

# Working Together 2018

**BRIEFING – DEVELOPED AND PRESENTED BY CARLA THOMAS**

# Working Together 2018



**This briefing outlines the main changes set out in the Department for Education statutory guidance Working Together to Safeguard Children: a guide to inter-agency working to safeguard and promote the welfare of children.**

**The new guidance follows a government consultation, launched in October 2017 which set out the changes needed to support the new system of multi-agency safeguarding arrangements established by the Children and Social Work Act 2017.**



HM Government

## Working Together to Safeguard Children

A guide to inter-agency working to safeguard and promote the welfare of children

July 2018



Children Act 1989  
Children Act 2004

FOR INFORMATION ONLY. REVISED GUIDANCE WILL COMMENCE 3 SEPTEMBER 2018. UNTIL THAT POINT SCHOOLS AND COLLEGES MUST CONTINUE TO HAVE REGARD TO THE 2016 KCSIE



## Keeping children safe in education

Statutory guidance for schools and colleges

FOR INFORMATION ONLY

REVISED GUIDANCE WILL COMMENCE: 3 September 2018

Schools and Colleges must continue to have regard to KCSIE 2016 until this point



HM Government

## Information sharing

Advice for practitioners providing safeguarding services to children, young people, parents and carers

July 2018

# 5 CHAPTERS

- ▶ 1. Assessing needs and providing help
- ▶ 2. Organizational responsibilities
- ▶ 3. Multi-agency safeguarding arrangements
- ▶ 4. Improving child protection and safeguarding practice
- ▶ 5. Child death reviews

# Assessing need and providing help



# Assessing need and providing help

The guidance highlights specifically that “practitioners should, in particular, be alert to the potential need for early help for a child who:

- ▶ is disabled and has specific additional needs
- ▶ has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- ▶ is a young carer
- ▶ is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- ▶ is frequently missing/goes missing from care or from home

# Assessing need and providing help

- ▶ is at risk of modern slavery, trafficking or exploitation
- ▶ is at risk of being radicalised or exploited
- ▶ is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- ▶ is misusing drugs or alcohol themselves
- ▶ has returned home to their family from care
- ▶ is a privately fostered child”.

# Assessing need and providing help



**a new section on referral highlighting that anyone with a concern about a child's welfare should make a referral to local authority children's social care**

# Assessing need and providing help

Information sharing:

**What do you know?**

**Facts and Myths.....**

# Assessing need and providing help



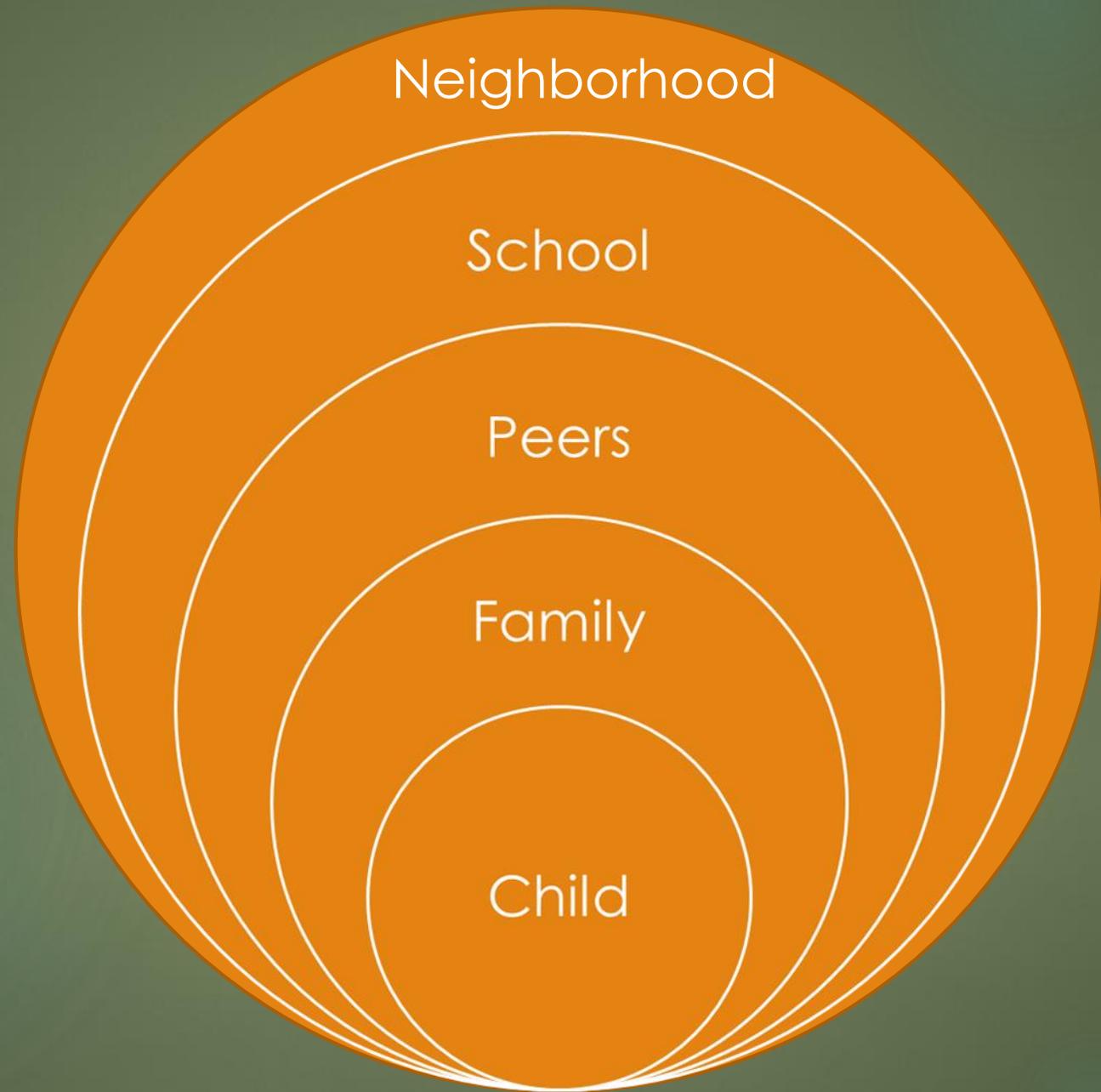
**A new section on assessment of disabled children and their carers; young carers; children in secure youth establishments.**

# Assessing need and providing help

A new section on contextual safeguarding..

Assessments need to take into consideration:

- ▶ Environmental factors
- ▶ The needs and vulnerabilities of each child
- ▶ The parental capacity to support the child



Neighborhood

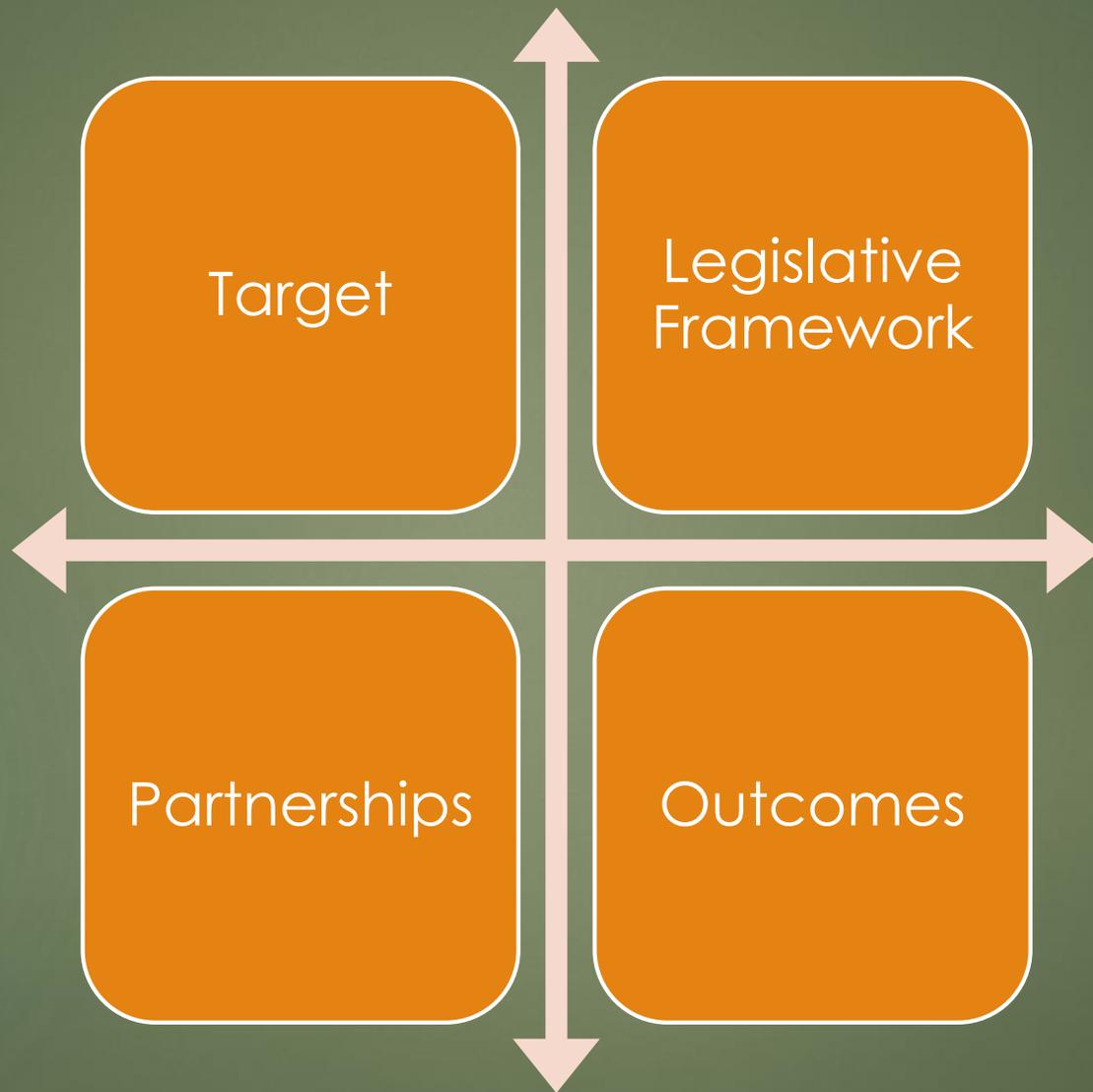
School

Peers

Family

Child





# Social Workers' roles and responsibilities



# Timeliness

## Before

“The speed with which an assessment is carried out after a child’s case has been referred into local authority children’s social care should be determined by the needs of the individual child and the nature and level of any risk of harm faced by the child. **This will require judgements to be made by the social worker in discussion with their manager on each individual case.**”

## Now

“The speed with which an assessment is carried out after a child’s case has been referred into local authority children’s social care should be determined by the needs of the individual child and the nature and level of any risk of harm they face. **This will require judgments to be made by the social worker on each individual case.**”

# Progressing assessments and reviewing plans

Before	Now
<p>“Where the outcome of the assessment is continued local authority children’s social care involvement, <b>the social worker and their manager should agree a plan of action with other professionals and discuss this with the child and their family.</b> The plan should set out what services are to be delivered, and what actions are to be undertaken, by whom and for what purpose.”</p>	<p>“Where the outcome of the assessment is continued local authority children’s social care involvement, <b>the social worker should agree a plan of action with other practitioners and discuss this with the child and their family.</b> The plan should set out what services are to be delivered, and what actions are to be undertaken, by whom and for what purpose.”</p>

## Before

“The plan should be reviewed regularly to analyse whether sufficient progress has been made to meet the child’s needs and the level of risk faced by the child. This will be important for neglect cases where parents and carers can make small improvements. The test should be whether any improvements in adult behaviour are sufficient and sustained. **Social workers and their managers should consider the need for further action and record their decisions.**”

## Now

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## Before

“Effective professional supervision can play a critical role in ensuring a clear focus on a child’s welfare. Supervision should support professionals to reflect critically on the impact of their decisions on the child and their family. **The social worker and their manager should review the plan for the child.** Together they should ask whether the help given is leading to a significant positive change for the child and whether the pace of that change is appropriate for the child. **Any professional working with vulnerable children should always have access to a manager to talk through their concerns and judgements affecting the welfare of the child.**”

## Now

“Effective practitioner supervision can play a critical role in ensuring a clear focus on a child’s welfare. Supervision should support practitioners to reflect critically on the impact of their decisions on the child and their family. **The social worker should review the plan for the child.** They should ask whether the help given is leading to a significant positive change for the child and whether the pace of that change is appropriate for the child. **Practitioners working with children should always have access to colleagues to talk through their concerns and judgments affecting the welfare of the child.**”

# Attending a strategy discussion

## Before

“A **local authority social worker and their manager**, health professionals and a police representative should, as a minimum, be involved in the strategy discussion.”

## Now

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# Organizational responsibilities



# Organizational responsibilities



**a new section on “people in positions of trust” highlighting that “organisations and agencies working with children and families should have clear policies for dealing with allegations against people who work with children”.**

# Organizational responsibilities



- ▶ Other changes relate to:
- ▶ **All schools:** specifies that “this guidance applies in its entirety to all schools”.
- ▶ **Early years and childcare:** there is a new requirement that they must “have and implement a policy and procedures to safeguard children”.
- ▶ **Health:** a new section on “designated health professionals”.

# Organizational responsibilities

- ▶ New section on “**children’s homes**”.
- ▶ New section on “**Multi-Agency Public Protection Arrangements**” (MAPPA).
- ▶ **Voluntary, charity, social enterprise, faith-based organisations and private sectors:** Highlights that “all practitioners working in these organisations and agencies who are working with children and their families are subject to the same safeguarding responsibilities, whether paid or a volunteer”. The guidance also highlights that: “charity trustees are responsible for ensuring that those benefiting from, or working with, their charity, are not harmed in any way through contact with it”.

# Multi-agency safeguarding arrangements



# Multi-agency safeguarding arrangements

- ▶ Local Safeguarding Children Boards (LSCBs) will be replaced by “safeguarding partners”
- ▶ Under the new legislation, three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups) must make arrangements to work together with relevant agencies (as they consider appropriate) to safeguard and protect the welfare of children in the area.
- ▶ The geographical footprint for the new arrangements is based on local authority areas. Every local authority, clinical commissioning group and police force must be covered by a local safeguarding arrangement.

# Multi-agency safeguarding arrangements

- ▶ The 3 safeguarding partners should agree on ways to coordinate their safeguarding services; act as a strategic leadership group in supporting and engaging others; and implement local and national learning including from serious child safeguarding incidents.
- ▶ To fulfil this role, the three safeguarding partners must set out how they will work together and with any relevant agencies.
- ▶ All 3 safeguarding partners have equal and joint responsibility for local safeguarding arrangements.

# Multi-agency safeguarding arrangements

Relevant agencies are those organisations and agencies whose involvement the safeguarding partners consider is required to safeguard and promote the welfare of local children.

For local arrangements to be effective, they should engage organisations and agencies that can work in a collaborative way to provide targeted support to children and families as appropriate.

# Schools, colleges and other educational providers

- ▶ All schools, colleges and other educational providers have duties in relation to safeguarding children and promoting their welfare.
- ▶ The safeguarding partners should make arrangements to allow all schools (including multi academy trusts), colleges and other educational providers, in the local area to be fully engaged, involved and included in the new safeguarding arrangements.
- ▶ It is expected that local safeguarding partners will name schools, colleges and other educational providers as relevant agencies.
- ▶ Once designated as a relevant agency, schools and colleges, are under a statutory duty to co-operate with the published arrangements.

# Improving child protection and safeguarding practice



# Improving child protection and safeguarding practice

- ▶ Local and national **Safeguarding Practices Reviews**, replace **Serious Case Reviews**
- ▶ The responsibility for how the system learns the lessons from serious child safeguarding incidents lies at a national level with the Child Safeguarding Practice Review Panel (the Panel) and at local level with the safeguarding partners.

# Improving child protection and safeguarding practice

- ▶ The Panel is responsible for identifying and overseeing the review of serious child safeguarding cases which, in its view, raise issues that are complex or of national importance.
- ▶ The Panel must decide whether it is appropriate to commission a national review of a case or cases
- ▶ The Panel must set up a pool of potential reviewers who can undertake national reviews, a list of whom must be publicly available.

# Improving child protection and safeguarding practice

- ▶ Local safeguarding partners must make arrangements to identify and review serious child safeguarding cases which, in their view, raise issues of importance in relation to their area.
- ▶ A copy of the rapid review should be sent to the Panel who decide on whether it is appropriate to commission a national review of a case or cases.
- ▶ The safeguarding partners are responsible for commissioning and supervising reviewers for local reviews.

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- ▶ The safeguarding partners are responsible for commissioning and supervising reviewers for local reviews.

# Child death reviews



# Child death reviews

The guidance replaces the requirement for LSCBs to ensure that child death reviews are undertaken by a child death overview panel (CDOP) with the requirement for “**child death review partners**” (consisting of local authorities and any clinical commissioning groups for the local area) to make arrangements to review child deaths.

# Child death reviews

- ▶ specifies that “child death review partners may, if they consider it appropriate, model their child death review structures and processes on the current Child Death Overview Panel (CDOP) framework”
- ▶ specifies there should be reviews of all deaths children normally resident in the local area and, if they consider it appropriate, for any non-resident child who has died in their area.

# Child death reviews

- ▶ specifies that reviews have “the intention of learning what happened and why, and preventing future child deaths” and that “the information gathered ... may help child death review partners to identify modifiable factors that could be altered to prevent future deaths.”
- ▶ sets out that “further guidance will be published on child death reviews”.

# Appendix A and B

- ▶ A – Glossary and definitions
- ▶ B- References and Links

Thank you