# Safeguarding Children and Young People

thirtyone:eight

Creating safer places. Together.

Welcome to the Thirtyone:eight Safeguarding Children and Young People course. This handbook is designed to accompany the course and contains the case scenarios, discussion questions and polls we will be using in the webinar.

Safeguarding Children and Young People is a four UK nations friendly course. Most of the information in the handbook is applicable to all four nations, but there are also individual sections related to each nation. Please find the section(s) that relates to the nation(s) in which you work.

Safeguarding is a vital consideration in any place where vulnerable people, like children and young people, are welcomed. Many environments, like schools and care settings, are highly regulated and there is an expectation for strong safeguarding arrangements – many of you will have professional and personal experience of this. For our churches, faith organisations and many charities, our contexts are more complex. We have to balance open doors, a welcome for all and a culture of creating family – all good things – with a recognition that we have a duty to protect the vulnerable and also the sad reality that those who wish to perpetrate abuse may even target such environments as places with easy access to potential victims. This knowledge is a key reason why we want to equip and empower you in your safeguarding task through this training.

We are looking forward to supporting you as you safeguard the children and young people you work with.

The Thirtyone:eight team

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# Questions and Exercises in the Webinar

Throughout the webinar there will be opportunities to have discussions, share knowledge and participate in activities to apply our learning in context. These are included here for reference only. There is no obligation to work through anything in advance.

## Module 1: Recognise

**Pause and consider:** Why do we safeguard children and young people?

**Poll:** How familiar are you with the following major contemporary concerns?

(very familiar / familiar / heard the term / not at all familiar)

Domestic abuse

Online crimes and abuse

Child sexual exploitation (CSE)

Child criminal exploitation (CCE)

Child on child abuse

Child abuse linked to faith and belief (CALFAB)

Accelerated pace of grooming

Radicalisation

Spiritual abuse

## Module 2: Respond (Case Scenarios)

**Case Scenarios – Questions for discussion:**

1. What, if any, are the indicators or signs of abuse?
2. Can you identify the category/categories of abuse?
3. How would you respond?

Categories of abuse in legislation related to children and young people are: Physical, Emotional, Neglect, Sexual (and Financial for Wales).

**Rowan:**

Rowan is 2-years-old and attends your charity-run parent and toddlers group. Rowan's engaging and energetic. On Tuesday morning after a bank holiday weekend, Rowan and his mum arrive early for the group. When she sees you, the mum immediately bursts into tears and says she needs help. She reports that Rowan had been noisy and uncooperative all morning and that when he hit her hard on the head with his digger truck, she lashed out grabbing the top of his arm and forced him to sit down while shouting at him. She points out four bruises that are now forming at the top of his arm. She wants to know if you think he needs medical help and is she an unsafe mother.

**Fola:**

Fola, age 14-years-old, has been referred to your service asking if you could help support her or even give her volunteering opportunities since she's been excluded from school and often runs away from home.

You see her often going into a house on the estate where a lot of young people hang out. After disappearing for a few weeks, Fola comes to you looking tired and worn out. In conversation, you mention that you saw the police in the house she often visits and ask her to be careful who she's friends with. She says she has no choice, that they'll hurt her more if she stops visiting. When you ask what she means by 'hurt her' she tells you they have a video of her having sex and will show people if she doesn't do what they tell her. She says they're dangerous and she's terrified of what might happen now you know.

**Josalynn:**

A mum occasionally 'pops in' to your coffee mornings. In the school holidays, she brings her 14-year-old daughter with her. The daughter has an autism diagnosis, is non-verbal and uses a wheelchair because of significant motor delays. Recently, you've noticed a couple of changes. Firstly, the mum used to talk a lot about hospital appointments and update you on Josalynn's progress. You notice that she hasn't mentioned any appointments lately and doesn't seem to engage when you ask how Josalynn's doing. Secondly, you also notice that Josalynn's hair seems unwashed and her clothes smell. You're aware that she's now a teenager and body odour and greasy hair is more common, but this seems to you to go beyond that.

**Rhys:**

Rhys is 7 years old. He has recently started coming to your drop in after-school club with his older cousin. You've never met his parents. You've noticed Rhys doesn't speak very much and some of his language reminds you of the children in the toddler group. He has worn the same red tracksuit each time he has attended, and this looks much too small for him. You overhear his cousin telling one of the other children about the new car Rhys' parents have just bought and how they 'always have the best stuff'.

**Layla:**

Layla is part of your holiday club and during a game of rounders, the ball she threw hit another child. The other child seemed unhurt and not overly concerned. However, Layla reacts by crying and insisting, 'I don't want to be bad, I don't want to be bad, I don't want to be evil.' You take her to one side to calm her down and reassure her that she's not. She tells you that at home she was told she was possessed and is made to write lists of all the things she does wrong.

**Rio:**

Rio is ten and attends your homework club once a week. When you first met him, he was lively and outgoing but more recently he is quiet and withdrawn and looks exhausted. You notice him looking at the Women's Aid poster on the noticeboard and writing something down. He realises you've seen him and says, 'It's just in case for mum. He doesn't let her out much now and I think the fights are getting worse. They think I'm asleep, but I can't sleep while that's happening. I don't know what to do.'

**Ethan:**

Ethan is 16. He asks to speak to you and says he's worried about a friend who also attends the youth group. Ethan tells you that the friend, who he is reluctant to name, has been following some accounts on social media that worry him and that the friend has been talking about things like 'incel culture' and 'manospheres'. Ethan thinks he's doing a lot of this for attention but said he's been getting more and more verbally aggressive with the girls when they're outside the club. Tonight, the friend put a nude photo of a girl they all know in a group chat, along with explicit comments. Ethan offers to forward

the messages and photo to you so you can deal with it without involving him directly.

**Sinead:**

Sinead is part of your children's group. You are making collages on the theme of 'my family'. Partway through the activity Sinead scribbles out the picture of her elder brother and bursts into tears. You walk over to the refreshment table with her to get her a drink and a biscuit and ask her quietly if she wants to talk about anything. She says, 'I can't; it's dirty and he says I mustn't tell anyone our secret.'

## Module 3: Record

**Pause and consider:** What might make some children and young people more at risk of harm than others?

**Video:** What will Emily need to record after her conversation with Jess?

How would you respond?

How might you be feeling?

What good practice did you see in the film?

## Module 4: Report

**Poll:** Are the following statements about a safeguarding lead true or false?

1. Their title is always safeguarding lead.
2. Is the first port of call for concerns within an organisation.
3. Must be a qualified social worker.
4. Must be available 24/7.
5. Keeps records and responds to concerns.
6. Liaises with statutory authorities when necessary.
7. Has sole responsibility for safeguarding in an organisation.
8. Promotes a healthy safeguarding culture and ensures compliance with legislation.

## Module 5: Reflect

**Pause and consider:** How does your charity, church or organisation create a safe culture for everyone?

# Additional Information: Safeguarding law across the 4 UK nations

What we teach in Safeguarding is usually based on the laws made by one of the 4 UK Governments (Westminster, Holyrood, Stormont and the Senedd). Some laws apply to the whole of the UK, and some to specific nations. You do not need to know these pieces of legislation for your role, it's enough to have an awareness that there is a legal framework for safeguarding that underpins what we as children and youth workers do.

For those interested in the details, the key pieces of legislation for each UK nation are listed below.

Please identify the UK nation (or nations) you are working in and read through the information in that column. The full legislation documents are available online by searching the name and date given here.

| **UK Wide Legislation** | | | |
|---|---|---|---|
| UN Universal Declaration of Human Rights 1948 | | | |
| European Convention on Human Rights 1953 | | | |
| UN Convention on the Rights of the Child 1989 | | | |
| Human Rights Act 1998 | | | |
| **England** | **Northern Ireland** | **Scotland** | **Wales** |
| Working Together to Safeguard Children (2018) England (and 2021 updates)<br><br>Safeguarding Vulnerable Groups Act 2006<br><br>Children Act 1989 and 2004<br><br>Keeping Children Safe in Education (updated annually) | Co-operating to Safeguard Children and Young People in Northern Ireland 2017<br><br>Safeguarding for Northern Ireland (SBNI) Procedures Manual (Nov 2017)<br><br>The Children (NI) Order 1995<br><br>The Safeguarding of Vulnerable Groups (NI) Order 2007 | National Guidance for Child Protection in Scotland 2021<br><br>Disclosure (Scotland) Act 2020<br><br>Protection of Vulnerable Groups (Scotland) Act 2007<br><br>Children and Young People (Scotland) Act 2014 | Working Together to Safeguard People vol 1- 6<br><br>Social Services and Wellbeing (Wales) Act 2014<br><br>Safeguarding Vulnerable Groups Act 2006<br><br>Children Act 1989<br><br>Wales Safeguarding Procedures |

# Safeguarding in England

The following pages contain useful information for those safeguarding children and young people in England.

## Useful Terminology:

**Local Authority Designated Officer/Designated Officer for Allegations (LADO/DOFA)** - they are responsible for managing and overseeing concerns, allegations and offences relating to staff and volunteers in any organisation across a local authority area.

**Multi Agency Safeguarding Hubs (MASH) -**these are teams made up of highly skilled professionals from different agencies including social work, police, health, and education. The team usually provide an early triage and multi-agency assessment of safeguarding concerns in respect of both children and adults.

**Local Safeguarding Children's Partnerships (LSCPs) -** these were established following the Children Act 2004 (previously Local Safeguarding Children's Board- LSCB). They play an important role in ensuring that everyone works together. They have a duty to find out what children's activities are taking place in their area; this includes voluntary and church activities.

**DBS checks** - criminal record checks used to help make safer recruitment decisions. Depending on your role, this may be basic, standard, enhanced or enhanced with barring.

## Position of Trust:

'Position of Trust' is a legal term used to describe roles and contexts where an adult has regular and direct contact with children. For example, teachers and schools, doctors and hospitals, social workers, care workers, police officers etc. In England and Wales, and separately in Northern Ireland, changes made in 2022 mean that sports coaches and faith group leaders are now named in law as being in positions of trust (known as 'Abuse of position of trust' in Northern Ireland and not yet applicable to faith contexts, but likely to be soon). It is against the law for someone in a position of trust to engage in sexual activity with a child in their care, even if that child is aged 16 or 17 and therefore over the age of consent.

It is important that everyone working with children and young people is aware of this law. For example, a youth leader of 19-years-old might see no harm in entering a relationship with a young person of 17-years-old whom they meet at youth group. However, legislation now reflects a greater understanding and

recognition of the power and status imbalance in this situation so this relationship would now, in fact, be against the law.

Safeguarding concerns or allegations relating to those in a position of trust must also be passed on to the LADO (Local Authority Designated Officer- see description above) to assess and reduce the risk to others.

## DBS checks – Did you know?

Did you know that the 'B' in DBS checks stands for 'barring'?

If you work in regulated activity – or to oversimplify, work closely with children – you may have noticed that your criminal record check includes the statement 'with barred list'. The list is an additional way we can keep children safe.

If someone's name is on the barred list, it's against the law for them to work in any role that involves direct contact with children or vulnerable adults. In fact, it's illegal to even attempt to do so. This makes the barred lists important for protecting children.

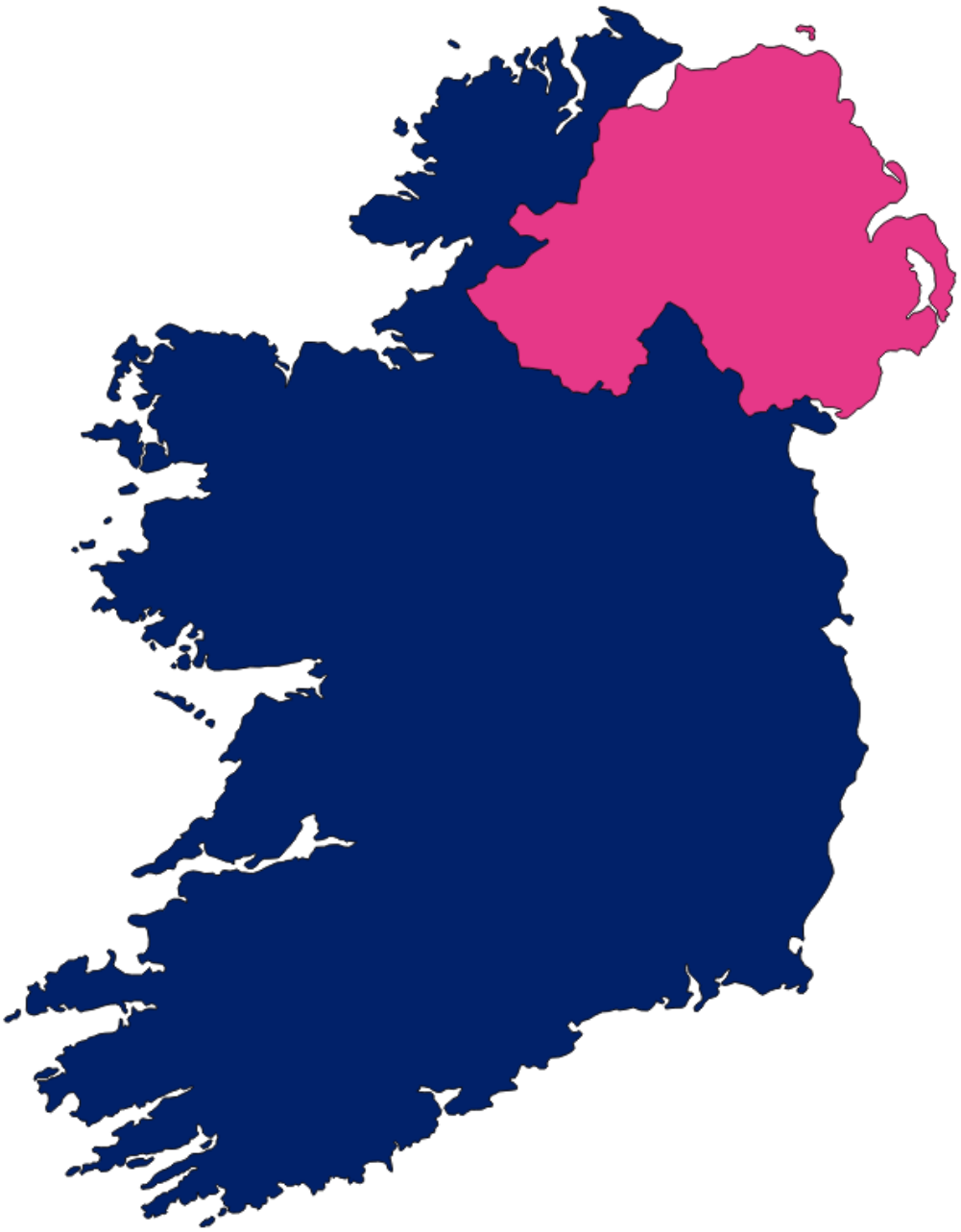
Even though most of a charity or faith-community's interaction with DBS will be done by the Safeguarding Lead, the Lead Recruiter, or another role within the organisation, it's interesting to understand why you might be asked to make a note of seemingly 'small' concerns.

For someone to be found guilty in a court case, the evidence must be strong enough that it's 'beyond all reasonable doubt'. However, to be put on the barred list, the burden of proof is on the 'balance of probabilities'. So, if the evidence is such that the DBS can say "we think it's more probable than not that the harmful behaviour happened," the person is put on the list so that children are no longer at risk.

That means that if someone within your organisation is acting in a way that is concerning, even though it won't be your responsibility to report the concerns, your Safeguarding Lead may ask you to note the concerns that you see and hear.

# Safeguarding in Northern Ireland

The following pages contain useful information for those safeguarding children and young people in Northern Ireland.



## Useful Terminology:

**Northern Ireland Gateway to Children's Social Work Services** – this is the first port of call for children and young people who need social services support. If you are concerned about a child or young person, who is not already known to Social Services, the first point of contact should be made to the 'Referral Gateway Team' who will collect information and pass it on to the local gateway team if they believe a full assessment is needed. Contact details for your local team can be found here. Wherever you live in Northern Ireland, Out of Hours Social Workers can be contacted through one central telephone number: **Tel:** (028) 0800 197 9995

**Police Service of Northern Ireland (PSNI)** – where a crime has been committed or a child or young person is in immediate danger, contact the PSNI.

**Safeguarding Board for Northern Ireland (SBNI) -** they are the body with responsibility for agreeing how children's agencies will cooperate and work together to promote the safety and welfare of children in N.I. They will also review cases where children have been significantly harmed or have died.

**Think Family NI –** this is an approach to caring for children that recognises the impact of parental mental health. For organisations working with the whole family, the model promoted here may be very helpful: https://www.health-ni.gov.uk/think-family-ni

## Position of Trust:

'Position of Trust' is a legal term used to describe roles and contexts where an adult has regular and direct contact with children. For example, teachers and schools, doctors and hospitals, social workers, care workers, police officers etc. In Northern Ireland, changes made in 2022 mean that specific individuals are now named in law as being in positions of trust (known as 'Abuse of position of trust' in and not yet applicable to faith contexts, but likely to be soon). It is against the law for someone in a position of trust to engage in sexual activity with a child in their care, even if that child is aged 16 or 17 and therefore over the age of consent.

## Safeguarding responsibilities for Charities in Northern Ireland

The 2017 'Co-operating to Safeguard Children and Young People in Northern Ireland' policy has specific guidance for those in the charity and faith sector: 3.8 Voluntary, Charitable, Faith and Community-based Organisations (p.27 onwards).

"**Voluntary, charitable, faith and community-based organisations play a key role** through their contribution to safeguarding children and young people generally, as well as providing more tailored support to children, young people, and their families to assist them in keeping their children safe.

It is essential that all voluntary, charitable, faith and community-based organisations have **child protection policies and procedures** in place and that their **staff and volunteers receive training and support** in their use. The following framework is available:

- Safeguarding Board for Northern Ireland [SBNI] Child Safeguarding Learning and Development Strategy and Framework 2020 - 2023

Organisations providing support to children, young people, or their families or carers should recognise the importance of **keeping appropriate, accurate records** of the work they are undertaking, and have **systems in place to share** information with the appropriate statutory agencies where they have information or concerns regarding the welfare or safety of a child or young person." *[emphasis added]*

It's also important that workers and volunteers working with children and young people recognise that social issues, such as poverty and discrimination, impact upon children's wellbeing. This is why we need to take a 'whole child' approach and consider *all* of the factors impacting a child's life. These will be both positive and negative. This concept is discussed at length in the introduction to UNOCINI [see below].

## Northern Ireland's UNOCINI

**The key information for you to know is that there is a standardised referral process called UNOCINI. Your safeguarding lead/senior management will be aware of the details and application of this.**

The acronym stands for Understanding the Needs of Children in Northern Ireland.

It was developed to improve the quality of assessment and improve the partnership of everyone involved in a child's life. It's unique to Northern Ireland.

It's a common, or shared, tool that should be used by all organisations involved in a child's life. It's worth considering the following when making notes on safeguarding concerns in Northern Ireland as these may help your safeguarding lead when it comes to referring on a concern.

1. **Needs** – deficits in any aspect of the child's life, which have an impact upon their well-being and development.

2. **Strengths** – aspects of the child, their life, the family circumstances and the environment, which are positive.

3. **Existing and/or Potential Risks** – matters which may impair or endanger the child's safety and development.

4. **Resilience and Protective Factors** – relationships and structures that promote the wellbeing of the child.

# Safeguarding in Scotland

The following pages contain useful information for those safeguarding children and young people in Scotland.

## Useful Terminology

**Child Protection Committees (CPC)** - these are locally based, inter-agency partnerships that are responsible for the design, development, publication, distribution, implementation, and evaluation of safeguarding policy for children and young people. They work across all sectors in their locality.

**Children's Social Work Services**- every authority in Scotland has a Children and Family Services department. They have a duty to safeguard and promote the wellbeing of children in need in their area. When the local authority receives information that a child may be in need the social work team will collect the relevant information. They will co-ordinate multi agency risk assessments.

**Children's Hearing System (Children's Panel)** - these are more informal, and standards of proof are less rigorous than in the criminal courts. Children's Hearing cases only need to be proved 'on the balance of probability' and not beyond reasonable doubt. The Panel is made up of 3 specially trained volunteers from the local community and they will listen to the child, parents, and relevant professionals to decide on a course of action best meets the needs of the child.

## Getting it Right for Every Child - GIRFEC[1]

Getting it right for every child (GIRFEC) is the national approach in Scotland to improve children's outcomes and support their wellbeing.

It focuses on offering the right help at the right time from the right people. It encourages them and their parent(s) to work in partnership with the services that can help them. GIRFEC will be familiar to most parents and people who work with children – it's displayed in every place of learning and NHS building and is highlighted to parents pre- and post- birth.

Promoting a child's wellbeing is at the heart of GIRFEC.

The Children and Young People (Scotland) Act 2014 aims for a single framework – a Child's Plan, to be available for children who require extra support to address their needs and their wellbeing.

In 2022, GIRFEC underwent a major review, to ensure it was:

- United Nations Convention on the Rights of the Child [UNCRC] compliant
- Accessible to young people through appropriate use of language
- Inclusive of the child's voice – this is significant in that, historically, the child's voice was not included in policy/legislative design or review.
- Still encouraging practitioners to pursue best practice.

You will likely be familiar with some elements of GIRFEC as it is embedded in many areas of Scottish life.

[1] Source: GIRFEC principles and values - Getting it right for every child (GIRFEC) - gov.scot (www.gov.scot)

## SHANARRI - Wellbeing Indicators[2]

Using the GIRFEC principles, all those who work with children and young people in Scotland should consider how the eight wellbeing indicators are played out in their role in the life of the child, and their family. In fact, a situation will only be considered a safeguarding concern where one or more of these areas are seen to be lacking.

The acronym 'SHANARRI' can help us remember them:

**Safe** – growing up in an environment where a child or young person feels secure, nurtured, listened to and enabled to develop to their full potential. This includes freedom from abuse or neglect.

**Healthy** – having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.

**Achieving** – being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.

**Nurtured** – growing, developing and being cared for in an environment which provides the physical and emotional security, compassion and warmth necessary for healthy growth and to develop resilience and a positive identity.

**Active** – having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.

**Respected** – being involved in and having their voices heard in decisions that affect their life, with support where appropriate.

**Responsible** – having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision.

**Included** – having help to overcome inequalities and being accepted as part of their family, school and community.

In practice, the eight indicators can be interconnected and overlapping.

[2] Source: Wellbeing (SHANARRI) - Getting it right for every child (GIRFEC) - gov.scot (www.gov.scot)

# Safeguarding in Wales

The following pages contain useful information for those safeguarding children and young people in Wales.

## Useful Terminology:

**Local Authority Designated Officer / Designated Officer for Allegations (LADO/DOFA)** - they are responsible for managing and overseeing concerns, allegations and offences relating to staff and volunteers in any organisation across a local authority area. In Wales this is for Children and Adults.

**Multi Agency Safeguarding Hubs (MASH) -**these are teams made up of highly skilled professionals from different agencies including social work, police, health, and education. The team usually provide an early triage and multi-agency assessment of safeguarding concerns in respect of both children and adults. *Note that not all areas have MASH teams.

**Local Safeguarding Children Boards and Adult Safeguarding Boards were abolished in 2014 when Regional Safeguarding Boards** were created in Social Services and Wellbeing Act (Wales) 2014. There 8 – 10 Safeguarding Board areas. North Wales is a bit complex due to local politics. Some Regions have combined Adult and Children's Boards.

**DBS checks** - criminal record checks used to help make safer recruitment decisions. Depending on your role, this may be basic, standard, enhanced or enhanced with barring. An individual can only apply for a Basic Disclosure themselves.

For more details on criminal background checks in the UK and their differences, see here.

## National Safeguarding Procedures

These were designed to bring together the key laws, policies and guidance and turn them into procedures so that everyone who works with children – whether in the charity sector, education, social services, or police – have a shared understanding of what is expected.

These helpful resources can be accessed:

- Online
    - In Welsh: www.diogelu.cymru
    - In English: www.safeguarding.wales
- On the Wales Safeguarding Procedures App
    - Via the Apple App Store and Google Play Store.
    - A desktop version is available at: www.myguideapps.com

## National safeguarding training, learning and development standards

Wales has recently produced a framework clearly outlining required training for all levels of practitioners.

These are arranged from Group A – F, with each group having memorable principles, expected knowledge and processes.

If you work directly with children or young people in any capacity, you would be in Group B. You should therefore complete training for Group A and B. This Safeguarding Children and Young People course is Group B training. Course transcripts are available on request to evidence you've met the requirements of this training. Contact our training team for help: training@thirtyoneeight.org.

Memorable principles in this group are:

- I am a key part of the safeguarding process
- I know when, how and who to report to
- I will make sure the individual's voice is heard

For more information on Group B and the standards generally, see: Safeguarding standards group B | Social Care Wales

## Mandatory Reporting

The duty to report a child at risk of abuse, neglect and/ or harm is a requirement in Wales. They offer the following guidance (full information available here).

For the purposes of this guidance a duty to report to the local authority will be taken to mean a referral to social services who, alongside the police, have statutory powers to investigate suspected abuse or neglect. The term 'practitioner' has been used as a blanket term to describe anyone who is in paid employment as well as unpaid volunteers.

A report must be made whenever a practitioner has concerns about a child under the age of 18 years who:

- is experiencing or is at risk of abuse, neglect or other kinds of harm; and
- has needs for care and support (whether or not the authority is meeting any of those needs).

If any person has knowledge, concerns or suspicions that a child is suffering, has suffered or is likely to be at risk of harm, it is their responsibility to ensure that the concerns are referred to social services or the police who have statutory duties and powers to make enquiries and intervene when necessary.

**THIS IS NOT A MATTER OF PERSONAL CHOICE.**

'At risk'

The use of the term 'at risk' means that actual abuse, neglect or other kinds of harm do not necessarily need to occur, rather without interventions by services actual abuse and neglect are likely to occur.

Example: A practitioner becomes aware of a parent who is struggling to manage the challenging behaviour of their child and has indicated they are worried they will harm their child. A referral should be made before the situation deteriorates to the point whereby, they may resort to physical or emotional abuse.

[Accessed May 2023 – all links and information correct at this time].

# Appendix: Safeguarding Timelines

Our understanding of Safeguarding has evolved over time and has (sadly) often been informed by the lessons we've learnt when children haven't been safeguarded in the ways they needed to be. Many of the major shifts in child protection in the UK have followed child deaths related to child abuse.

Knowing the history of safeguarding in your context[s] isn't essential for your role, but often it helps us understand why these policies, practices and conversations are so important: That they're not a 'tick box' exercise, but are informed by the lived experiences of children, and a desire to protect others from going through those same harmful situations.

It also highlights how quickly the world of safeguarding can change and why updating training regularly – we recommend every three years – is so important.

In this handbook, you'll find timelines on:

1) Early UK Safeguarding Timeline: Before devolution – see below
2) Safeguarding Timeline in England (in appendix 1)
3) Safeguarding Timeline in Northern Ireland (in appendix 2)
4) Safeguarding Timeline in Scotland (in appendix 3)
5) Safeguarding Timeline in Wales (in appendix 4)

Further details and links to many of the Acts and Case Studies can be found at: Timeline: a history of child protection | Children | The Guardian and History of child protection in the UK | NSPCC Learning

# Early UK Safeguarding Timeline: Before devolution

**1889**

**Children's Charter**
First act to prevent cruelty to children - the state had power to intervene between children and their parents. It also gave police power to arrest anyone ill-treating a child.

**1945**

**Dennis O'Neill**
Killed by his foster father at 12-years-old. Led to UK's first child abuse inquiry.

**1948**

**The Children's Act**
After high profile child deaths, the UK-wide Act made it law for local authorities to provide care for children who needed it – if it was in the child's best interest.

**1989**

**Maria Cowell, Jasmine Beckford & the Children's Act**
Following the death of children who were harmed after being returned home from care. this act focused on coordinating efforts between departments to protect children.

**1990**

**UNCRC**
United Nations Convention on the Rights of the Child - Signed by the UK, this stated the right of every child in the world to survive, grow, participate,
and fulfil their potential.

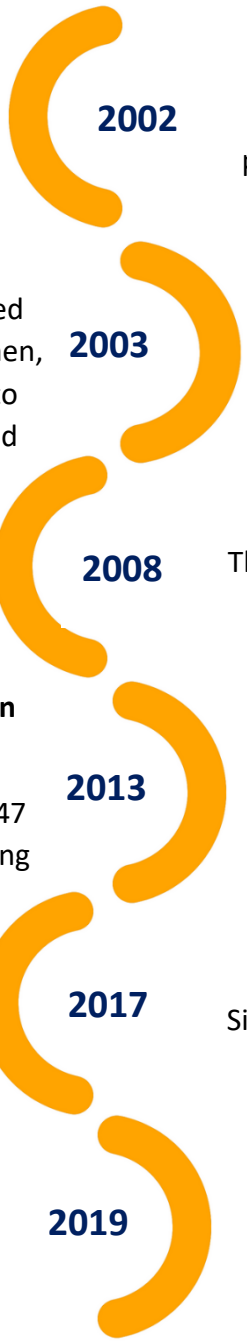
**1997**

**Criminal record checks**
A centralised system for UK criminal checks was established.

**1999**

**Devolution**
Power and responsibility moved from Westminster to the national governments in Northern Ireland, Scotland, and Wales leading to separate safeguarding responses.

# Safeguarding Timeline in England



**2002**

**Holly Wells and Jessica Chapman**

Holly and Jessica were killed by their school caretaker who was investigated by police previously for sex crimes. Their deaths led to better vetting of people who work with vulnerable groups through Safeguarding Vulnerable Groups Acts 2006

**2003**

**Victoria Climbié and the Laming report**

The report found that there were 12 missed opportunities to prevent her death. Since then, an electronic tracking system was set up to track children across education, health and social services.

**2008**

**Baby P (Peter Connelly)**

The death of this one-year-old led to another reform of the child protection system.

**2013**

**Rochdale girls and child sexual exploitation (CSE)**

A review into the council's response to the 47 victims of CSE led to a new version of Working Together to Safeguard Children.

**2017**

**Protection from online pornography**

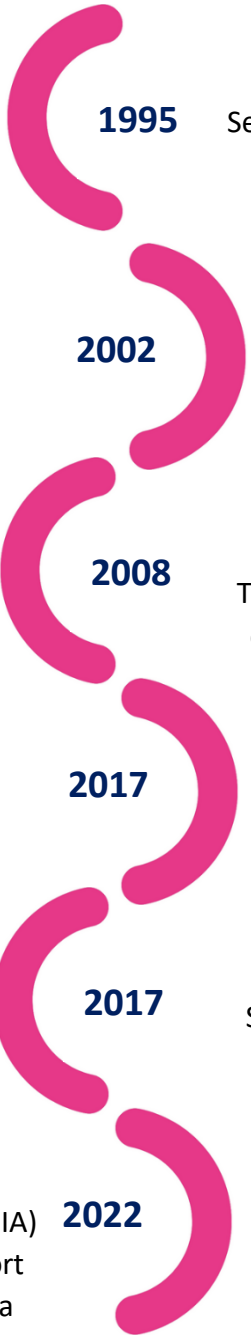
Sites that showed pornography to children were blocked in the UK.

**2019**

**Breast flattening**

Using heated or heavy objects to slow or reverse the growth of breasts becomes recognised as a form of child abuse.

# Safeguarding Timeline in Northern Ireland



**1995**

**The Children Order**

Set the legal framework for the child protection system in Northern Ireland.

**2002**

**Holly Wells and Jessica Chapman**

Holly and Jessica were killed by their school caretaker who was investigated by police previously for sex crimes. Their deaths led to better vetting of people who work with vulnerable groups through Safeguarding Vulnerable Groups Acts 2006 and Safeguarding Vulnerable Groups (Northern Ireland) Order.

**2008**

**Understanding the Needs of Children in Northern Ireland (UNOCINI)**

This guidance helps professionals to assess a child's needs and highlights NI's strengths-based approach.

**2017**

**Co-operating to Safeguard Children and young people in Northern Ireland (Department of Health, 2017)**

Provides the overarching policy framework for safeguarding children and young people in the statutory, private, independent, community, voluntary and faith sectors.

**2017**

**Protection from online pornography**

Sites that showed pornography to children were blocked in the UK.

**2022**

**Public apology following Historical Institutional Abuse Inquiry**

The Historical Institutional Abuse Inquiry (HIA) in Northern Ireland published its final report in 2017 with recommendations including a public apology and a compensation scheme. In March 2022, Ministers from the five main Stormont parties made statements of apology in the Northern Ireland Assembly.

# Safeguarding Timeline in Scotland

**1995 – The Children (Scotland) Act**

This brought three principles from the United Nations Convention on the Rights of the Child into Scottish law: protection from discrimination, ensuring that child welfare is a primary concern and listening to children's voices.

**2001 – Kennedy McFarlane and the Children's Charter**

After the murder of 3-year-old Kennedy, a review and audit showed that half of the children at risk weren't being protected enough. This led to the charter setting out how carers and professionals needed to protect children.

**2002 – Holly Wells and Jessica Chapman**

Holly and Jessica were killed by their school caretaker who was investigated by police previously for sex crimes. Their deaths led to better vetting of people who work with vulnerable groups through the Protection of Vulnerable Groups (Scotland) Act (2006).

**2018 – Changes to Domestic Abuse Act**

The act was changed so that if domestic abuse involves a child – including just being present – the sentence will be increased.

**2020 – Smacking becomes illegal**

Corporal punishment is no longer considered 'reasonable chastisement'.

**2020 – United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill 2020**

This put in place measures to achieve a culture of everyday accountability for children's rights across public services in Scotland. It made Scotland the first country in the UK to directly incorporate the UNCRC into domestic law.

# Safeguarding Timeline in Wales

**Holly Wells and Jessica Chapman**

Holly and Jessica were killed by their school caretaker who was investigated by police previously for sex crimes. Their deaths led to better vetting of people who work with vulnerable groups through Safeguarding Vulnerable Groups Acts 2006.

**Mandatory reporting**

The Social Services and Well-being (Wales) Act 2014 gave Wales with its own legal framework for social services for children and adults. Part of it requires "relevant partners" to report reasonable concerns that a child is at risk of experiencing abuse, neglect, or other types of harm. This includes volunteers and faith groups.

**Independent inquiries into child abuse launched**

The Independent Inquiry into Child Sexual Abuse in England and Wales (IICSA) was launched to consider the huge amounts of evidence of institutional failures to protect children from child sexual abuse. This was concluded 7 years later with significant recommendations.

**Protection from online pornography**

Sites that showed pornography to children were blocked in the UK.

**Breast flattening**

Using heated or heavy objects to slow or reverse the growth of breasts becomes recognised as a form of child abuse.

**Smacking becomes illegal**

Corporal punishment is no longer considered 'reasonable punishment', implemented in 2022.

# Signposting to other useful organisations and resources

Please note: These links are accurate at the time of course preparation. Thirtyone:eight don't recommend organisations but you may find these links useful when looking for support and guidance.

- **Hub of hope (signposting resource- services by postcode, UK wide):**

Mental Health Support Network provided by Chasing the Stigma | Hub of hope

- **NSPCC CASPAR newsletter sign up:**

CASPAR | NSPCC Learning

- **Andrew Hall Safeguarding Newsletter sign up:**

Safeguarding In Schools

- **Stop It Now – Preventing Sexual Abuse of Children:**

Stop It Now! UK and Ireland | Preventing child sexual abuse

- **UK Safer Internet Centre:**

Homepage - UK Safer Internet Centre

- **CEOP (Child Exploitation and Online Protection):**

CEOP Safety Centre

- **Report Remove Tool:**

Report Remove | Childline

- **Prevent Training:**

www.elearning.prevent.homeoffice.gov.uk

- **Stop Child Witch Accusations:**

Stop Child Witch Accusations (stop-cwa.org)

- **Female Genital Mutilation:**

Protecting children from female genital mutilation (FGM) | NSPCC Learning

www.nationalfgmcentre.org.uk

- **Unseen UK - Charity working to end modern slavery:**

Home - Unseen (unseenuk.org)

- **Signs of Safety – Organisation promoting a relational approach to child protection**

Home - Signs of Safety (signsofsafety.net)

- **Join the Dots – Organisation helping faith organisations become trauma informed:**

Join the Dots

- **Safeguarding Board Northern Ireland: What is abuse?**

What is abuse (safeguardingni.org)

- **NSPCC Child Abuse and Neglect**

Child abuse and neglect | NSPCC Learning

- **Thirtyone:Eight – Theology of safeguarding**

theology-of-safeguarding.pdf

- **Thirtyone:Eight – Workers' Pocket Guides**

Worker's Pocket Guide

# Links commonly used throughout the webinar

Please note: As above, these links are accurate at the time of course preparation. Thirtyone:eight don't recommend organisations, but you may find these links useful when looking for support and guidance.

These are shared in the order they're likely to be mentioned during our webinar. Some of these are also included in our signposting section.

**GIRFEC guide for third sector (mentioned in 4 nations intro- link if asked):**
Supporting documents - Getting it right for every child (Girfec): evaluating wellbeing guide - gov.scot (www.gov.scot)

**Wales Safeguarding Procedures (mentioned in 4 nations intro – link if asked):**
Safeguarding Wales

**Everyone's Invited (website sharing stories of sexual assault in schools – content warning):**
Everyone's Invited (everyonesinvited.uk)

**National Online Safety website and app:**
National Online Safety | Keeping Children Safe Online in Education

**UK Safer Internet Centre:**
Homepage - UK Safer Internet Centre

**Scottish Government Initiative 'Parent Club' (online safety)**
Online Safety | Parent Club

**Report Remove Tool:**
Report Remove | Childline

**Parent Club info Child Sexual Exploitation:**
Child sexual abuse and exploitation | Parent Club

**Innovate Project: Extra Familial Risks:**
More about extra-familial risks | The Innovate Project

**Stop Child Witch Accusations:**
Stop Child Witch Accusations (stop-cwa.org)

**Female Genital Mutilation:**
Protecting children from female genital mutilation (FGM) | NSPCC Learning
www.nationalfgmcentre.org.uk

**Notifications of Free Training on CALFAB:**
Honour, Belief and Sex (C&V) Partnership Team Events | Eventbrite

Safeguarding Children and Young People

**CEOP (Child Exploitation and Online Protection):**
CEOP Safety Centre

**County Lines and CCE – Children's Society Toolkit:**
County Lines Toolkit For Professionals | The Children's Society (childrenssociety.org.uk)

**National Crime Agency – County Lines:**
County Lines - National Crime Agency

**Unseen UK _ Charity working to end modern slavery:**
Home - Unseen (unseenuk.org)

**Prevent Training:**
www.elearning.prevent.homeoffice.gov.uk

**Knowing the Signs- Incel Culture:**
Safeguarding: Be vigilant for signs of incel culture (sec-ed.co.uk)

**BBC News Article- Incel Culture:**
Incels: A new terror threat to the UK? - BBC News

**NSPCC legal definition and information on physical abuse:**
Protecting children from physical abuse | NSPCC Learning

**NSPCC legal definition and information on neglect:**
Protecting children from neglect | NSPCC Learning

**NSPCC legal definition and information on emotional abuse:**
Preventing emotional abuse | NSPCC Learning

**NSPCC legal definition and information on sexual abuse:**
Protecting children from sexual abuse | NSPCC Learning

**Safeguarding Board Northern Ireland: Definitions of Abuse**
What is abuse (safeguardingni.org)

**Parenting – Give it Time** Welsh government resource for parenting challenges - suggesting other forms of discipline etc
Parenting. Give it time. | GOV.WALES

**Excellent explanation of ACEs from Safeguarding NI**
What are ACEs? (safeguardingni.org)

**Gov Scot info on ACEs**
Reducing the negative impact of ACEs - Adverse Childhood Experiences (ACEs) and Trauma - gov.scot (www.gov.scot)

**UK Trauma Council**
UK Trauma Council

**Young Carers Support:**

Safeguarding Children and Young People

Find Your Local Young Carer Service | The Children's Society (childrenssociety.org.uk)
About Us - Caring as a Young Carer | Carers Trust
Being a young carer: your rights - Social care and support guide - NHS (www.nhs.uk)

**Lucy Faithfull Article Sibling Sexual Abuse (Scotland)**
Preventing sibling sexual abuse: what does research tell us? (lucyfaithfull.org.uk)

**Young Minds- youth mental health charity**
YoungMinds | Mental Health Charity For Children And Young People | YoungMinds

**Brook - traffic light tool for sexual behaviour in young people:**
https://legacy.brook.org.uk/brook_tools/traffic/Brook_Traffic_Light_Tool.pdf

**NSPCC PANTS campaign:**
www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule

**Stop It Now – Preventing Sexual Abuse of Children:**
Stop It Now! UK and Ireland | Preventing child sexual abuse
Stop It Now | Stop It Now

**Pornography recovery programme:**
Naked Truth - NTProject (thenakedtruthproject.com)

**IICSA report:**
The Report of the Independent Inquiry into Child Sexual Abuse | IICSA Independent Inquiry into Child Sexual Abuse

**Scottish Child Abuse Inquiry:**
Scottish Child Abuse Inquiry — Home

**Truth Project:**
Truth Project | IICSA Independent Inquiry into Child Sexual Abuse

**Social Care Institute for Excellence (SCIE):**
Social Care Institute for Excellence (SCIE)

**Hub of hope (signposting resource- services by postcode):**
Mental Health Support Network provided by Chasing the Stigma | Hub of hope

**NSPCC CASPAR newsletter sign up:**
CASPAR | NSPCC Learning

**Andrew Hall Safeguarding Newsletter sign up:**
Safeguarding In Schools

**Source of survivor quote from 'It's not OK':**
https://www.itsnotokay.co.uk/children/real-stories/damons-story

**Source of survivor quote from 'Teenage Whisperer':**
www.teenagewhisperer.co.uk/child-sexual-exploitation-grooming/

**Guidance for online Youth work – Youthscape and Thirtyone:eight (register for free download, 31:8 website link broken):**
Creating Safer Places Online | Youthscape

**Working Together to Safeguard Children updated December 2023:**
Working Together to Safeguard Children 2023

**Keeping Children Safe in Education (KCSIE) 2022:**
Keeping children safe in education - GOV.UK (www.gov.uk)

**UN Convention Rights of a Child:**
UN Convention on the Rights of the Child - UNICEF UK

**Wales Safeguarding Procedures:**
Safeguarding Wales

**Welsh Regions:**
https://safeguardingboard.wales/find-your-board/

**Social Services and Wellbeing Wales Act 2014:**
Overview of the Social services and well-being… | Social Care Wales

**Working Together to Safeguard People (Wales):**
Statutory guidance | Social Care Wales

**National Independent Safeguarding Board (Wales):**
Home - Safeguarding Board Wales

**Children in Wales:**
Children in Wales | Home

**Child Protection Committees Scotland:**
The protection of children in Scotland - Child Protection Scotland

**Getting it Right for Every Child (GIRFEC) Scotland:**
Getting It Right For Every Child (GIRFEC) | Policy drivers | Policy for Scottish education | Scottish education system | Education Scotland

**Youthlink Diagram – UNCRC and GIRFEC Scotland:**
yl_sector_poster_circle_interactive.pdf (youthlinkscotland.org)

**Safeguarding Board for Northern Ireland:**
Safeguarding is everyone's business (safeguardingni.org)

**NSPCC information about child protection in Northern Ireland:**
Child protection system for Northern Ireland | NSPCC Learning

**Charity Commission Guidance for Criminal Reporting of Safeguarding Offences:**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/780846/Criminal_reporting_of_safeguarding_offences_including_overseas_v3.pdf

**Online Safety Act**
https://www.gov.uk/government/news/uk-children-and-adults-to-be-safer-online-as-world-leading-bill-becomes-law