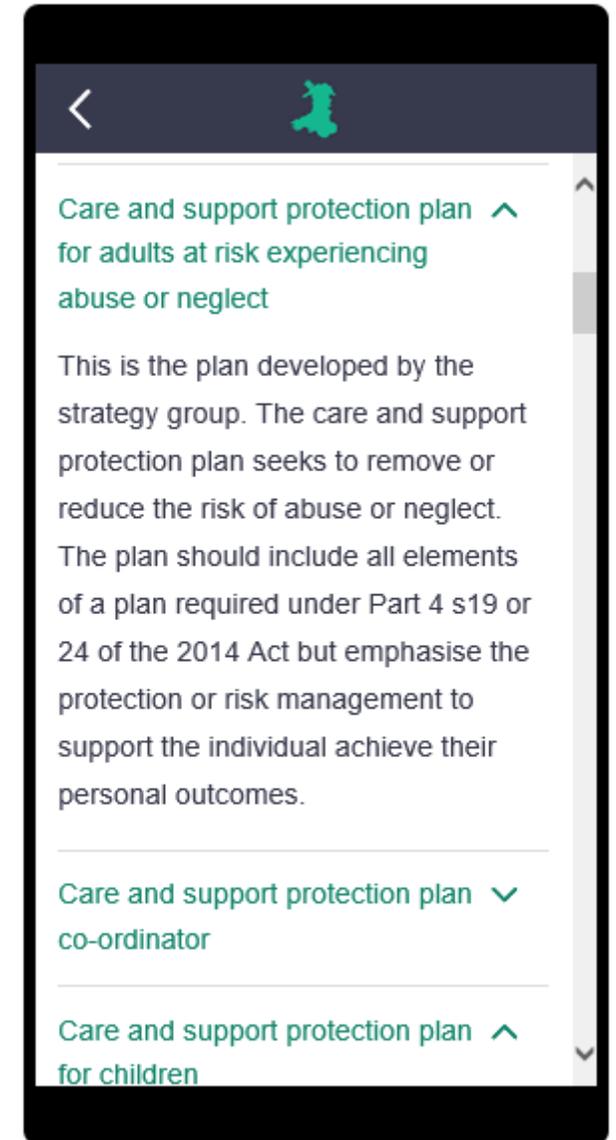
Local Authorities have statutory duty to make enquiries (S.126) and seven days to undertake these enquiries

LA's can delegate enquiries, still have the statutory duty

Care and Support Protection Plans

This is the plan developed by the strategy group. The care and support protection plan seeks to remove or reduce the risk of abuse or neglect.

The plan should include all elements of a plan required under Part 4 s19 or 24 of the 2014 Act but emphasise the protection or risk management to support the individual achieve their personal outcomes.

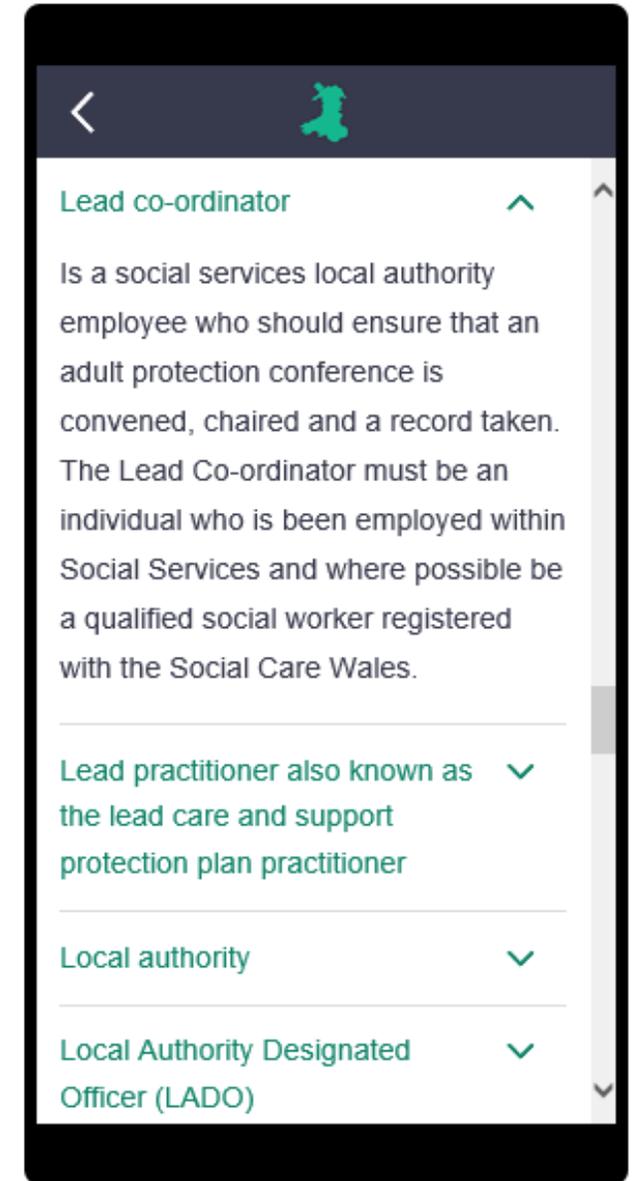


Lead Co-ordinator – Adults at Risk

This is a social services local authority employee who should ensure that the adult protection process is following process and monitor?

Ensure adult protection conference is convened, chaired and a record taken. The Lead Co-ordinator must be an individual who is been employed within Social Services and where possible be a qualified social worker registered with the Social Care Wales.

This role would previously be known as a Designated Lead Manager (DLM)



General Themes - Adults at Risk

Issues of capacity & consent, no consent does not mean no action

Adult Protection Conference replaces Case Conference (adults)

The adult protection conference is a multi-agency meeting which includes the individual adult at risk, their advocate and relevant others, as appropriate.

Person-centred

Children and Young People at Risk of Harm

Replaces All Wales Child Protection Procedures (AWCPP)

Does not significantly differ from (AWCPP)

Language changes taken from Part 7 SSWBA & Working Together to Safeguard People

Overview of changes

Duty to Report – statutory duty

Report is taken to mean referral

Procedures outline duties around S.47 enquiries and child protection conferences

Timescales remain same

Underlying principles from SSWBA

Outlines partner agencies roles and responsibilities from duty to report through to planning and intervention for children subject to registration

All Wales Practice Guides - Children

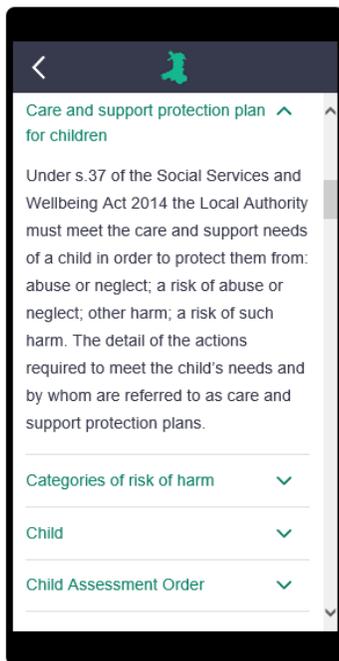
10 Individual Practice Guides that replace current protocols/guidance included within the All Wales Child Protection procedures

1. Safeguarding Children from Child Sexual Exploitation
2. Safeguarding Children who may be trafficked
3. Safeguarding Children who go missing from home or care
4. Safeguarding Children who are home educated
5. Safeguarding Children where there are concerns about Harmful Sexual Behaviour
6. Safeguarding Children from Online Abuse
7. Safeguarding Children from Child Neglect
8. Safeguarding Children from cultural and religious beliefs
9. Safeguarding Children affected by Domestic Abuse
10. Safeguarding Children from Child Criminal Exploitation

Care and Support Protection Plan

Child protection plan is renamed as Care and Support Protection Plan

The purpose, outcomes of plan remain the same



Care and Support Protection Plan Co-ordinator: Children

Each child, whose name is placed on the child protection register, should have a Care and Support Protection Plan Co-ordinator. They are the named social worker who carries the practitioner responsibility for the case.

The social worker must be employed by social services, registered with Social Care Wales and have appropriate qualifications, training and experience to undertake the role of the care and support plan coordinator. They are responsible for coordinating the preparation, completion, review, delivery and revision of the plan. They should actively engage with the child

Within procedures is identified as social worker

Safeguarding Allegations and concerns about practitioners and those in positions of trust

Stand alone section within the procedures

Replaces Part IV and Professional Concerns procedures/process that currently exist

Consistent approach across social care workforce, whether working with Adults or Children

Provides clear guidance of when these procedures should be followed

4 decision outcomes:
Substantiated
Unsubstantiated
Deliberately/Malicious

Outcomes can standardise and enable appropriate oversight and monitoring across the social care sector

Layout, Access and Functionality



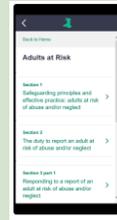
Digital document with app facility – immediate access via phone etc. for workers within any location



Hosted by Social Care Wales



Hover over words or key areas – definition and glossary terms



Links to wider policies, procedures, guidance and legislation



Pointers for practice



Review Board to manage and agree any future changes

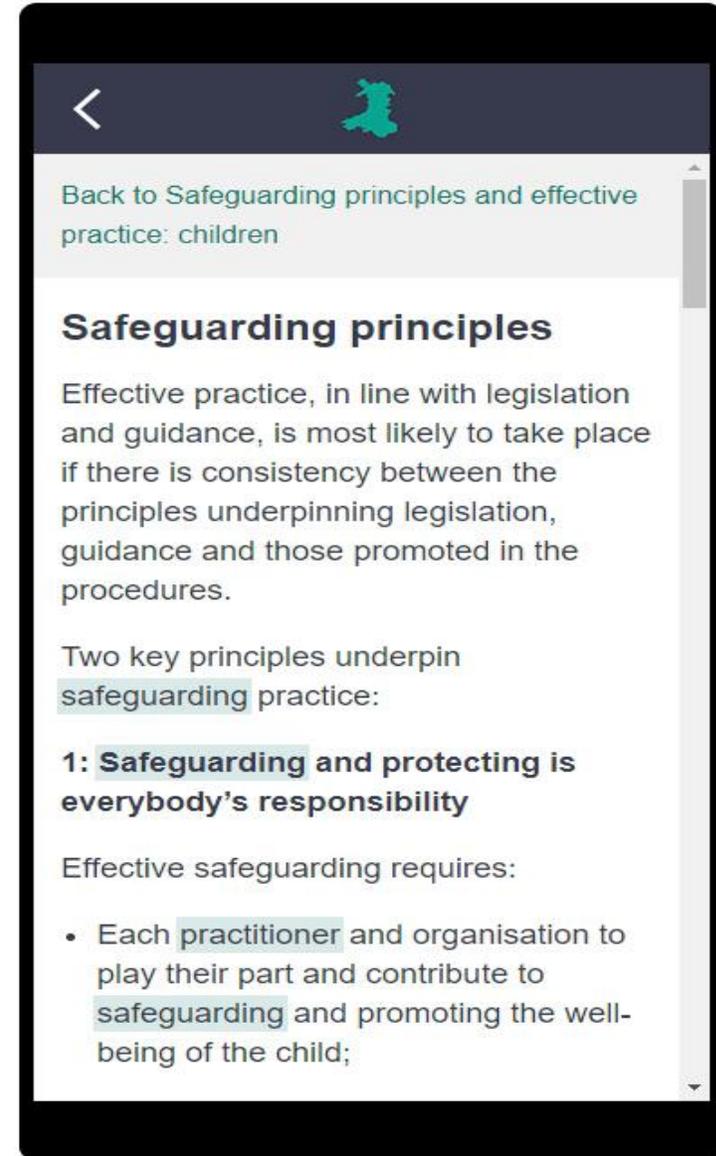


Glossary

Throughout the procedures you will see words or phrases highlighted

When clicked on an explanation of the word or phrase is provided

This will also link to a glossary section



Pointers for practice



Throughout the procedures you will find this sign. This indicates a pointer for practice. Whilst the Procedures tell you *what* to do the pointers for practice provide information as to *how* to complete the task. The pointers for practice, draw on the latest research and practice developments.

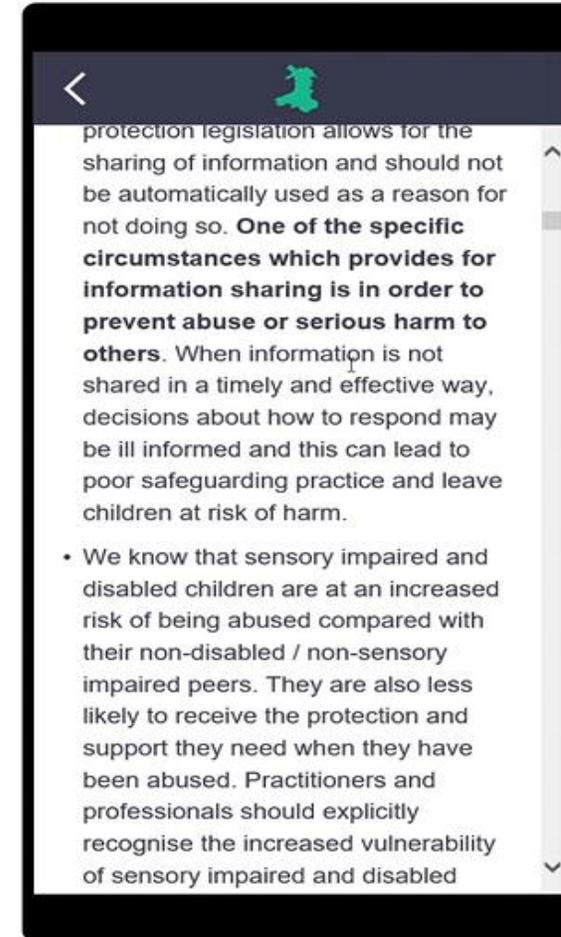
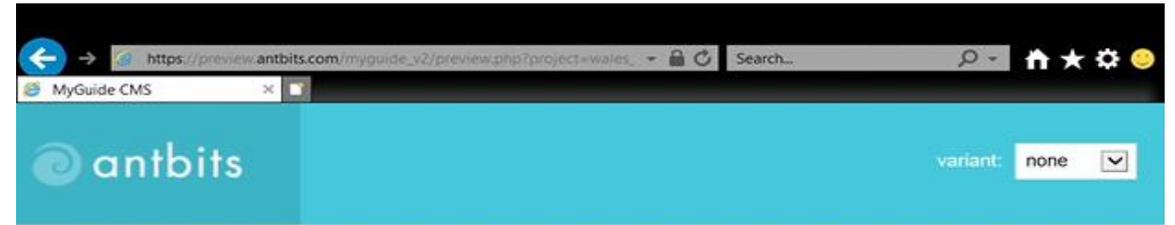


Links to External Web Resources

Highlighted links to relevant acts and legislation

Allows practitioners to access real-time information

Keep knowledge base up to date





Training Programme Development

Tender process undertaken by Social Care Wales and supported by the Wales Safeguarding Procedures project team which identified **New Pathways** as the training provider of choice for the procedures

Safeguarding Workshop facilitated by SCW and New Pathways in Newtown on the 26th of September 2019 allowed all partners nationally to receive a test drive the training content that will be provided across Wales

Training sessions for all statutory partners and other agencies will be available nationally from early 2020 onwards

Wales Safeguarding Procedures

Training programme

1/2 day introductory course

1 day course for those who have completed the 1/2 day course

Train the trainer courses

Further modules for specific aspects of the procedures

Training materials made publicly available for all organisations to deliver to their staff



Many thanks for all the contribution your agencies have made to the development of these procedures



Any questions?





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Let children know
you're listening

Dr Sarah Witcombe-Hayes



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Gweithdrefnau Diogelu Cymru Wales Safeguarding Procedures

Let children know you're listening:

Improving children's experience of disclosure

Dr. Sarah Witcombe-Hayes
Senior Policy Researcher, NSPCC Wales

@NSPCC_Cymru @Saaaarah10

MAE POB PLENTYNDOD WERTH BRWYDRO DROSTO
EVERY CHILDHOOD IS WORTH FIGHTING FOR

Presentation Aims

- 1** Overview of literature on children's disclosures of abuse
- 2** Introduce the Let Children Know You're Listening Project
- 3** Review key findings & project insights
- 4** Share top tips on listening to disclosures
- 5** Talk about policy impact in Wales
- 6** Discuss next steps for the project

**What have
children told
us?**



Where does the evidence tell us?

- * Primarily focused on disclosures of child sexual abuse

- * Varying definitions of disclosure

- * Quantitative vs qualitative

- * NSPCC's understanding of disclosure:

The process of a child starting to share their experiences with others. This process can start before the child is ready to put their thoughts and feelings in order. The process can be verbal and/or non verbal and can take place over a long period of time – it is a journey, not one act or action.

Centre of
expertise
on child
sexual abuse



NSPCC

Key messages from research on identifying and responding to disclosures of child sexual abuse

Debra Allnock, The International Centre:
Researching child sexual exploitation, trafficking
and violence (University of Bedfordshire)

Pam Miller and Helen Baker, NSPCC

September 2019

www.csacentre.org.uk

Centre of
expertise
on child
sexual abuse



NSPCC

Negeseuon allweddol o waith ymchwil ar nodi datgeliadau o gam-drin plant yn rhywiol ac ymateb iddynt

Debra Allnock, Y Ganolfan Ryngwladol: Ymchwilio i
gam-fanteisio'n rhywiol ar blant, masnachu plant a
thrais yn eu herbyn (Prifysgol Swydd Bedford)

Pam Miller a Helen Baker, NSPCC

Medi 2019

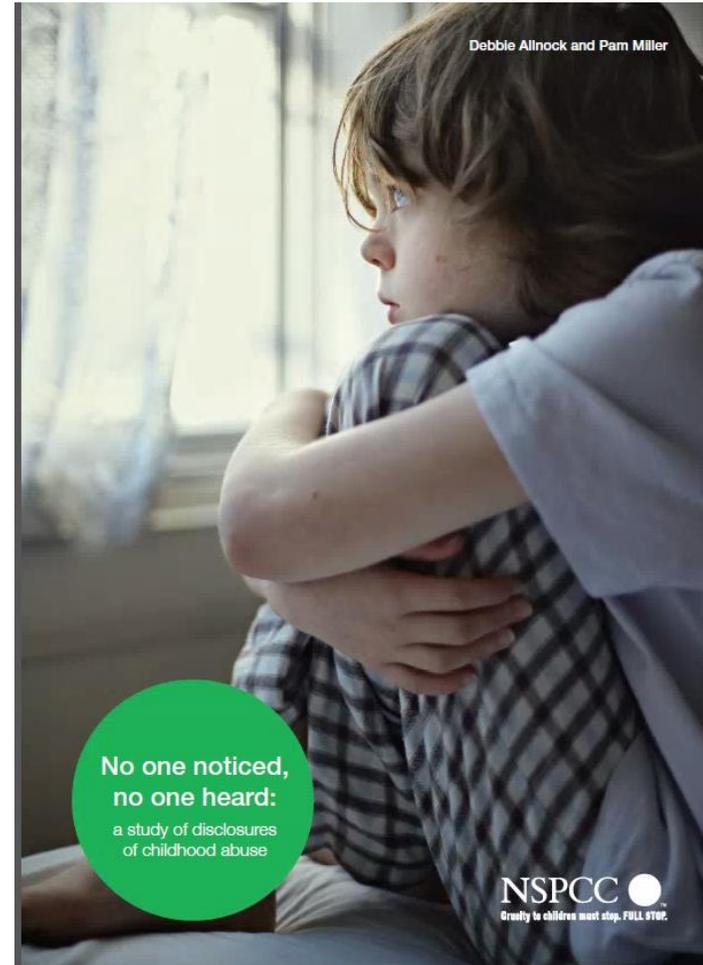
www.csacentre.org.uk

Existing research evidence

- * Children and young people find it very difficult to speak out about their experiences of abuse and neglect
- * Many children delay telling someone about what has happened to them
- * Children & young people disclose abuse & neglect in many different ways
- * Disclosures can be complicated, fragmented & happen over a long period of time
- * Attempts to disclose abuse & neglect can go unrecognised, unheard or ignored

No-one noticed, no one heard

- * Looked at disclosures of child abuse in general, not just child sexual abuse
- * 60 young people (18-24 year olds)
- * Qualitative and quantitative data
- * Explored sequence, mode and purpose of disclosures
- * Barriers & facilitators to disclosures and overall disclosure journeys



Barriers to disclosing

Barriers

- * Isolation
- * Anxiety and fear
- * Developmental
- * Perpetrator tactics
- * No-one listened, no-one asked
- * Confidentiality

No one to turn to

**“I just had
no one.”**

Suffering abuse left victims feeling isolated and alone.

No one listened, no one asked

**“I never went and
asked for help,
but no one ever
asked me.”**

The physical and emotional signs of abuse were there, but no one picked up on them.

Promoters of disclosures

Promoters

- * Someone intervened
- * Realisation that abuse was wrong
- * No longer being able to cope
- * Change in the nature of the abuse
- * Protecting others

Change in the nature of abuse

“It got to the point where I couldn’t take it anymore”

When abuse became more violent, aggressive and frequent, it drove young people to reach out and get help.

“I remember just looking across the room to my little sister and just thinking I’ve got to protect her.”

Some were worried that if they didn't say anything, other children – usually a sibling – could be abused too.

Disclosure journey

- * Broadly positive journey = 10%
- * Mixed experiences = 50%
- * Broadly negative journeys = 40%

Key Messages

- * Young people need support from professionals to speak out about abuse
- * Important for young people to be noticed, asked and heard
- * Professionals need to be equipped with tools to help spot signs and symptoms of abuse, engage in purposive conversations, and are confident taking action and support children through the disclosure journey

**What have
adults who
work with
children told
us?**



Where does the research evidence sit?

- * Limited UK research that explores the professionals views of facilitators and barriers to seeing, hearing and noticing disclosures
- * Limited research that pulls together professionals views and children's views



Project Aim:

To develop a practical resource to help adults who work with children to respond supportively **in the moment** a child chooses to disclose and to interact, and communicate in a way that helps children feel listened to.

We want to create a more positive disclosure journey for children.

What did we do?

- * Spoke to children and young people
- * Reviewed the evidence
- * UK-wide survey of adults who work with children
- * Focus groups with adults who work with children
- * Resource testing with educational professionals and Childline



What did we find?

5 Key Themes:

* Fear, anxiety and confidence

* Need to build trust and rapport

* Not knowing what to say and not knowing how to say it

* Being honest and transparent

* Importance of interpersonal skills

Interpersonal Skills

1. How to demonstrate you are listening to a child who is disclosing
2. How to reassure a child and show empathy
3. How to put a child in charge of the conversation

How to demonstrate you are listening

Don't distract yourself (e.g. use your phone) (Child from consultation group)

(would like) to see good practice or not good practice when listening to children - this is the most sensitive and hardest part of the child protection journey. Our skills can either open up a child or close them down.....critical we do things right by them at their most vulnerable moment (Survey respondent from education sector)

How to reassure a child and show empathy

Regardless of the training that you receive, there is still an anxiety about handling the disclosure incorrectly due to the focus on potential need for good enough police evidence. This often means there is a barrier to responding to the child/young person in a way that reassures them and helps them feel listened to, heard and understood. (Survey respondent from social care sector)

I understand this might have been difficult for you (Survey respondent from social care sector)

You've shown such courage today (Focus group participant)

How to put a child in charge of the conversation

Provide a place of no pressure and sit with the silences for as long as the young person needs (Survey respondent from education sector)

Other distractions, particularly in a busy school. Phones ringing, pupils knocking on the door etc. Trying to note down the details and give the young person my full attention (Survey respondent from education sector)



Show you care, help them open up

Give them your full attention and keep your body language open and encouraging. Be compassionate, be understanding and reassure them their feelings are important. Phrases like “you’ve shown such courage today” help.

Take your time, slow down

Respect pauses and don’t interrupt them – let them go at their own pace. Recognise and respond to their body language. And remember that it may take several conversations for them to share what’s happened to them.

Show you understand, reflect back

Make it clear you’re interested in what they’re telling you. Reflect back what they’ve said to check your understanding – and use their language to show it’s their experience.

Let children know you are listening

NSPCC Learning

Let children know you're listening

A safeguarding resource to help you show children and young people that, whatever they want to share, you're ready to listen. There are three simple directions to remember...

- **Show you care, help them open up**
Give them your full attention and keep your body language open and encouraging. Be compassionate, be understanding and reassure them their feelings are important. Phrases like "you've shown such courage today" help.
- **Take your time, slow down**
Respect pauses and don't interrupt them – let them go at their own pace. Recognise and respond to their body language. And remember that it may take several conversations for them to share what's happened to them.
- **Show you understand, reflect back**
Make it clear you're interested in what they're telling you. Reflect back what they've said to check your understanding – and use their language to show it's their experience.

+ Find out more
For more training and resources to help protect children visit [nspcc.org.uk/listen](https://www.nspcc.org.uk/listen)



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NSPCC Learning

Let children know you're listening

The importance of an adult's interpersonal skills in helping to improve a child's experience of disclosure

Helen Baker, Pam Miller, Emily Starr,
Sarah Witcombe-Hayes, and Cecile Gwilym

January 2019

EVERY CHILDHOOD IS WORTH FIGHTING FOR

Let Children Know You're Listening animation



You can practice these techniques whenever someone's telling you a story.

Making an impact in policy and practice

- * Launch in Wales
- * Learning sessions in 6 Safeguarding Children Boards
- * Conferences, presentations, webinars





Rhoi gwybod i blant eich bod yn gwrando Let Children Know You're Listening

Resources available now at
www.nspcc.org.uk/listen

Contact us

Publicaffairs.cymru@NSPCC.org.uk

@NSPCC_Cymru

**MAE POB PLENTYNDOD WERTH BRWYDRO DROSTO
EVERY CHILDHOOD IS WORTH FIGHTING FOR**

The Older People's
Commissioner's view

Steve Bartley



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