



# safeguarding analysis & decision making

for children's residential  
safeguarding leads and managers

# welcome

- training & elearning
- regulation 44
- safeguarding audits
- consultancy
- management & leadership



# working together...

confidentiality

respect

diversity of opinion can be enriching

look for the benefits of an alternative opinion

positive challenge

naïve questions are valuable

ask for support if you want it

take responsibility for your own learning

enjoy ourselves

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## group five **aims**



To build confidence and skills in identifying, analysing and responding to potential child protection concerns in residential children's homes and schools

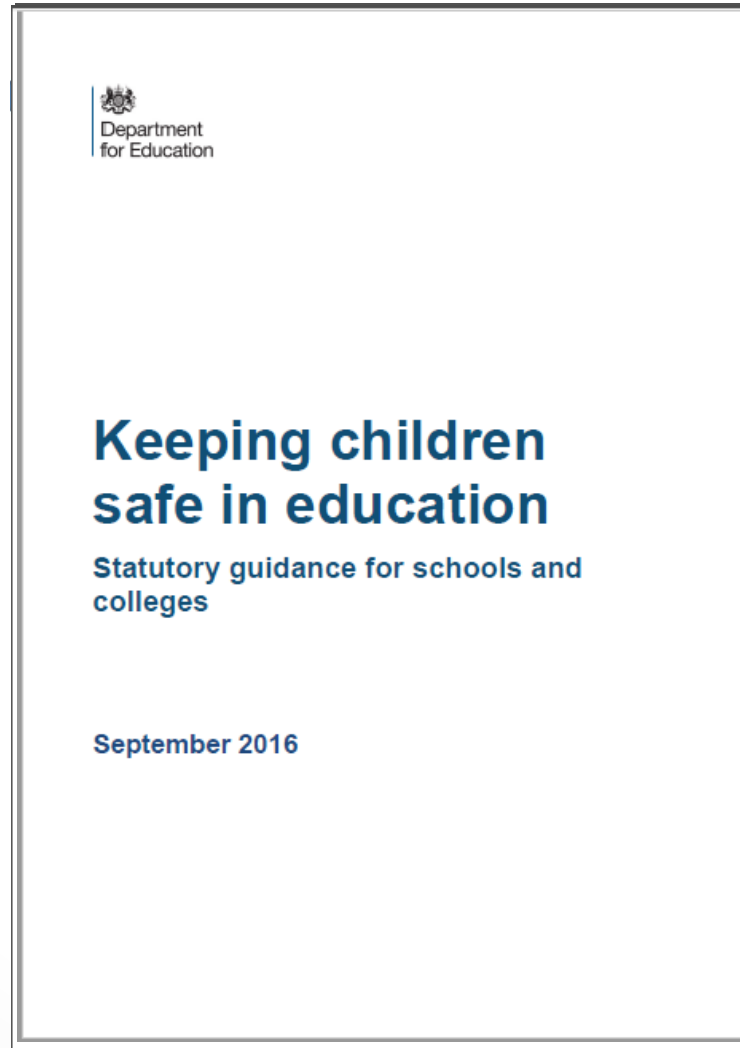


# learning **outcomes**

- assess risks in given information
- link risks to DSCB Threshold tool
- legal options
- managers role in multi-agency response
- learn from serious case reviews
- your issues and questions



# our main influences...





# the **legal** framework

...

what must we do...?

# residential schools - **standard 11**



arrangements are made to  
safeguard and promote the welfare  
of children at the school





# quality standards – reg 12

“ the protection of children standard is that children are protected from harm and enabled to keep themselves safe ”



# registered manager's duties

ensure staff...

- assess and reduce risk to **each child**
- help each child understand how to **keep safe**
- **identify signs and act** effectively
- manage relationships **between children**
- understand roles/responsibilities for children they are **keyworker** for
- know and act on child protection **policies;**

•



# registered manager's **duties**

- arrange day-to-day care so as to keep each child safe
- locality assessment
- premises are designed, furnished and maintained to avoid hazards
- check effectiveness of child protection policies





# protection of **children** standard

...

try it out...



# risks in **residential** care

...

an overview of main risk areas

# risk from **staff** in residential care

- 10-12 allegations per 100 children across the UK
- 2-3 allegations per 100 substantiated
- $\frac{1}{4}$  (7/28) of substantiated allegations related to 2 residential units
- $\frac{1}{2}$  allegations physical abuse or excessive physical restraint – 75% about men
- heightened risk of neglect for disabled children



# cultural and systemic **dangers**

- regression therapy (Leicestershire)
- Pindown (Staffordshire)
- confrontational restraint (Aycliffe)



# peer risks

- child sexual exploitation
- bullying
- violence
- emotional abuse
- relationships





# protective features

- strong leadership
- positive staff culture
- close inclusive relationships
- high quality supervision
- effective monitoring and placement review
- good interagency communication
- use of LADO
- child centred rights based approach
- calm, authoritative staff, with strategies to respond
- anger management work with young people
- 





# dealing with **incidents**

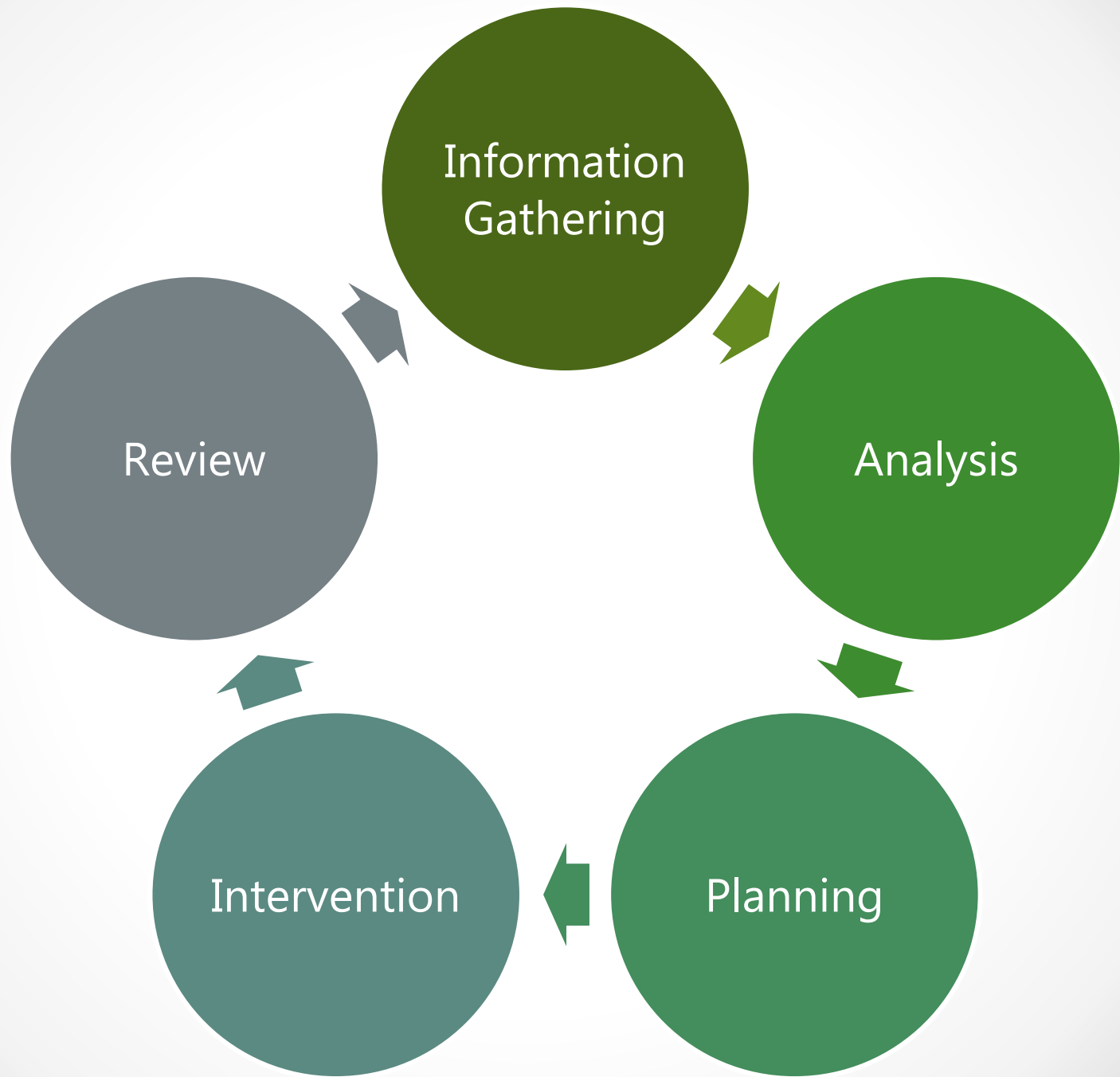
...

a structured approach

# analysis, analysis, analysis...

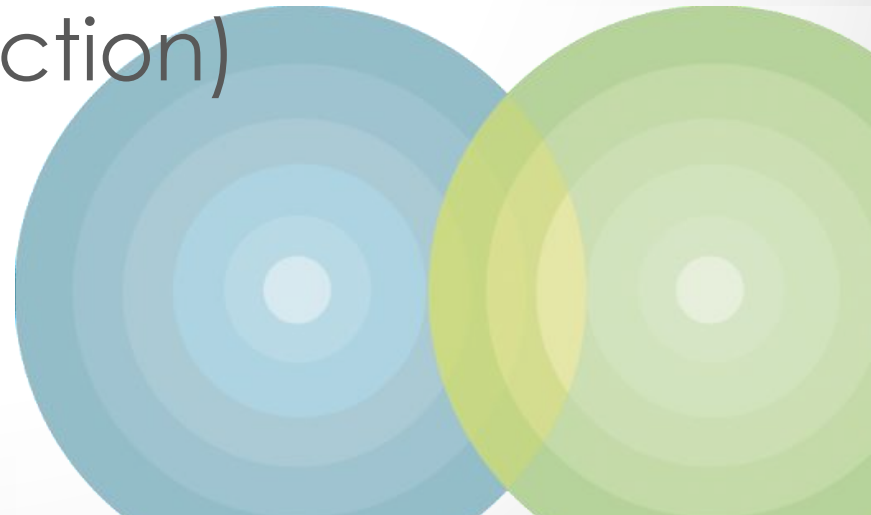
- what do we **know**?
- what do we **think**?
- what should we **do**?

(then make sure it happens!)



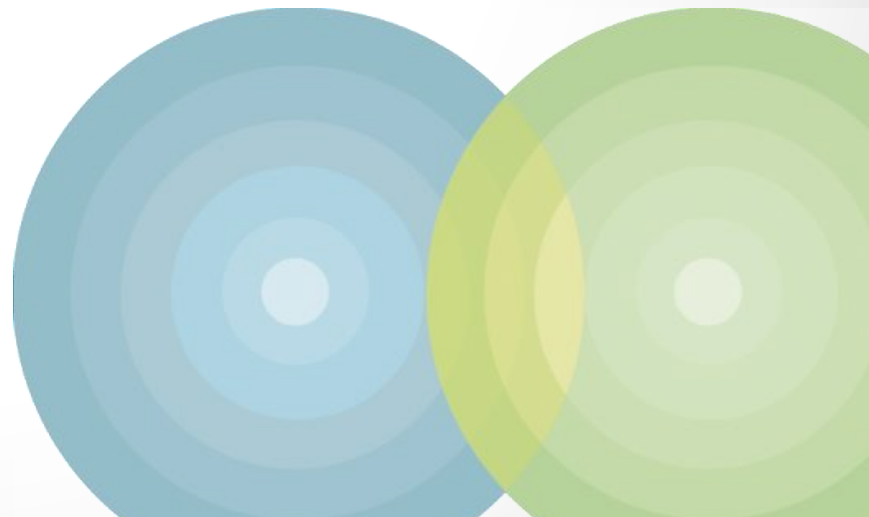
# what do we **know**

- summarise **risks**
- avoid **assumptions**
- link to **plans** (e.g. positive behaviour management, risk assessments, care plans)
- link to **policies** (e.g. CSE, lifting & handling, child protection)
- what is **missing**?



# what do we **think**

- hypothesising
- use of tools  
(including the DSCB threshold tool)
- compare evidence to thresholds





Devon  
Safeguarding Children  
Board

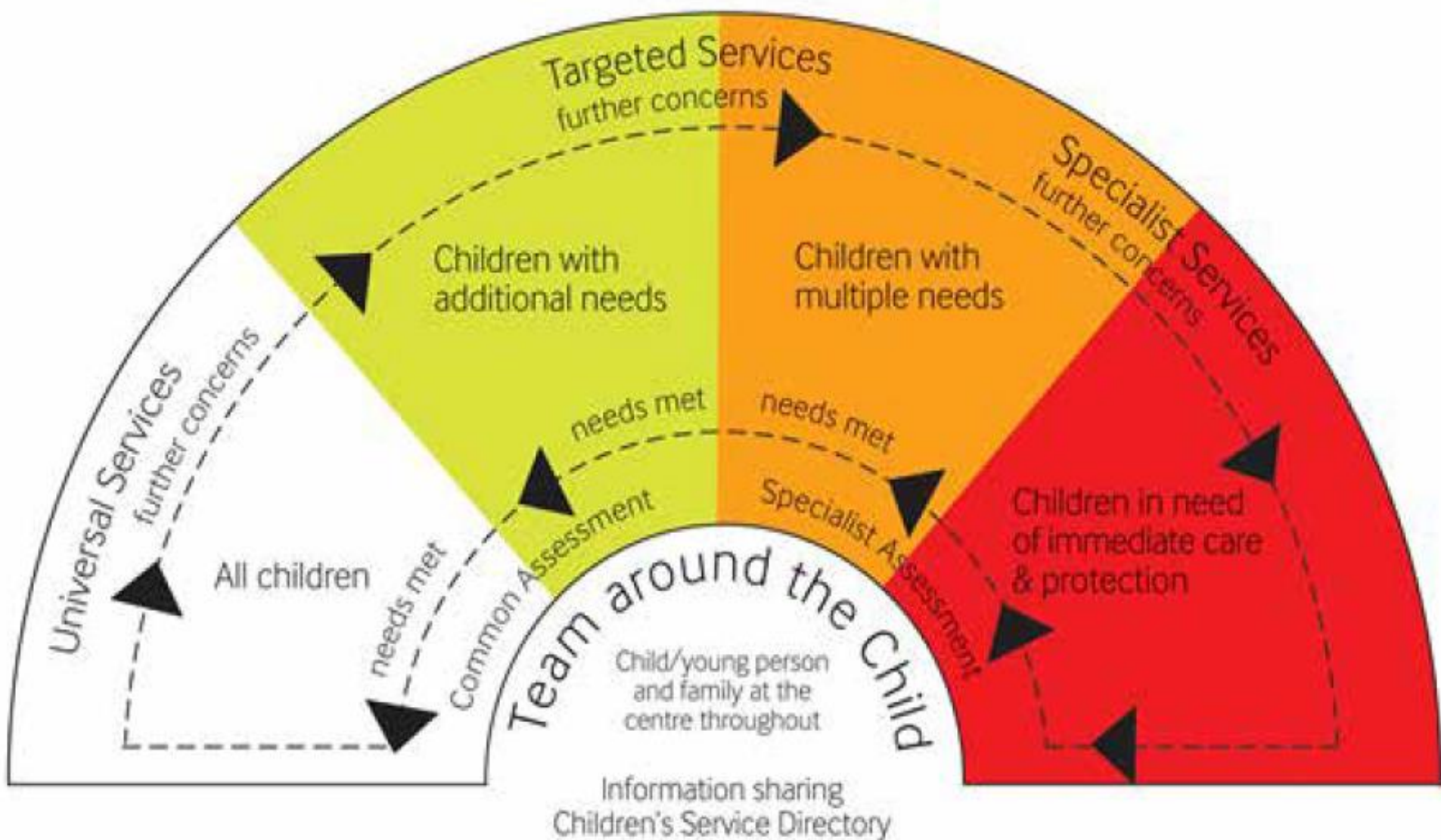
Keeping children safe is everyone's responsibility

# Threshold Tool

Practice guidance for improving outcomes for children and young people through the early identification of need and vulnerability

[www.devonsafeguardingchildren.org](http://www.devonsafeguardingchildren.org)

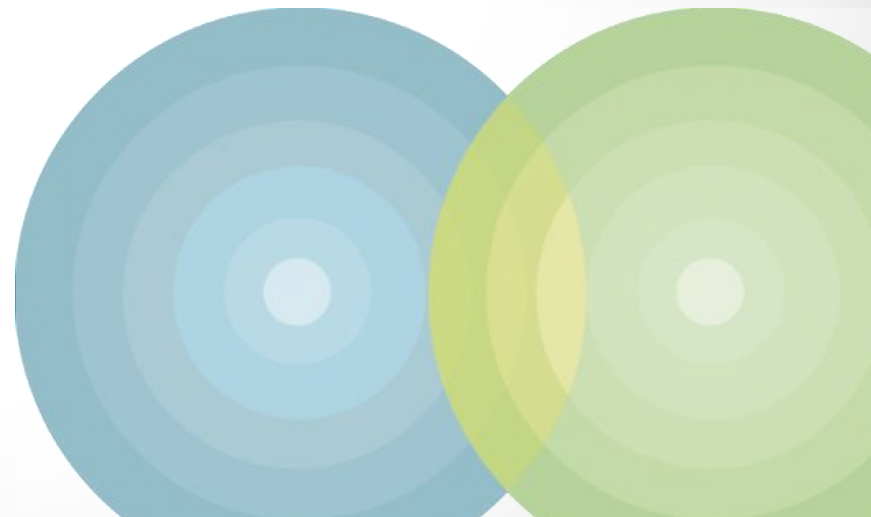
## Continuum of needs (commonly known as The Windscreen)





# s47 child protection enquiry

“Where a local authority have...  
reasonable cause to suspect that a  
child who lives, or is found, in their area is  
suffering, or is likely to suffer, significant  
harm,” the local authority **must**  
investigate



# local authority designated officer

Where staff members/volunteers have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children



# principles underlying risk analysis

We need to **distinguish...**

- what has brought things about in the **past**
- what keeps things going in the **present**
- what is likely to happen in the **future**



Assess the **impact** against the **likelihood**.  
What is your **level of concern**?

		Impact			
		Low	Concern	Harmful	Significant harm
Likelihood	Very unlikely				
	Possible				
	Suspected				
	Likely				
	Almost certain				

“Uncertainty and risk are features of child protection work...Risk management cannot eradicate risk: it can only try to reduce the probability of harm.... Those involved in child protection must be “risk sensible”.

There is no option of being risk averse since there is no absolutely safe option



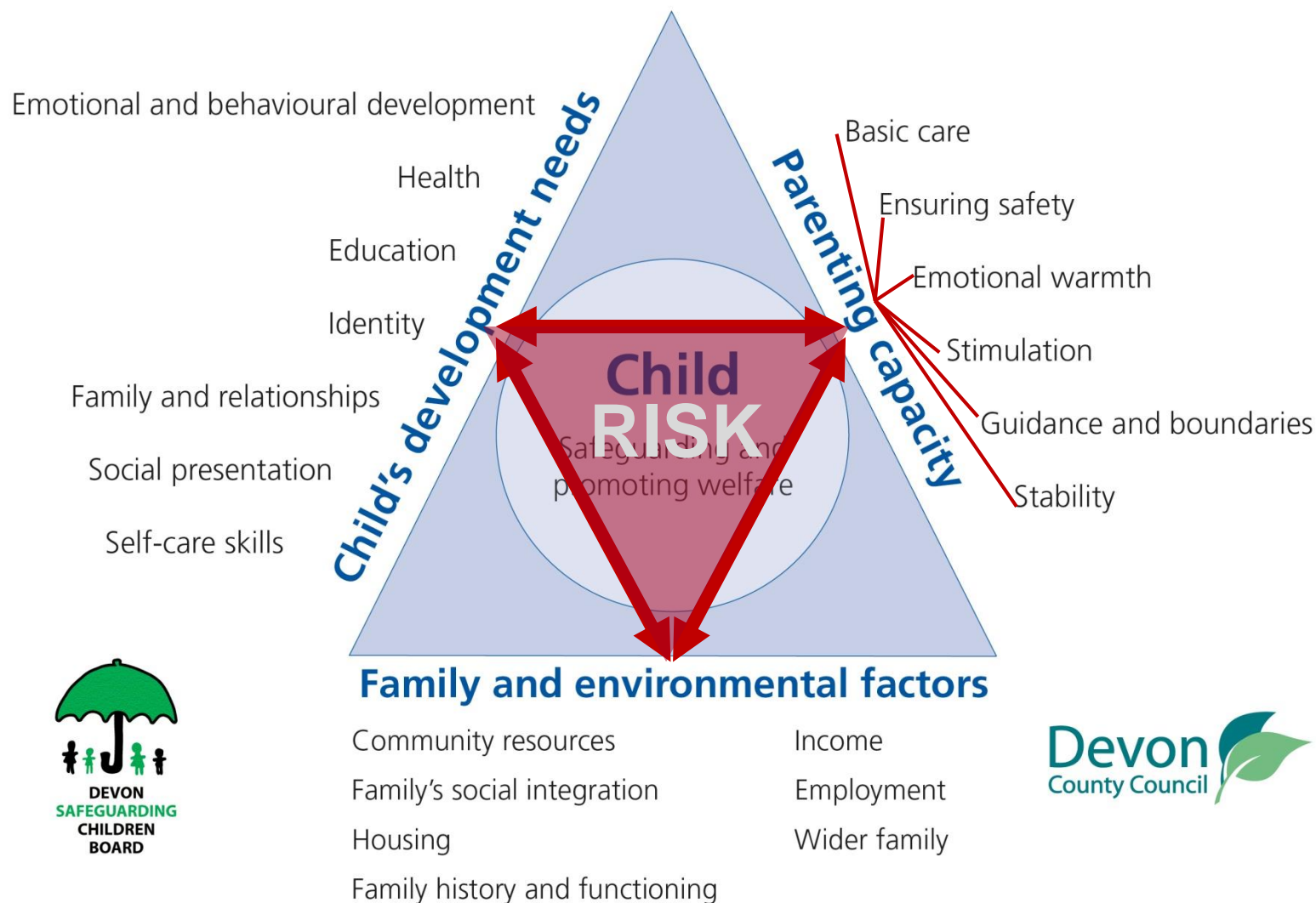
# risk assessment

...

how worried should we be?

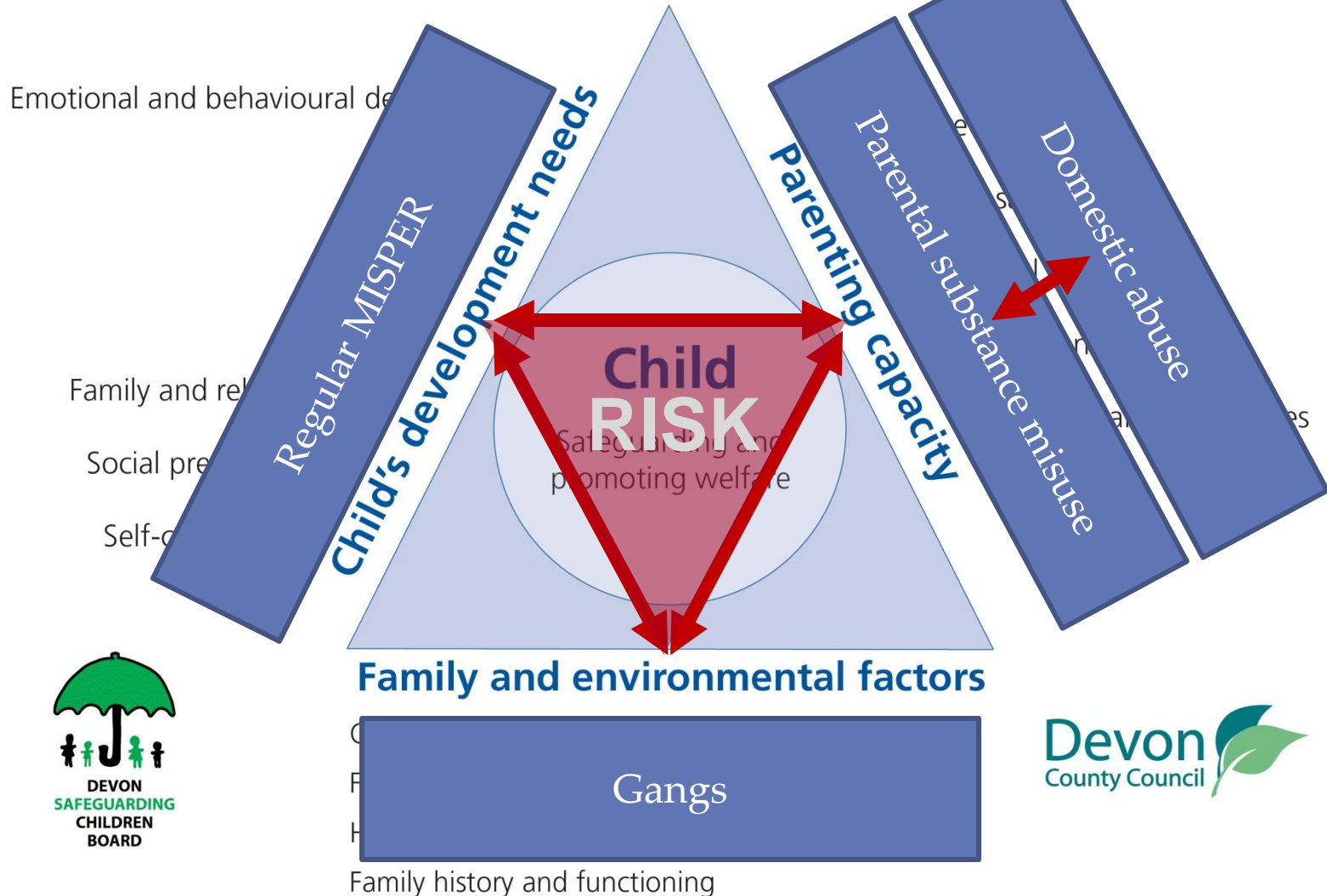
# Drawing risk from need

## Assessment framework



# Specific risks

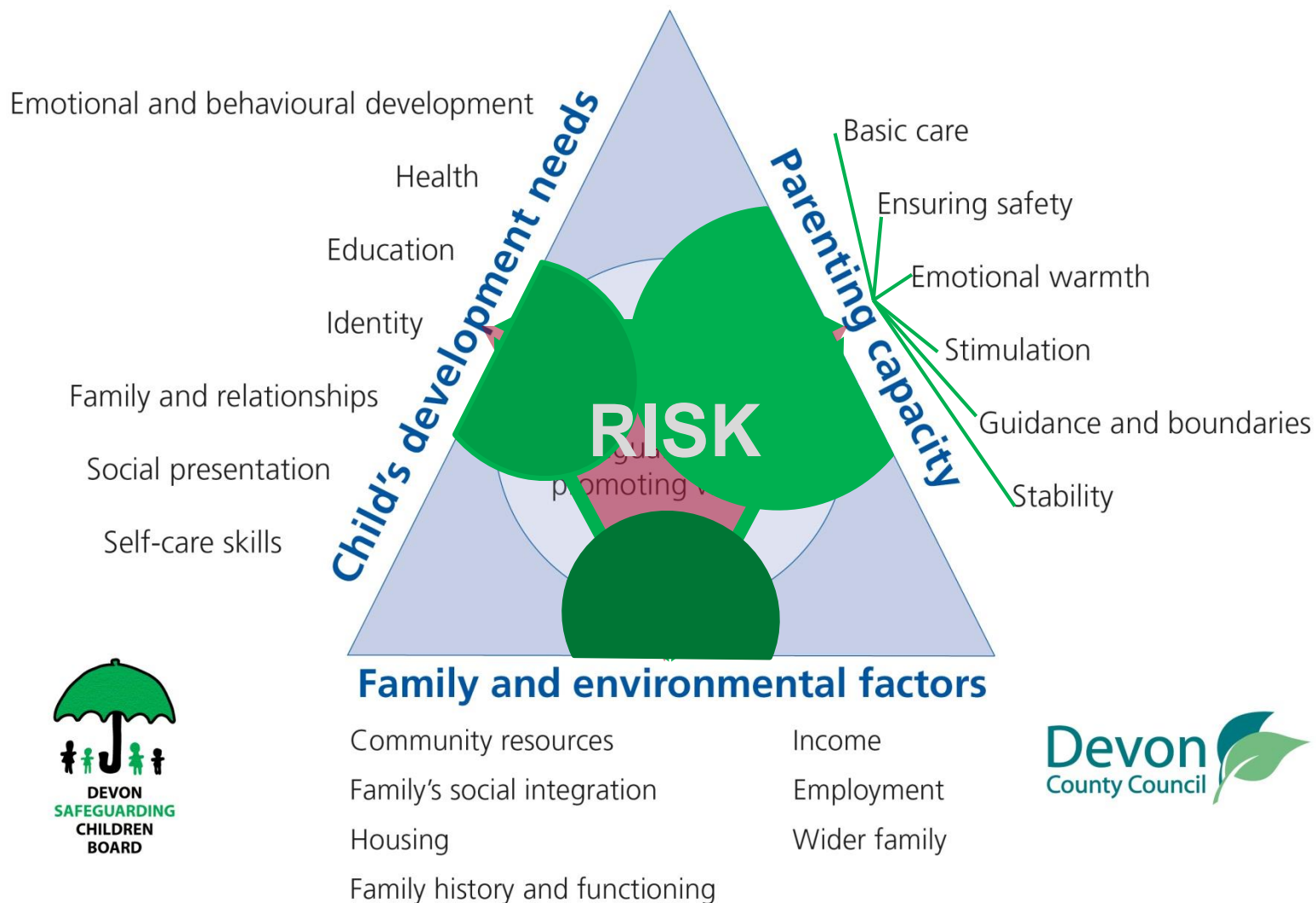
## Assessment framework





# Strengths

## Assessment framework



“ In child protection we are considering 'the value and likelihood of the possible benefits of a particular decision against the seriousness and likelihood of the possible harms' ”

