



SAFEGUARDING CHILDREN: LSCB newsletter

Safeguarding is everyone's responsibility

Introduction

Welcome to the latest edition of the LSCB newsletter. The newsletter provides an update on current safeguarding issues that are relevant to frontline practice and the work of the LSCB. The newsletter also provides links and signposts to national documents that you may find helpful in your day-to-day work. The Board is always interested in receiving your views and sharing information about good practice locally so if there are any items you would like to go in the next edition please contact andy.lambie@northlincs.gov.uk

Kind regards

Edwina E Harrison

Edwina Harrison | Independent Chair of North Lincolnshire Local Safeguarding Children Board



Local Safeguarding
Children Board

LSCB Priorities 2013-15

- Reduce the harm from exploitation of children and young people
- Provide Early Help to children and young people
- To support effective parenting capacity

Reduce the harm from exploitation of children and young people

Female Genital Mutilation

Female genital mutilation (FGM) is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

The maximum sentence for carrying out FGM or helping it to take place is 14 years in prison.

FGM is any procedure that's designed to alter or injure a girl's (or woman's) genital organs for non-medical reasons.

It's sometimes known as 'female circumcision' or 'female genital cutting'. It's mostly carried out on young girls. You may be supporting women who have had the procedure. They may encounter health problems as a result. Their daughters may also be at risk of having the procedure arranged.

FGM procedures can cause:

- severe bleeding
- infections
- problems with giving birth later in life - including the death of the baby

If you know someone at risk

Contact the North Lincolnshire Single Access Point on 01724 296500 (or 296555 out of normal office hours).

You can also contact the the NSPCC at www.nspcc.org.uk/help-and-advice/worried-about-a-child/online-advice/female-genital-mutilation/fgm-circumcision-cutting_wda102815.html anonymously if you're worried that a girl or young woman is at risk of FGM or is a victim of FGM.

FGM Helpline

Email: fgmhelp@nspcc.org.uk

Telephone: 0800 028 3550

Find out about call charges

If you know someone in immediate danger:

Contact the police if you think that a girl or young woman is in immediate danger of FGM.

You should also contact the Foreign and Commonwealth Office if she's already been taken abroad.

Foreign and Commonwealth Office

Telephone: 020 7008 1500

From overseas: +44 (0)20 7008 1500

Find out about call charges at www.gov.uk/call-charges

Multi-agency Practice Guidelines

The Government has recently updated their practice guidelines. Available at <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines> these guidelines support and assist frontline professionals, such as teachers, health professionals, police officers and social workers, in safeguarding children and protecting adults from the abuses associated with FGM.

The guidance seeks to provide advice and support to frontline professionals who have responsibilities to safeguard children and protect and support adults from the abuses associated with female genital mutilation (FGM). As it is unlikely that any single agency will be able to meet the multiple needs of someone affected by FGM, this document sets out a multi-agency response and strategies to encourage agencies to cooperate and work together.

It provides information on:

- identifying when a girl (including an unborn girl) or young woman may be at risk of FGM and responding appropriately to protect them;
- identifying when a girl or young woman has had FGM and responding appropriately to support them; and
- measures that can be implemented to prevent and ultimately eradicate the practice of FGM.

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child and adult safeguarding/protection structures, policies and procedures.

The guidance is designed for all frontline professionals and volunteers within agencies that work to:

- safeguard children and young people from abuse
- protect adults from abuse
- support those who have had FGM

This includes, but is not limited to, NHS staff and other health professionals, police officers, children's social care workers, and teachers and other educational professionals.

The information may also be relevant to nongovernmental organisations and voluntary organisations working directly with girls and women at risk of FGM, or dealing with its consequences.

Forced Marriage

Multi-agency practice guidelines: Handling cases of Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Where a victim may have a learning disability the following areas also need to be considered:

- Issues surrounding capacity to consent and use of the Mental Capacity Act 2005.
- Reasons why people with a learning disability are forced into marriage.
- Consequences for the person with a learning disability and (actual or potential) spouse.
- Good practice in handling cases.
- Ongoing support required if the person cannot live with their family.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor. Published by the Government in June 2014, these guidelines supplement the statutory guidance, "The Right to Choose", published in 2008, with advice and support to front line practitioners who have responsibilities to safeguard children and protect adults from the abuses associated with forced marriage. As it is unlikely that any one agency can provide the support necessary to deal with this issue for an individual the document sets out a multi-agency response and encourages agencies to cooperate and work together closely to protect victims.

Forcing someone to marry is a criminal offence. It is child abuse, domestic abuse and a form of violence against women and men; It should form part of existing child and adult protection structures, policies and procedures.

These practice guidelines should be used by all front-line professionals and volunteers within agencies that are responsible for:

- safeguarding children and young people from abuse, and
- protecting adults from abuse.

For the full document and a range of associated resources go to www.gov.uk/forced-marriage

Our local procedures can be found within our Honour Based Violence Protocol at: www.northlincs.gov.uk/people-health-and-care/information-for-professionals/safeguarding-procedures/safeguarding-procedures-and-guidelines/honour-based-violence

NSPCC makes underwear rule materials more accessible to Eastern European communities

The NSPCC's Underwear Rule campaign is being made more accessible to Eastern European communities in the UK. Their guides have now been translated in to Russian, Polish, Lithuanian and Latvian.

To access these resources go to www.nspcc.org.uk/help-and-advice/for-parents/keeping-your-child-safe/the-underwear-rule/the-underwear-rule_wda97016.html

Young people, Sex and Relationships: The new norms

This report from the Institute for Public Policy Research is a study of the views of 800 young people. The study was commissioned to look at what the IPPR call the 'widening gap' between teachers and parents and the experiences of young people in a rapidly expanding technological environment.

The writers declare that their intention is not to pass judgement on young people's behaviour. They wish to contribute to the debate about the support required by young people in developing healthy relationships.

Key findings from young people;

- 8 out of 10 say it is too easy for young people to accidentally see pornography online.
- 7 out of 10 say 'accessing pornography was seen as typical' while they were at school; the consensus view is that this is typical between the ages of 13 and 15.
- Almost half (46%) say 'sending sexual or naked photos or videos is part of everyday life for teenagers nowadays'.
- 7 out of 10 (72%) say 'pornography leads to unrealistic attitudes to sex' and that 'pornography can have a damaging impact on young people's views of sex or relationships' (70%).
- Two-thirds of young women (66%) and almost half of young men (49 per cent) agree that 'it would be easier growing up if pornography was less easy to access for young people'.
- Two-thirds (66%) say 'people are too casual about sex and relationships'.
- Almost eight out of 10 young women (77%) say 'pornography has led to pressure on girls or young women to look a certain way', while almost as many (75%) say 'pornography has led to pressure on girls and young women to act a certain way'.

Differences between the views of young men and young women were also identified;

The survey results also reflect differences in the views of young men and women.

- More young men (45%) than young women (29%) agree that 'pornography helps young people learn about sex'. Young women are more likely to disagree (49%) than young men (28%) with the same statement.
- Half as many young men (21%) as young women (40%) strongly agree that 'pornography leads to unrealistic attitudes to sex'. Half as many young men (18%) as young women (37%) strongly agree that 'pornography encourages society to view women as sex objects'.

Findings on solutions were as follows;

- More than 8 out of 10 (86%) agree that sex and relationship advice should be taught in schools. More than a third (37%) say sex and relationship advice should be taught from the beginning of primary school and almost half (49%) from the beginning of secondary school.
- 7 out of 10 (68%) 18-year-olds think that sex and relationship education should be taught by a trained expert; 40% think that it should be taught by an external visitor who doesn't usually teach at the school, while just 19% think it should be taught by a teacher from the school.

In addition, wider concerns included the ease of access to pornography and its negative effect on behavioural norms (especially when coupled with inadequate sex and relationship education) and that 'sexting' (self-generated sexually explicit content) is now the norm. Although the issues are complex, the high availability of pornography and its effect on norms is a complex area, the prominence of pornography in shaping norms and behaviours is creating pressures for many young people.

Policy recommendations

The following proposals draw on the research and outline policy challenges and directions suggested by the writers.

Sex and relationship education should be taught in every school by specialists, and must be broader in scope.

The role of sex and relationship education (SRE) in schools is fiercely debated. There is broad consensus that it should exist, but it is not universally accepted that it should be compulsory. However, the case in its favour remains strong, and the primary research presented here from young people themselves strengthens further the case for making SRE compulsory.

But it is not enough to simply have SRE education in schools. Schools need to be more effective in commissioning and providing high-quality content, delivered by experts. Our survey results show that there is a significant gap between what is being taught and what young people want. SRE needs to be about relationships, not just sex, and it should better reflect the reality of young people's life by covering LGBT issues, digital content, bullying, access to pornography and expectations of sex.

Parents, educators and young people need a single point to access advice and support

Although school is an important source of information for young people, it is not the only one. As our research shows, young people gain their knowledge from a variety of sources and this is likely to remain the case. Parents need to feel better equipped to discuss sex and relationships with their children, and have a better understanding of the impact of technology in this area.

Administered or run by local authorities, family information services (FIS) provide a directory of local services for parents. They provide an existing point of access through which information, links and follow-up services could be provided to young people, parents and teachers. Some local areas already provide good links to support on sex and relationships, but others should follow suit and ensure that information is accessible and easy to find for young people, parents and teachers. Others should improve or expand their current offer.

Local authorities' public sexual health responsibility for young people should be broadened

As health and wellbeing boards become firmly entrenched in the local authority landscape, there is an opportunity to ensure that strategies are developed that provide commissioners with options to deliver appropriate services. Many strategies already include the need to continue to reduce the incidence of teenage pregnancies and sexually transmitted infections (STIs). However, there is scope within existing strategies to develop measures on wider health and wellbeing. This could be, for example, to ensure that relationship counselling is available or that extra-curricular activities provide a space for young people to discuss the role of technology and the internet. It is clear from our research and the wider evidence base that young people are facing physical and emotional issues.

Commissioners should be working with young people to continuously evaluate existing provision and identify areas for improvement. There have been rapid changes, and policy and practice have failed to keep pace in providing the most appropriate support.

Of course, these policy ideas must be seen within a wider cultural context. The research, alongside other evidence, highlights the role of the images, stereotypes and norms that young people are continuously exposed to. It is clear that there is a relationship between this culture and the way that societal and gender norms are set around sex and relationships. The overwhelming concern – reflected in our research – is that easier and wider access to porn and sexually explicit material creates unrealistic norms and assumptions for young men and women in how they should conduct their relationships. It is clear that young people want to talk about sex and relationships and want more support. The challenge is to provide that in a way that is supportive, builds resilience and allows young people to flourish.

The full report is available at www.ippr.org/assets/media/publications/pdf/young-people-sex-relationships_Aug2014.pdf

Keeping Children Safe in Education

'Keeping Children Safe in Education' was published in April 2014 and replaces Safeguarding Children and Safer Recruitment in Education (2006). Together with the 'Working Together to Safeguard Children(2013)', these two documents form the basis of the statutory guidance to schools and colleges.

Another useful document for schools to ensure that they are familiar with is the latest Ofsted 'Inspecting Safeguarding' briefing paper.

These documents are expecting schools not only to be aware of the signs of children and young people being exploited but to also teach children and young people how to be safe from being exploited. We are working to support this requirement by training staff and working with schools to develop resources. If you would like further information about this work then please contact Helen Parker – LSCB Training Coordinator – helen.parker@northlincs.gov.uk

To access the documents:
www.gov.uk/government/publications/keeping-children-safe-in-education

Supporting effective parenting capacity

Keeping myself safe: practitioner's toolkit for developing effective relationships with vulnerable young people

This toolkit has been produced by Action for Children and York Consulting to help practitioners who work with vulnerable young people. It provides advice on approaches that should be used with young people and can be used for practitioner self-development or as a supervision or development tool by managers. The guide focusses on safeguarding issues such as suicide, risky relationships and self-harm. The guide was developed in consultation with young people and suggests qualities and skills required in the practitioner to address such issues with young people with a focus on helping young people to keep safe.

Areas covered in the guide include the skills in the practitioner needed to build resilience, high self-esteem and self-efficacy in the young person.

Details of the importance of the following qualities are covered

- Building trust
- Developing respect
- Is accepting and understanding
- Is stable and consistent

Information is included on how young people require workers to have the following skills

- Makes decisions and solves problems
- Listens actively and communicates well
- Sets boundaries, supports and challenges
- Demonstrates self-awareness and self-reflection
- Develops and maintains relationships and social networks

The guide then goes on to summarise the underpinning knowledge and support required by professionals in keeping young people safe.

The guide has been created with young people and by reflecting on recognised research from a wide breadth of sources. All sources are listed at the end with many being easily available online for further reading.

The report can be found at www.actionforchildren.org.uk/media/9270723/Keeping_myself_safe_toolkit_final.pdf

NSPCC's Dad Project: All Babies Count

This report summarises learning from a project looking at how to better share information and advice with **new dads**. Findings from the Dad Project include: know, record and use dad's names and help mums and dads understand each other's experiences of pregnancy and new parenthood.

Pregnancy and the first months of life are a critical period in a child's development, a time when they are developing rapidly and when the foundations for their future are laid. During this period, parents are incredibly important. Their actions, the home environment they create, and the way in which they interact with their child, influence how the baby's body, brain and mind develop. As experts from Harvard have written, "children develop in the context of relationships."

Through the Dad Project they looked at how they could strengthen the relationships between dads, their child and his or her mother, and the services that work with them during pregnancy and the year after a baby is born. The project was run by the NSPCC, with support from the Design Council and funding from the Guy's and St Thomas' Charity. Our goal was to explore how we could improve information, advice and support for dads in order to promote their emotional wellbeing and help them to achieve better outcomes for their families.

Top tips

The project's top ten tips for anyone working with parents in the perinatal period:

1. Think of dads as service users in their own right, not only as mums' supporters. Know, record and use dads' names.
2. Learn about the research around the psychological and social elements of both mums' and dads' experiences of pregnancy and new parenthood. Educate yourself about the challenges they can face.
3. Ensure your communications, workspaces and materials communicate that dads are equally valuable and welcome.
4. Reflect on and challenge your own assumptions and stereotypes about fathers, and seek feedback from dads about their experience of your service.
5. Help mums and dads to understand each other's experiences of pregnancy and new parenthood and show them concrete ways in which they can help each other.
6. Talk to mums and dads about the challenges of new parenthood so they know what to expect. In every contact, ask both parents how they are doing, and listen and respond respectfully to their answers.
7. Teach mums and dads how to care for a baby (for example bathing and nappy changing) and specifically encourage and acknowledge dads' involvement in caring for their baby when speaking to the family.
8. Utilise scans as an opportunity to help both parents to engage in the pregnancy and get to know their baby. Ensure dads are explicitly invited to the scan and acknowledged when they are there.
9. Teach mums and dads about babies early cues and encourage them to watch and interact with their baby.
10. Consider how you can facilitate conversations between mums and dads, dads and dads, and wider families and communities to help create supportive networks around new parents.

The report goes on to describe the impact of involving new dads in terms of better outcomes for mother and baby.

Dads matter and should receive the same level of support as mothers, particularly during this crucial time in their first child's life. Pregnancy and the first year of life are a prime time to support dads and dads-to-be. Pregnancy is not just an important time for mums. It's a critical life transition for dads too, a time of huge psychological and social change.

Men who live with their partner may even undergo physical changes in preparation for their birth of their baby: fathers-to-be have been found to show lower levels of testosterone and cortisol during their partner's pregnancy, and higher levels of prolactin when in contact with infants. These hormones are thought to facilitate paternal behaviour and help dads to be more responsive to their babies. Professionals can build on these innate propensities as they support men to become active and effective dads.

According to YouGov research

85% of parents are married or living together when their baby is born.

96% of parents are in a romantic relationship at the time of a baby's birth.

86% of all fathers are present at their baby's birth.

93% of fathers currently sign their baby's birth certificate.

Whatever your gender, new parenthood is a time of stress and sleeplessness, and dads, like mums, are also more susceptible to anxiety and a decline in emotional wellbeing during this time. Many fathers report that they feel isolated during the perinatal period as attention is focused on their partner and new baby. Couples can also experience a decline in the quality of their relationships after the birth of a baby, which can have a negative impact on their emotional wellbeing.

Throughout the work they realised that they could create shiny leaflets and apps, websites and services for new dads, but it would not automatically get to the heart of the issue, which is that dads are not treated as equally valuable parents. No 'add on' is going to change this; instead we need to look across the board at how we change our portrayal of, and interactions with dads. The media, marketing, social norms, public attitudes and public services all have a role to play.

For the full report go to www.nspcc.org.uk/Inform/resourcesforprofessionals/underones/all-babies-count-dad-project-pdf_wdf103950.pdf

Preparing for Adulthood factsheet: the links between the Children and Families Act 2014 and the Care Act

This factsheet identifies the key elements in the Children and Families Act 2014 and the Care Act 2014 that relate to preparing young disabled people for adulthood. It aims to support local authorities to identify where processes overlap and to consider how they can be effectively joined up. It explores how the legislation can be used to create positive outcomes for disabled young people, with consideration to challenges and barriers, and suggests practical ways of implementing the reforms in both Acts through good practice examples. Key areas discussed are: outcomes and wellbeing; assessment and care planning; joint commissioning and personal budgets; and information, advice and support.

This graphic shows how the 5 key messages, identified by the SEND pathfinders, are essential in improving life chances in the four outcomes: employment, independent living, community inclusion and health, which are vital in ensuring young disabled people are prepared for adulthood.

Available from:
www.preparingforadulthood.org.uk/outcomes

What the law says:

Outcomes and Wellbeing

Children and Families Act	Care Act
<ul style="list-style-type: none"> • Outcome focus; • Preparing for Adulthood outcomes from Year 9: • Employment • Health • Independent living • Friends, relationships and community participation • Focus on choice and control over support for young people and their families; • Focus on the importance of the involvement of parents and young people in decision making; • Must have regard to the wellbeing duty in the Care Act when providing support to parent carers. 	<ul style="list-style-type: none"> • Outcome focus; • Duty to promote wellbeing, including: <ol style="list-style-type: none"> a) Control by the individual over day-to-day life (including over care and support, or support, provided to the individual and the way in which it is provided); b) Participation in work, education, training or recreation; c) Social and economic wellbeing; d) Domestic, family and personal relationships; e) Suitability of living accommodation; f) The individual's contribution to society. • Care and support works to actively promote people's wellbeing and independence, rather than waiting for people to reach a crisis point; • Duty to provide or arrange for the provision of services, facilities or resources that contribute towards preventing or delaying the development of care and support needs; • When promoting individual wellbeing the local authority must have regard to the importance of achieving a balance between the individual's wellbeing and that of any friends or relatives who are involved in caring for the individual. • Duty to ensure integration of services across education, health and care, in particular where it promotes the wellbeing or improves the special educational provision that is available.

Terror Threat to UK Security

Please take time to be aware of the following advice that was recently issued

The UK threat level from international terrorism is raised to **SEVERE**.

This means an attack is highly likely. The availability of a large pool of UK-linked individuals in Syria and Iraq heightens the threat these terrorist groups pose to the UK. These individuals' knowledge of the UK and English language skills increase the capability of terrorist groups to target the UK and produce extremist media directed at a UK audience.

Not all returnees pose a threat to the UK. Whilst there is no absolute profile to identify those willing to take up arms, recent investigations have shown these individuals to be both male and female, predominately in the 18-35 age range, with a very strong ideology. However, given that some UK-linked individuals in Syria and Iraq have fought alongside terrorist groups and received training, the risks are significant.

Some returnees will perpetuate the terrorist threat to the UK through fundraising and facilitation activities.

Prevent will address all forms of terrorism, but continue to prioritise according to the threat they pose to our national security. At present, the Prevent agenda is heavily, but not exclusively, focused on matters of international terrorism emanating from Syria and Iraq and the impact this has on our communities.

The strategy has three key objectives:

- ✓ **Respond to ideological challenge of terrorism**
- ✓ **Prevent individuals from being drawn into terrorism**
- ✓ **Work with institutions where there are risks or radicalisation**

Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation.

Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- ✓ **Identify individuals at risk of being drawn into terrorism**
- ✓ **Assess the nature and extent of that risk**
- ✓ **Develop the most appropriate support plan for the individuals concerned**

If you do have any concerns regarding individuals, groups or require further information, contact your Prevent lead - Humberside Police Southbank Prevent Lead contact numbers 01724 244661, 01472 204579 and 07944466733 or the Anti- Terrorist Hotline on 0800 789 321.

Research

Training

It is important, when undertaking our safeguarding responsibilities, to ensure that we have kept up to date and developed our professional practice - to help with this the LSCB produce a dynamic training programme which can be found at: www.northlincs.gov.uk/LSCB .

Up and Coming Courses:

Fri 9 Jan	Understanding the Victim / Perpetrator Perspective - 9:30am - 4:30pm
Wed 14 Jan	LSCB Information Event - 9:30am - 11:30am
Fri 16 Jan	Safeguarding Adolescents and Understanding Risky Behaviour - 9:30am - 4:30pm
Mon 19 Jan	Young People and Intimate Partner Violence - 9:30am - 4:30pm
Tue 20 & Wed 21 Jan	Introduction to ABE and Strategy Discussion 9:30 - am - 4:30 pm
Thu 22 Jan	Freedom Programme Trainer Training 9:30am - 4:30pm
Tue 27 Jan	Female Genital Mutilation 9:30am - 12:30pm
Wed 28 Jan	DASH Training - 9:30am - 4:30pm
Mon 2 & Tue 3 Feb	Safeguarding Disabled Children 9:30am - 4:30pm
Wed 4 Feb	CEOP Think u Know E safety Training 9:30am - 12:30pm
Thu 5 & Fri 6 Feb	Assessing Risk and Building Safety - 9:30am - 4:30pm

Mon 9 & Tue 10 Feb Substance Misuse - 9:30am - 4:30pm

Wed 11 Feb Child Sexual Exploitation - 9:30am - 4:30pm

Thu 12 Feb Neglect and the Impact on the Child Level 1 - 9:30am - 4:30pm

Fri 13 Feb Managing Allegations against Adults who work with children - 9:30am - 4:30pm

Mon 23 Feb Domestic Abuse Level 2 - 9:30am - 4:30pm

Mon 2 & Tues 3 Mar Train the Trainer - 9:30am - 4:30pm

Thu 5 Mar Safeguarding Awareness - 9:30am - 4:30pm

Fri 6 Mar Domestic Abuse and the Impact on the Child - 9:30am - 4:30pm

Mon 9 Mar Neglect and the Impact on the Child Level 2 - 9:30am - 4:30pm

Tue 10 Mar Lead Professional - 9:30am - 4:30pm

Wed 11 & Thu 12 Mar Child Protection Level 3 9:30am - 4:30pm

Mon 16 Mar Diversity and Safeguarding - 9:30am - 4:30pm

Tue 17 Mar Domestic Abuse Level 3 - 9:30am - 4:30pm

Wed 25 Mar Domestic Abuse and the Impact on the Child Level 3 - 9:30am - 4:30pm

If you would like to discuss any training opportunities please speak with Helen Parker - the LSCB Training Coordinator on 01724 296654 or email her at helen.parker@northlincs.gov.uk

This is your newsletter. Send any articles or feedback to Andy Lambie at andy.lambie@northlincs.gov.uk or call 01724 298293.