

## KSCB Newsletter Autumn 2017

### The VOICE of the Child

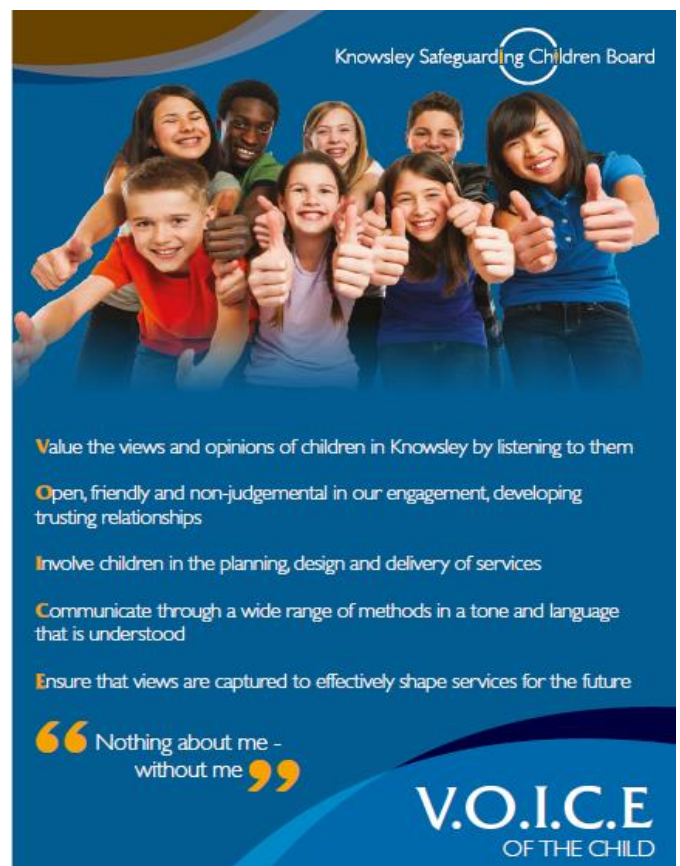
As a safeguarding board we have given a commitment that the 'voice of the child' will influence our priorities, however a lack of clarity in what the 'voice of the child' means could frustrate our efforts to achieve this goal.

The Children's Engagement Group, supported by the board, have considered how we can deliver a consistent message that clearly articulates the meaning of the 'voice of the child' and is understood by practitioners.

We have developed, through consultation, a set of standards and values that will be adopted and will ensure that the 'voice' is heard and influences our activity.

We have created an animation to highlight what is meant by the term 'safeguarding' and what is the role of the KSCB. Click here to access:

[www.knowsleyscb.org.uk](http://www.knowsleyscb.org.uk)



### Disguised Compliance – a guide for practitioners

**Introduction - Disguised compliance is an issue that causes great anxiety to many working with children and their families and came to prominence following concerns highlighted following the following the publications of high profile serious case reviews, including the death of Peter Connelly ( Haringey Local Safeguarding Children Board, 2009) and, to some extent, that of Daniel Pelka. (Coventry LSCB in 2013.)**

**This guide has been written to raise practitioner's awareness of the issues they may need to consider when dealing with such an issue.**

**What do we mean by disguised compliance?** - Disguised compliance involves a parent or carer giving the appearance of co-operating with child welfare agencies to avoid raising suspicions, to allay professional concerns and ultimately to diffuse professional intervention

**When does disguised compliance occur?** - Disguised compliance occurs when parents want to draw the professional's attention away from allegations of harm. It is often highlighted as a theme in Serious Case Reviews.

Disguised or partial compliance has often wrong-footed professionals. Apparent or disguised co-operation often prevented or delayed understanding of the severity of harm to the child and cases drifted.

**Our response** - The following summary provides some useful points to consider for all those working to safeguard and protect children. It may help influence our approach and decision making.

**Change** - The focus of any work needs to be on how we effect change. We need to see evidence of parents' understanding of issues, expressing some discomfort about their care of the child and then taking some responsibility for formulating the steps necessary to meet their child's needs.

1. **Plans** - Any plan must be based on the child's developmental needs and the necessary change that the parent needs to make, and maintain, to meet those needs. The key aim is for parents to demonstrate lasting change in their ability to prioritise the needs of their children above their own.  
The plan needs to be clear about how the professionals, the child and the parent will know when the plan has been successful – what will it look like for the child?
2. **Timescales** - If plans are based on the child's developmental needs, they also need to have specific and clear timescales, again based on the needs of each individual child.
3. **Consequences/contingency** - The consequences of lack of timely change, and change in all areas of the plan, not just some, need to be clear in the minds of parents and all the professionals. Consequences need to not only be clear but adhered to.
4. **Focus on the child** - Many of the parental behaviours are extremely successful in preventing professionals gaining a true understanding of the lived experience of the child. As well as observing parents' capacity to care for their children, we must take further steps to gain a clearer view of the experience of the child.
5. **Most plans now should make clear that the child needs to be seen, but this needs to be in a way that allows their physical and emotional wellbeing to be assessed. We must question even credible accounts of why the children are not being seen or we cannot see them in a way that is not 'managed' by the parents.**
6. **Working with all members of the family** - Many assessments are only partially complete as they do not consider, in particular, men who have contact with children. If we ignore men, or their extended family, we can be missing vital clues about risks posed by them or possible support they could provide to the child. We may also miss information about risks posed by the mother or other adults having contact with the family.
7. **Assessments need to demonstrate that efforts have been made to assess the true picture of the child's life from all those with knowledge of and contact with them.**

8. Observation - The more we undertake sensitive and clear observations of the parent and child, the better able we will be to gain a truer picture of the relationship and the priority that the child has in the parents' lives.

Taking time to consider what we are seeing in terms of how well attuned, sensitive and psychologically available a parent is; how easily a child looks to the parent for comfort when upset; what level of play and stimulation is available, may well call into question parental statements about their continuing level of care.

9. Multi-agency working - Multi-agency working and information sharing is key to identifying patterns of non-effective compliance and to effective challenge of lack of positive change. Parents must know that full and relevant information will be shared and this must be made explicit in any plan or early intervention.
10. Chronologies - The chronology can outline a pattern of high involvement of services yet little change for the children. A clear chronology cannot only be used to challenge parents' statements of action or outcomes but can also prove vital in compilation of evidence to progress concerns in complex situations.
11. Strengths-based working and "over-optimism" - Strengths-based work with families has for some time been seen as an extremely useful tool to achieving change. However, all families whose children are in their care will have some strengths and some periods where positive progress is seen. It can be easy for these to be assumed to override concerns or to represent a true picture rather than actual family life.
12. Evidence-based assessments - Child protection workers and social workers in particular, are being encouraged far more to use evidence-based approaches to assessment of need and risk. Knowledge of child development and attachment should inform our view of what we are seeing in a child and within the relationship with their carer.

We always need to ask ourselves, in the light of evidence that we know – is what the parent saying to me the most likely representation of the true picture?

13. Use of the child protection process - Process in times of high caseloads and high thresholds, can easily be less than proactive, particularly in cases designated as early intervention or child in need rather than child protection. Clarity about concerns will help workers to ensure that parents understand what will trigger further action. Rather than wait for definite evidence of abuse, professionals must consider whether action or non-action raises their concerns or lowers them.
14. Authoritative, assertive practice - There is a delicate balance to be achieved between support and challenge when working with parents. Working without respect, in an aggressive or adversarial manner, may well discourage parents further from working with us or sharing concerns and can increase the likelihood of overt hostility. The more confrontational our approach, the more likely this is to create resistance.

We need to be talking to parents about risk and change in a way that is assertive rather than either aggressive or passive or collusive. It is vital that workers are clear about their authority and work in an authoritative, but not authoritarian, manner.

15. Respectful uncertainty - In all cases, even those where we feel clear about our assessment, we need to exercise 'respectful uncertainty' and curiosity in the narratives of parents and carers.

It is important for parents to know that we will check the veracity of what they are saying with our colleagues. If a parent states that their child "bruises easily" this is a condition that should be investigated medically and indicate concern, particularly in a non-mobile child (Haringey LSCB, 2009).

**16. Importance of feelings and hypothesis - Consider our “gut reaction” and how a family makes us feel.** These are important professional tools but only if we use them thoughtfully. If we have a gut instinct, we are making an assessment but we are not being explicit about what information that assessment is based upon. It may well be that further examination of what we are seeing and whether what the parents say adds up or not, will make clear some of the fault lines in their actions or account.

**17. Supervision - In the current context of high caseloads and limited time, it may be easy for supervision to focus largely on the cases that are posing a high level of concern and anxiety. However, among those cases that are not so obviously worrying may be the families where parents are successfully disguising their non-compliance. Supervision should facilitate reflection on such questions as:**

- Why do we think that the parents are working openly with us?
- What evidence are we basing our assessment on?
- How well are they adhering to the plan?
- Has there been an opportunity to consider the chronology of our involvement?
- How does this relate to the involvement of other agencies?
- Does the chronology confirm progress or indicate stagnation, drift or avoidance?

## **Joint Targeted Area Inspection (JTAI)**

**Joint Targeted Area Inspection (JTAI) - Children Living With Neglect:** JTAIs are a new set of inspections which examine how local partner agencies—including local authorities, health and probation services and the police—are working together to protect children living with, or at risk of, neglect. JTAIs involve Ofsted, Care Quality Commission (CQC), HMI Constabulary and HMI Probation and they assess how effectively agencies are working together in their local area to help and protection children.

JTAIs include an evaluation of the multi-agency ‘front door’ for child protection, when children at risk of harm first become known to local services. The evaluation of the multi-agency ‘front door’ will focus on children of all ages who are being or have been neglected.

JTAIs also include a ‘deep dive’ investigation. From May to December 2017, the deep dive focuses is on children between seven and 15-years-old who have been neglected.

The inspection will track and sample the experiences of children and young people. Tracking is an in-depth, end-to-end look at the experiences of children and young people. Sampling is a more targeted look at the experiences of a greater number of children, focusing on particular points in these children’s journeys.

Inspectors may talk with, by telephone or in person to voluntary and community sector representatives, local housing providers, designated child protection leads and/or head teachers, regional school commissioners’ safeguarding leads and the local authority safeguarding leads with responsibility for supporting schools, representatives from organisations within the local area who have been brokered by schools or the local authority to provide alternative education provision



## Safer Sleep for Baby

Safer Sleep for Baby is based around six simple steps, designed to be easy to follow and cover the main risk factors. The entire Children's workforce needs to speak in a unified voice to reinforce our messages to parents and carers.

We also wanted to highlight to parents that every family has different circumstances and people may have more specific questions.

There are agencies and professionals in Merseyside who can help, whether this is a health professional, Children's Centre or support group. The most up to date information regarding safer sleep can be found at The Lullaby Trust <https://www.lullabytrust.org.uk/>

A recent local serious case review highlighted the risks associated with unsafe sleeping practices.

## Revised Definition of Child Sexual Exploitation and New Centre of Expertise

The Department for Education has published a revised definition of CSE. The new definition is non-statutory, and has been produced to help practitioners, local leaders and decision makers who work with children and families to identify child sexual exploitation and take appropriate action in response. This includes the management, disruption and prosecution of perpetrators.

*Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.*

The Centre of Expertise on child sexual abuse (CSA) has been established to help bring about significant and system-wide change in how child sexual abuse is responded to locally and nationally.

[www.csacentre.org.uk](http://www.csacentre.org.uk)



**Title: Missing Children and the Risks of Exploitation (Catch 22)**

Date: 20/09/2017      Time: 13:00 - 15:00      Venue: Knowsley Community College

Child Exploitation (including sexual and criminal) has been identified as a priority for Knowsley Safeguarding Children Board. With a focus on missing, this briefing will consider the factors, risks and referral pathways concerning these issues using case studies, activities and videos to explore the realities for this cohort of children. This 2 hour briefing will cover the following: Defining missing and absent - Missing - push/pull factors - understanding risks relating to missing - strategies to prevent/reduce missing episodes - the roles of Catch22 and about team SHIELD - local contacts and referral and reporting procedures - return Interviews - gangs and gang mapping - links to criminality

**Title: Domestic Abuse including Risk (MERIT/MARAC & DARIM)**

Date: 18/09/2017      Time: 9:30 - 12:30      Venue: Whiston Willis

The course will identify risk factors and assess levels of risk using MeRiT. Participants will understand the role and process of MARAC and DARIM. Learning Outcomes - By the end of the day participants will; • Be able to identify risk factors • Have identified communities that have additional barriers and how/why that increases their risk • Practice completing MeRiT using case studies • Understand MARAC (What? Why? Where? Who?) • Know what Darim is and when to use it

**Title: Brook Traffic Light Tool**

Date: 27/09/2017      Time: 1:30 - 4:30      Venue: Knowsley College

Brook Sexual Behaviours Traffic Light Tool is an innovative resource that has been developed by Brook and funded by the Department for Education. The tool is an essential guide for all professionals because it helps them to identify, assess and respond appropriately to children and young people's presenting sexual behaviours. The traffic light methodology clarifies the levels of concern as; • Green where there is no concern, • Amber where the concern needs to be explored further • Red where the concern needs to be addressed by activating safeguarding policy and procedures. The overall aim of the tool is to support professionals across different agencies to work to the same criteria, using a unified approach when making decisions to support and safeguard children and young people.

**Title: Teenage Relationships and Abuse**

Date: 09/10/2017      Time: 13:30 - 16:30      Venue: Whiston Willis Early Years Service

The session will look at; • Where and who teenagers get information about relationships • The pressure to be in a relationship and the barriers to seeking help • Explore impact of teenagers risky sexual behaviour & harmful practices • Practical ways to explore and discuss relationships with teenagers • Signs of an abusive controlling relationship

**Title: Compromised Care (Parental Mental Health, Parental Substance Misuse and Domestic Abuse)**

Date: 24/10/2017      Time: 13:30 - 16:30      Venue: The Youthy

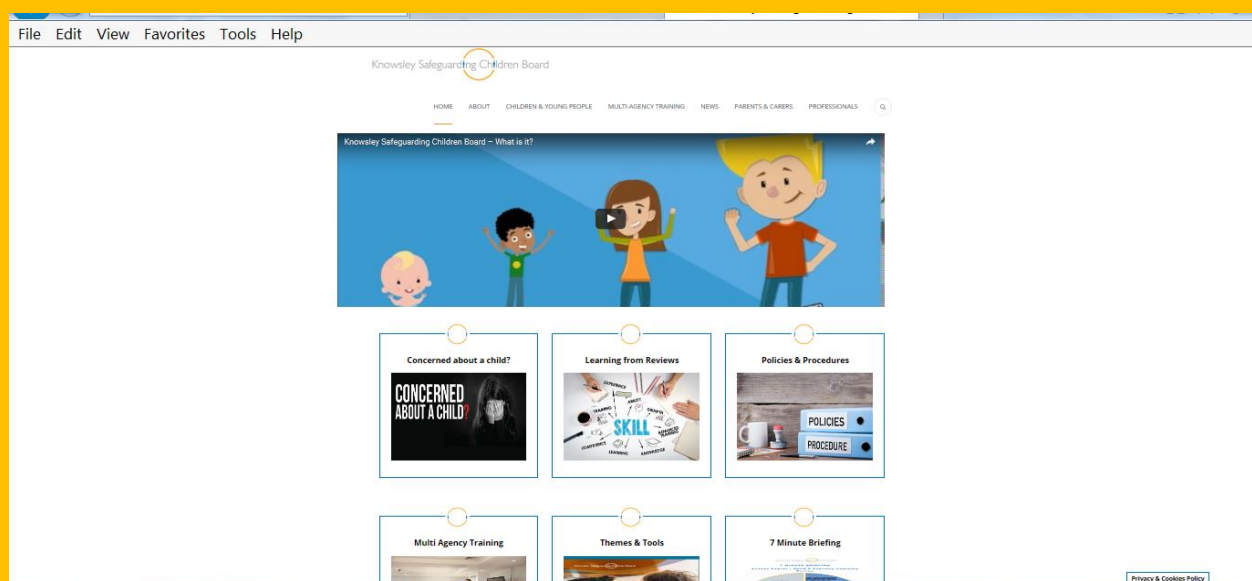
Explore what is meant by the terms Compromised Care and the Toxic Trio 2. Review local statistics and learning from relevant cases that have met the criteria for learning and improvement 3. Identify the barriers and solutions to working with families where care is compromised 4. Identify the tools available to assess what compromises care and parental capacity

## KSCB Training Booking Portal Top Tips - All training places must be booked via this method.

1. When registering complete all fields **leaving no spaces**. <https://kscbtraining.knowsley.gov.uk/>
2. You will need to input the email address of your **manager**; this is the person who will need to approve your training. They **will also need to be registered** (they need to have ticked they are a manager when registering and we will approve their status. Any managers will need to input their budget code or invoice address if external to the council).
3. When requesting a place on a course, your **place is not confirmed until your manager approves** it and you receive a confirmation email. Please remind your manager to check whether they have anyone 'awaiting approval'.
4. You may be placed on a waiting list if a course is full. You can check if there are additional dates available and book yourself on to that.
5. If you are **not able to attend** please inform us on 0151 443 4959 or email [tracy.brown@knowsley.gov.uk](mailto:tracy.brown@knowsley.gov.uk) with 5 days prior notice or you will be charged. From 1st April 2017 the KSCB **Charging Policy** will be in place. Full details can be found on the Portal.
6. All details i.e. Venue, Time and Course duration can be found within the Portal.
7. When you have attended a training course, we will update the attendance and you will be required to **complete your online evaluation form**, which can be found on your dashboard at the completed courses tab. This will then give you access to your certificate.
8. If you have any queries please contact us using the above details. If you are struggling to access your evaluation form and certificate. Check you are logged in to the right profile. **Have you registered more than once?**

## New Look KSCB Website

KSCB have updated the format of the website providing more user friendly access. Click on the following link to take a look: <https://www.knowsleyscb.org.uk/>



## Safeguarding Children & Adults

### Alerter Workshop

Wednesday 4<sup>th</sup> October 2017

Wednesday 28<sup>th</sup> February 2018

**The Venue (formerly the Huyton Suite) - Civic Way Huyton**

**9.15am - 12.30pm or 1.15pm - 4.30pm**

*Registration opens at 9.00am for **9.30am** start and at 1pm for **1.30pm** start*

*This workshop is recommended for all staff and volunteers in all organisations providing services to adults, children and families. AftaThought Training Consultants will present case scenarios of adult/child abuse using actors. Attendees will have the opportunity to question the actors in role about their action, or lack of action, in a particular case. The workshop promotes the message that whether you work with adults or with children it is the responsibility of all individuals to recognise and report abuse. The workshop considers barriers to whistle-blowing and addresses how these can be overcome.*

- To develop a core awareness of Knowsley's Multi-Agency Safeguarding Procedures for both children and adults at risk
- To develop an awareness of what your responsibilities are when a child, young person or adult at risk discloses abuse to you
- To develop an awareness of what your responsibilities are when you are concerned that a child, young person or adult is, or may be at risk of, abuse or neglect
- To understand what you must do and what you must *not* do
- To understand the circumstances in which confidential information *must* be shared

#### **Applications to:**

**Email:** [Workforce.DevelopmentTeam@knowsley.gov.uk](mailto:Workforce.DevelopmentTeam@knowsley.gov.uk)

Please include your name, role, organisation, workplace address and telephone number and the name of your Manager.

Parking: Attendees should park in the long stay parking facilities which are at *Club 3000 Bingo, Poplar Bank L36 9US* or Levels 3-7 of the multistory facility on *Lathom Rd L36 9YB* Please ensure that your staff are aware of this information.

***Please note that this course is FREE but charges may be made for non-attendance.***