

# Child Protection National Guidance

Revision 2020

REVIEWING OFFICERS DAY  
29.11.19

**Improving Outcomes**  
for Children and  
Young People in Scotland

# Reviewing officer concerns

- What ?
- Why ?
- How ?
- Who ?
- When ?
- Where is it now ?
- Changes ?
- Tussles ?
- Tone ?
- Consulting ?
- Publishing ?
- Engaging ?
- 'So what' for RO's ?

# Aims and outcomes

## **Consistency:**

*“to ensure it is consistent with the legislative and policy framework and current practice developments.”*

**(CPIP)**

Practical integration of GIRFEC core components, values and principles; and relevant area specific national guidance

**Purpose:** prevention of significant harm and child deaths through abuse and neglect

**Tone :** supporting and engaging families and carers to ensure safety of children

**Learning:** support continuous improvement in multi agency practice and policy development

# Co-ordination and leadership

## Steering group

- Chair: Bill Alexander
- SCRA
- Inspectorate
- CPC Chair(s)
- CSWO/ SWS
- Police Scotland
- ADES/Education Scotland
- NHS x2
- SG Deputy Director(s)
- COSLA
- Third Sector nomination
- CELCIS
- Adult Protection Advisor
- Previous revision group rep(CWSO)
- Other stakeholder, expert and academic input by invitation
- Support and co-ordination: Scottish Government Child Protection Unit Adviser/Police Scotland adviser and Policy Officer

## National Child Protection Leadership Group

chaired by Ms Todd

Steering group (via Chair and SG CP Unit co-ordinators) will report periodically on progress and dilemmas

# Consultation and partnership

- Steering group representation
- Early questionnaire
- Focus groups
- Expert consultation
- CPC discussion
- Parental experiences of systems
- Independent Care Review findings
- Specialist consultation
- Academic consultation
- Stakeholder consultation via networks and leadership groups
- Steering Groups x8
- Professional advisers consultation
- Consultation internal
- Consultation external

# Tussles

- No longer yet with much more inside
- Guidance overload
- Tonal shift v realism
- GIRFEC alignment
- Information sharing
- Legal changes ahead
- Age
- Stakeholder v practitioner perspectives
- Shared language
- Accessibility
- Harm v significant harm
- Process conservatism

# Milestones ?

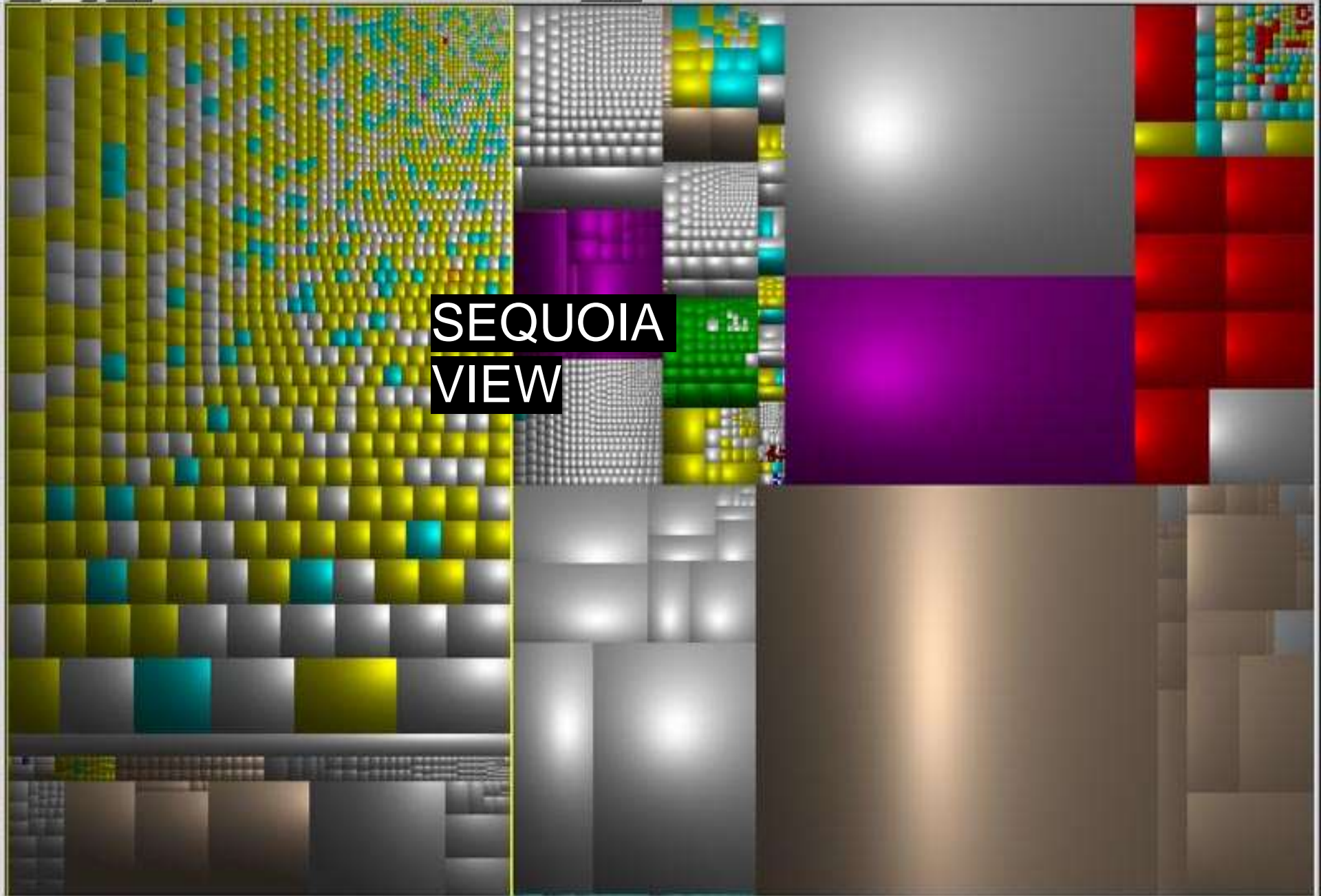
16<sup>th</sup> December Steering  
Group: Intro + Parts 1-3

Child Protection Leadership  
Group 7<sup>th</sup> January

End January Steering  
Group Complete Guidance

End March 2020  
Consultation

- April/May/June regional engagement and likely public consultation
- Analysis by end July
- Response; Revision
- Publication: end August
- Engagement to support implementation



**SEQUOIA  
VIEW**





## Part 1 : principles, definitions

- child up to 18
- intersection of child and adult legislation
- parents and carers
- forms of abuse including neglect
- meaning of child protection
- **harm and significant harm**
- Named person, Lead professional, Child's Plan
- register
- culture and context
- **info sharing**
- overarching legal basis

## Part 2 :roles&responsibilities

- (Shorter)
- COGS and CPCs
- Inspection and self evaluation
- Integrate health guidance
- Supervision
- Police Scotland structures
- Armed Services
- Faith groups

## Part 3 – steps to protect

- Harm, risk, judgement
- Help short of CP
- Professional judgment
- GIRFEC concepts applied
- IRD
- Interim safety plans
- JII
- Investigative principles
- Interface with hearings
- Charing
- Health guidance integrated
- Approaches to planning in partnership
- Capacity to change
- Contextual safeguarding

## **PART 4**

### **Examples – new text**

- Generic assessment components
- Shared approach
- Pre-birth child protection
- Neglect
- Poverty
- Parents with learning disabilities
- Children with disabilities
- CSE and CCE
- Radicalisation
- Practice notes

# Learning from inspectorate thematic review

- **Poverty** is core business :
- achieve clarity about **information sharing**
- “ positive impact of GIRFEC... but a **number of children and young people.. had been exposed to risk and neglect for too long**”
- reference revised guidance to **chronologies**
- **listen to children**
- **flexibility of support**
- **interagency/initial referral discussions** : clarity, consistency
- **follow up for vulnerable children**: consistency of core group operation and when coming off the register
- **staff supervision and support**
- **CPCS and COGS**

- (1) **AFFIRMATION OF GIRFEC CORE COMPONENTS:** build confidence in the operation of named person and lead professional roles.
- (2) **EARLY HELP:** develop a stronger focus on collaborative and proactive early intervention when there are signs of neglect and work to build confidence between agencies on info sharing principles, especially with neglect
- (3) **CHILD'S VOICE, EXPERIENCE AND NEEDS CENTRAL:** ensure we see and hear the child and represent this/ensure this is represented in all relevant reports and decision making.
- (4) **LANGUAGE, EVIDENCE AND ANALYSIS:** be clear what we mean by 'wellbeing concerns', 'thresholds' and 'neglect'; and be rigorous and transparent in evidence informed assessment, analysis and decision making.
- (5) **ADDRESSING RISK/BUILDING ON STRENGTHS:** make a systemic shift from addressing the symptoms to addressing the interaction of causes .
- (6) **LISTENING, UNDERSTANDING AND ENGAGEMENT:** apply awareness and understanding of the impact of ACEs and trauma-informed principles in practice and develop skills and confidence in understanding and working with resistance.
- (7) **CHILD'S PLAN CONTENT AND PURPOSE:** ensure child's plan is sufficiently specific in relation to outcomes/changes needed, steps, reasonable efforts to support parents, timescales, responsibilities etc for each child
- (8) **CHILD'S PLAN FORMATION AND DELIVERY** ensure the plan is multi agency in development and delivery
- (9) **INTER-AGENCY LEARNING:** learn from SCR's and in general find ways to learn from our own mistakes and near misses eg through supervision, reflective practice, inter-agency training and developmental application of lessons learned.

## Intro to Guidance : purpose and tone

**non-statutory national guidance**

**responsibilities and expectations for all involved in protecting children in Scotland.**

**how agencies should work together with parents, families and communities**

**to prevent and protect children from harm caused by abuse and neglect**

**child protection.... within the continuum of GIRFEC policy and practice**

- **rights, resilience, relationship**
- **interaction and intersection of risks and strengths**
- **reasonable expectations of parents and of children**
- **indicative areas of change**
- **consistency**



# Age and transition

In general terms, the protection of children and young people includes unborn babies and children and young people **under the age of 18 years.**

It is essential that Child Protection Committees and Adult Protection Committees work together to best protect children and young people at **key transition points, including transition from children's to adult services**

# Significant harm and harm

For some actions and legal measures the test is 'significant harm' or risk of significant harm . *Eg decision to hold IRD – threshold for child protection investigation – grounds for CPO*

There is legal definition of significant harm or the distinction between harm and significant harm. Guidance in Parts 1 and 3 unpacks professional judgement

The extent to which harm is significant will relate to the severity or anticipated severity of impact upon a child's health and development. Significant is taken to mean serious interruption, change or damage to a child's physical, emotional, intellectual or behavioural health and development.

This might be caused by a single traumatic event, such as a violent assault or poisoning; or an accumulation or pattern of maltreatment which causes or threaten to cause serious impact.

# Harm

Child protection is about preventing further harm and/or the risk of harm.

**Risk** is the probability of harm given the presence of adverse factors in a child's life.

**'Harm'** means the ill treatment or the impairment of the health or development of the child, including, for example, impairment suffered as a result of seeing or hearing the ill treatment of another.

*.....Recognise the need for early help and co-ordinated support  
....recognise patterns emerging ... recognise the child's  
experience ....engage early to support needs and address risk*

## Historical context : Some milestones in Scotland

- Promotion of welfare/councils/Hearings 1968
- 'Orange book' (pre 1995)
- National Guidelines (1998)
- Kennedy McFarlane/McConnell audit and CP Reform Programme (2001)
- 'It's Everyone's Job' (2002)
- Framework for Standards/Children's Charter (2004)
- Review of Children's Hearings, GIRFEC Pathfinders (2006-9)
- SSSC Key Capabilities in CC&P (2006)
- UNCRC founded GIRFEC Policy National Practice Model (2008/2012)
- National Guidance (2010)
- Revision of National Guidance (2014)
- **Child Protection Improvement Programme(2016)**
- **CP systems review (2016-17)**
- **Brock Report (2017)**
- **'It is still everyone's job' (2017)**

Appendix: Professional impact – examples – the role of guidance in holding and improving

**Kimberley Carlile** died 8.6.1986 aged 4, Ferrier Estate, London SE3

*“..Failure in system directly attributable to the period before the children arrived in Greenwich in Oct 1985 when they were discharged from voluntary care by Wirral Social Services”. ( Continuity and transfer failure) (Blom-Cooper Report 1987)*

**Beyond highlighting severe individual failures, recommendations made on information exchange; inter-agency collaboration, particularly between health visitors, GP, and social service; inter-agency child protection procedures; training and resource to support their delivery.**

**Caleb Ness** died 18.10.2001 aged 11 weeks, Leith, Edinburgh

*“ No single individual should be blamed. Fault at almost every level in every agency involved. Many concerned individuals did their best for this family. Too many operated within a narrow perspective without a full appreciation of the wider picture.” (O’Brien Report 2003)*

