

# **NYCC Headteacher and Designated Safeguarding Lead**

## **Child Protection Induction Pack**

**2016-17**

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## **1. ROLES AND RESPONSIBILITIES**

“**Safeguarding children** and protecting them from harm is everyone’s responsibility. Everyone who comes in to contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- taking action to enable all children to have the best outcomes”

*Working Together to Safeguard Children* HM Govt 2015

**Child protection** is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

### **SCHOOL’S ROLES AND RESPONSIBILITIES**

“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.”

*Keeping Children Safe in Education* DfE 2016

The school’s roles and responsibilities are outlined in the sample School Child Protection Policy 2016 (Appendix 1). This policy has regard to and complies with:

- *Working Together* HM Government 2015
- *Keeping Children Safe in Education* DfE **September 2016**
- Ofsted Inspecting Safeguarding September 2016 (Appendix 2)

The Headteacher and Designated Safeguarding Lead should ensure that they and all school staff:

- have read at least Part One and **Annex A** of *Keeping Children Safe in Education* 2016 and that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of the guidance
- follow the procedures in the sample School CP policy and the NYSCB procedures <http://www.safeguardingchildren.co.uk> including when an allegation is made against a member of staff or volunteer in school
- are aware that the school has a duty under the Children Act 2004 to co-operate with other organisations and agencies

## **ROLE OF NORTH YORKSHIRE SAFEGUARDING CHILDREN BOARD**

The NYSCB is the key statutory mechanism for agreeing how relevant agencies will cooperate to safeguard and promote the welfare of children in its locality and for ensuring the effectiveness of agencies' safeguarding activity.

The functions of the NYSCB are outlined here:

<http://www.safeguardingchildren.co.uk/about-lscb.html>

- Procedures <http://www.safeguardingchildren.co.uk/multi-agency-procedures>
- Referral Form to Children and Families' service  
<http://www.safeguardingchildren.co.uk/professionals/forms-for-professionals>
- Report forms for Initial and Review Child Protection Conferences

## **ROLES AND RESPONSIBILITIES OF ALL AGENCIES**

Everyone who works with children or families has a responsibility to ensure that procedures for safeguarding children are adhered to.

The role and responsibilities of all agencies including Children's Social Care, Health and Police are outlined here <http://www.safeguardingchildren.co.uk/child-protection-procedure>

## **NYSCB COMPLAINTS' PROCESS / PROFESSIONAL RESOLUTIONS**

### **Professional Resolutions**

There is practice guidance to ensure that where issues between agencies arise involving the safety and welfare of children or young people, matters can be resolved in a timely manner.

<http://safeguardingchildren.co.uk/admin/uploads/practice-guidance/prof-resolutions-pg.pdf>

## LEGISLATION

### Children Act 1989

#### **Section 17(10)**

**“A child shall be taken to be in need if:**

- He is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining a reasonable standard of health or development without the provision for him of services by a local authority
- His health or development is likely to be significantly impaired, or further impaired without the provision of such services or
- He is disabled”

#### **Section 47**

**Some children are in need because they are suffering or likely to suffer significant harm:**

“Where a local authority has reasonable cause to suspect that a child... is suffering or is likely to suffer significant harm the authority shall make such enquiries... to decide whether any action should be taken to safeguard a child’s welfare.”

A duty is placed on agencies (as in Sec 27) to help a local authority with its enquiries in such circumstances.

### Education Act 2002 (Section 175)

#### **Implemented June 2004**

“The Governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to **safeguarding and promoting the welfare** of children who are pupils at the school.”

In considering such arrangements they shall, “have regard to any guidance given....by the Secretary of State.”

**(Section 157)** Independent School Standards

### The Children Act 2004 (Section 10)

Each local authority in England must make arrangements to promote co-operation

between:

(a) the authority and (b) each of the authority’s relevant partners (including schools) with a view to improving the well-being of children in the authority’s area so far as relating to—  
(a) physical and mental health and emotional well-being; (b) protection from harm and neglect; (c) education, training and recreation; (d) the contribution made by them to society; (e) social and economic well-being.

### Education & Inspections Act 2006 (Section 38)

#### **Implemented April 2007**

“The governing body of a maintained school shall, in discharging their functions relating to the conduct of the school —

(a) promote the well-being of pupils at the school “

### The Teachers’Standards 2012

state that teachers, including headteachers, should safeguard children’s well-being and maintain public trust in the profession as part of their professional duties.

**The Education (Pupil Registration) (England) (Amendment) Regulations 2016**

Where the name of a pupil is to be deleted from the admission register, the proprietor must make a return to the local authority for that pupil as soon as the ground for deletion under regulation 8 is met in relation to that pupil, and in any event no later than the time at which the pupil's name is deleted from the register.

## **2. UNDERSTANDING ABUSE AND SIGNIFICANT HARM**

### **THE CONCEPT OF SIGNIFICANT HARM**

Some children are in need because they are suffering, or likely to suffer, significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives LAs a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

A court may make a care order (committing the child to the care of the LA) or supervision order (putting the child under the supervision of a social worker or a probation officer) in respect of a child if it is satisfied that:

- The child is suffering or is likely to suffer, significant harm; and
- The harm, or likelihood of harm, is attributable to a lack of adequate parental care or control.

There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm, e.g. a violent assault, suffocation or poisoning. More often, significant harm is a compilation of significant events, both acute and long-standing, which interrupt, change or damage the child's physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the family's strengths and supports, as well as an assessment of the likelihood and capacity for change and improvements in parenting and the care of children and young people.

#### **Under s31(9) of the Children Act 1989 as amended by the Adoption and Children Act 2002:**

'harm' means ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

'development' means physical, intellectual, emotional, social or behavioural development;

'health' means physical or mental health; and

'ill-treatment' includes sexual abuse and forms of ill-treatment which are not physical.

#### **Under s31(10) of the Act:**

Where the question of whether harm suffered by a child is significant turns on the child's health and development, his health or development shall be compared with that which could reasonably be expected of a similar child.

To understand and identify significant harm, it is necessary to consider:

- The nature of harm, in terms of maltreatment or failure to provide adequate care
- The impact on the child's health and development
- The child's development within the context of their family and wider environment
- Any special needs, such as a medical condition, communication impairment or disability, that may affect the child's development and care within the family
- The capacity of parents to meet adequately the child's needs
- The wider and environmental family context.

The child's reactions, his or her perceptions, and wishes and feelings should be ascertained and the local authority should give them due consideration, so far as is reasonably practicable and consistent with the child's welfare and having regard to the child's age and understanding.

To do this depends on communicating effectively with children and young people, including those who find it difficult to do so because of their age, impairment, or their particular psychological or social situation. This may involve using interpreters and drawing upon the expertise early years workers or those working with disabled children. It is necessary to create the right atmosphere when meeting and communicating with children, to help them feel at ease and reduce any pressure from parents, carers or others.

Children will need reassurance that they will not be victimised for sharing information or asking for help or protection; this applies to children living in families as well as those in institutional settings, including custody. It is essential that any accounts of adverse experiences coming from children are as accurate and complete as possible. 'Accuracy is key, for without it effective decisions cannot be made and, equally, inaccurate accounts can lead to children remaining unsafe, or to the possibility of wrongful actions being taken that affect children and adults'.

### **DEFINITIONS OF ABUSE AND NEGLECT**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

**Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say and how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may



involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in a sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **THE IMPACT OF MALTREATMENT ON CHILDREN**

The maltreatment of children – physically, emotionally, sexually or through neglect – can have major long-term effects on all aspects of a child's health, development and wellbeing. **The immediate and longer-term impact can include anxiety, depression, substance misuse, eating disorders and self-destructive behaviours, offending and anti-social behaviour.** Maltreatment is likely to have a deep impact on the child's self-image and self-esteem, and on his or her future life. Difficulties may extend into adulthood: the experience of long-term abuse may lead to difficulties in forming or sustaining close relationships, establishing oneself in work, and to extra difficulties in developing the attitudes and skills necessary to be an effective parent.

It is not only the stressful events of maltreatment that have an impact, but also the context in which they take place. Any potentially abusive incident has to be seen in context to assess the extent of harm to a child and decide on the most appropriate intervention. Often, it is the interaction between a number of factors that increases the likelihood or level of significant harm.

For every child and family, there may be factors that aggravate the harm caused to the child, and those that protect against harm. Relevant factors include the individual child's means of coping and adapting, support from a family and social network, and the impact of any interventions. The effects on a child are also influenced by the quality of the family environment at the time of maltreatment, and subsequent life events. The way in which professionals respond also has a significant bearing on subsequent outcomes.

Serious case reviews, together with other research findings, show that children under one year of age and in particular very young babies are extremely vulnerable to being seriously injured or to dying as a result of abuse or neglect. Young people aged 11 and over also have a heightened level of vulnerability and likelihood of suffering harm, yet their needs and distress are often missed or deemed too challenging for services.

Some children may be living in families that are considered resistant to change.

**Physical abuse** can lead directly to neurological damage, physical injuries, disability or, at the extreme, death. Harm may be caused to children both by the abuse itself and by the abuse taking place in a wider family or institutional context of conflict and aggression, including inappropriate or inexperienced use of physical restraint. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and educational difficulties. Violence is pervasive and the physical abuse of children frequently coexists with domestic violence.

**Emotional abuse.** There is increasing evidence of the adverse long-term consequences for children's development where they have been subject to sustained emotional abuse, including the impact of serious bullying. Emotional abuse has an important impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy. Underlying emotional abuse may be as important, if not more so, than other more visible forms of abuse in terms of its impact on the child. Domestic violence is abusive in itself. Adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

**Sexual abuse.** Disturbed behaviour – including self-harm, inappropriate sexualised behaviour, depression and a loss of self-esteem – have all been linked to sexual abuse. Its adverse effects may endure into adulthood. The severity of impact on a child is believed to increase the longer the abuse continues, the more extensive the abuse, and the older the child. A number of features of sexual abuse have also been linked with severity of impact, including the relationship of the abuser to the child, the extent of premeditation, the degree of threat and coercion, sadism, and bizarre or unusual elements. A child's ability to cope with the experience of sexual abuse, once recognised or disclosed, is strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. The reactions of practitioners also have an impact on the child's ability to cope with what has happened, and his or her feelings of self-worth

A proportion of adults who sexually abuse children have themselves been sexually abused as children. They may also have been exposed as children to domestic violence and discontinuity of care. However, it would be quite wrong to suggest that most children who are sexually abused inevitably go on to become abusers themselves.

**Neglect.** Severe neglect of young children has adverse effects on children's ability to form attachments and is associated with major impairment of growth and intellectual development. Persistent neglect can lead to serious impairment of health and development and long-term difficulties with social functioning, relationships and educational progress. Neglected children may also experience low self-esteem, feelings of being unloved and isolated. Neglect can also result, in extreme cases, in death. The impact of neglect varies depending on how long children have been neglected, the children's age, and the multiplicity of neglectful behaviours children have been experiencing.

## **STRESS AND RISK FACTORS RELATING TO PARENTS/CARERS AND THE ENVIRONMENT**

- Social Exclusion: racism and other social isolation; poverty; high crime; poor housing; reduced access to childcare, transport, education and employment
- Domestic abuse
- Parental mental illness
- Parental problem drug and/or alcohol misuse
- Parental learning disability
- Poor parenting skills
- Peer pressure
- Poor understanding of child's needs /child development
- Power/control issues
- Attachment difficulties
- Abuse or neglect outside of the family:
  - internet chat rooms and social networking sites; mobile phones etc.
  - other children/young people/other adults known to the child
  - professionals
  - institutions
  - strangers

## **VULNERABLE CHILDREN**

### **May be children who have:**

- A disability
- Special needs / Medical needs
- Attachment needs / Parenting needs
- Suffered previous trauma, abuse or neglect
- Been/are being bullied
- A lack of opportunities to develop resilience
- Poor/irregular school attendance
- Self-harming behaviours
- Risk-taking behaviours
- Sexually harmful behaviours

### **Or are regarded as:**

- 'Difficult' / 'Demanding' / 'Odd' / 'Different' / 'Attention seeking'
- Dependent / Friendless / Isolated / Rejected
- Struggling with identity (e.g. sexual)

### **May be children in the following circumstances:**

- Looked after
- Living away from home
- Out of school
- Missing from school or home
- In a family who move frequently
- Unaccompanied asylum-seeking children
- Involved in gangs and youth violence
- Victims of:
  - trafficking
  - child sexual exploitation
  - forced Marriage
  - female Genital Mutilation (FGM)
  - radicalisation

## **RESILIENCE**

“Where home life is difficult, a concerned adult outside the home may prove to be a vital role model and source of hope and encouragement”

*The Child's World: The Comprehensive Guide to Assessing Children in Need 2009*

**It seems likely that children will be more resilient to adverse circumstances if they have :**

- supportive relationships with at least one parent
- supportive relationships with siblings and grandparents
- a committed non-parental adult who takes a strong interest in the young person and serves as an on-going mentor and role model
- positive experience in school
- positive friendships
- a capacity to think ahead and plan their lives

## Advice and Support

### **PREVENTION SERVICE (Early Help) Area Prevention Managers**

#### **West**

<b>Craven</b>	<b>Caroline Porter</b>	<b>01609 532412</b>
<b>Ripon &amp; Rural Harrogate</b>	<b>Jon Coates</b>	<b>01609 532323</b>
<b>Harrogate Town &amp; Knares.</b>	<b>Rachel Copping</b>	<b>01609 533446</b>

#### **Central**

<b>Richmondshire</b>	<b>Jos Mortimer</b>	<b>01609 533682</b>
<b>Hambleton North</b>	<b>Sharon Britton</b>	<b>01609 536468</b>
<b>Hambleton South</b>	<b>Margaret Mitchell</b>	<b>01609 536206</b>
<b>Selby Town</b>	<b>Pat Scully</b>	<b>01609 532385</b>
<b>Tadcaster &amp; Rural Selby</b>	<b>David Fincham</b>	<b>01609 534022</b>

#### **East**

<b>Whitby &amp; The Moors</b>	<b>Diane Leith</b>	<b>01609 532479</b>
<b>Ryedale</b>	<b>Simon Osman</b>	<b>01609 798167</b>
<b>Scarborough Town</b>	<b>Liz White</b>	<b>01609 533139</b>
<b>Scarborough South &amp; Filey</b>	<b>Simone Wilkinson</b>	<b>01609 532927</b>

## Advice and Referral

**Referral form** <http://www.safeguardingchildren.co.uk/professionals/forms-for-professionals>

### CHILDREN AND FAMILIES' SERVICE

Customer Service Centre 01609 780780  
Social.care@northyorks.gov.uk

**For advice please ask to speak to a Team Manager in the Customer Service Centre**

Emergency Duty Team 01609 780780

**NORTH YORKSHIRE POLICE** 101  
(Ask for the Serious Crime Team in your area)

### Safeguarding Unit

**Safeguarding Officers (Education/Designated Officers for Managing Allegations (LADOs))**

Craven / Harrogate / Selby

**Rosemary Cannell** Part-time 01609 534974 07715540723

**Susan Crawford** 01609 532152 07813 005161

North / White Horse / Coast

**Karen Lewis** 01609 534200 07715 540711

**Julie Kaye** 01609 532508 07814 533363

**Managers** (part-time):

**Alan Critchlow** 01609 532320 07715540712

**Heather Pearson** 01609 532301 07715540741

**Business Support including CME Coordinator (Children Missing Education)**

[Safeguardingunit@northyorks.gov.uk](mailto:Safeguardingunit@northyorks.gov.uk) 01609 532477

**NYCC Human Resources**  
[schoolshradvisory@northyorks.gov.uk](mailto:schoolshradvisory@northyorks.gov.uk) 01609 798343

## **INFORMATION AND GUIDANCE**

### **Documents**

<http://cyps.northyorks.gov.uk/>

- NYCC [Safeguarding audit for schools - 2016](#)
- [Guidance for Safe Working Practice for those Working with Children in Education and Early Years Settings \(September 2014\)](#)
- NYCC [Sample School Child Protection Policy Sept 2016](#)
- NYCC [Sample policy - child not collected](#)
- NYCC [Guidance on Safeguarding for exchange visits \(June 2014\)](#)
- [North Somerset SCR 2012](#)
- [NSPCC Grooming Briefing](#)
- [Recent safeguarding incidents](#)
- NYCC [School child welfare files - updated October 2013](#)

### **Training materials**

<http://cyps.northyorks.gov.uk/index.aspx?articleid=15231>

- Whole School training materials
- Governor training materials

### **North Yorkshire Safeguarding Children Board**

[www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)

### **Procedures**

<http://www.safeguardingchildren.co.uk/child-protection-procedures.html>

- **Referral Form to Children and Families' Service or Disabled Children's Service** <http://www.safeguardingchildren.co.uk/section-5-procedures.html>
- **Referral form to LADO**  
<http://safeguardingchildren.co.uk/admin/uploads/forms/ladoreform.doc>
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## **National Guidance**

**Keeping Children Safe in Education DfE 2016**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

*Working together to Safeguard Children 2015*

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

*What to do if you're worried 2015*

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

## **Commonly Used Acronyms**

- **APM** Area Prevention Managers (Early Help)  
Senior managers in the Prevention Service ref. "Advice and Support"
- **CAF** Common Assessment Framework  
Multi-agency integrated support for children with additional Needs
- **C&FS** Children and Families' Service  
This includes the Prevention Service and Children's Social Care
- **CIN** Child in Need  
Children referred to CSC because their health/development is likely to be impaired without the provision of services.
- **CSC** Children's Social Care  
Receive referrals for children in need/ children in need of protection; work with families in need of support; investigate CP concerns and are key workers for Looked After Children.
- **DSL** Designated Safeguarding Lead.  
The Senior Member of Staff with Designated Responsibility for Child Protection, previously known as DSP).
- **FIT** Family Intervention Team Worker  
Supports children and families where child is subject to a Child in Need or Child Protection Plan
- **LADO** Local Authority Designated Officer for managing allegations against people who work with children ref. Advice and Support
- **NYSCB** North Yorkshire Safeguarding Children Board  
CP procedures, training, information available @ [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)
- **SCT** Serious Crime Team  
North Yorkshire Police unit which investigates child abuse

## Appendix 4 CHILD DEVELOPMENT

### **1.b: Broad phases of development – 0 to 60+ months (from the Early Years Foundation Stage)**

All children are different and to reflect this age ranges have been overlapped in the EYFS to create broad developmental phases. This emphasises that each child's progress is individual to them and that different children develop at different rates. A child does not suddenly move from one phase to another, and they do not make progress in all areas at the same time. However, there are some important 'steps' for each child to take along their own developmental pathway. There are six broad developmental phases.

#### **Birth–11 months**

During this period, young children's physical development is very rapid and they gain increasing control of their muscles. They also develop skills in moving their hands, feet, limbs and head, quickly becoming mobile and able to handle and manipulate objects. They are learning from the moment of birth. Even before their first words they find out a lot about language by hearing people talking, and are especially interested when it involves themselves and their daily lives. Sensitive caregiving, which responds to children's growing understanding and emotional needs, helps to build secure attachments to special people such as parents, family members or carers. Regular, though flexible, routines help young children to gain a sense of order in the world and to anticipate events. A wide variety of experience, which involves all the senses, encourages learning and an interest in the environment.

#### **8–20 months**

As children become mobile new opportunities for exploration and exercise open up. A safe and interesting environment, with age-appropriate resources, helps children to develop curiosity, coordination and physical abilities. This is a time when children can start to learn the beginnings of self-control and how to relate to other people. In this period children can be encouraged to develop their social and mental skills by people to whom they have a positive attachment. Building on their communication skills, children now begin to develop a sense of self and are more able to express their needs and feelings. Alongside non-verbal communication children learn a few simple words for everyday things and people. With encouragement and plenty of interaction with carers, children's communication skills grow and their vocabulary expands very rapidly during this period.

#### **16–26 months**

Children in this phase are usually full of energy and need careful support to use it well. Growing physical strengths and skills mean that children need active times for exercise, and quiet times for calmer activities. Playing with other children is an important new area for learning. This helps children to better understand other people's thoughts and feelings, and to learn how to cooperate with others. Exploration and simple self-help builds a sense of self-confidence. Children are also learning about boundaries and how to handle frustration. Play with toys that come apart and fit together encourages problem solving and simple planning. Pretend play helps children to learn about a range of possibilities. Adults are an important

source of security and comfort.

### **22–36 months**

Children's fine motor skills continue to develop and they enjoy making marks, using a variety of materials, looking at picture books and listening to stories, important steps in literacy. Self-help and independence soon emerge if adults support and encourage children in areas such as eating, dressing and toileting. Praise for new achievements helps to build their self-esteem. In this phase, children's language is developing rapidly and many are beginning to put sentences together. Joining in conversations with children is an important way for children to learn new things and to begin to think about past, present and future. Developing physical skills mean that children can now usually walk, climb and run, and join in active play with other children. This is an important time for learning about dangers and safe limits.

### **30–50 months**

An increased interest in joint play such as make-believe, construction and games helps children to learn the important social skills of sharing and cooperating. Children also learn more about helping adults in everyday activities and finding a balance between independence and complying with the wishes of others. Children still need the comfort and security of special people. Close, warm relationships with carers form the basis for much learning, such as encouraging children to make healthy choices in food and exercise. At this stage children are becoming more aware of their place in a community. Literacy and numeracy can develop rapidly with the support of a wide range of interesting materials and activities. Children's language is now much more complex, as many become adept at using longer sentences. Conversations with adults become a more important source of information, guidance and reassurance.

### **40–60+ months**

During this period children are now building a stronger sense of their own identity and their place in a wider world. Children are learning to recognise the importance of social rules and customs, to show understanding and tolerance of others, and to learn how to be more controlled in their own behaviour. Learning and playing in small groups helps to foster the development of social skills. Children now become better able to plan and undertake more challenging activities with a wider range of materials for making and doing. In this phase children learn effectively in shared activities with more able peers and adults. Literacy and problem solving, reasoning and numeracy skills continue to develop. Children's developing understanding of cause and effect is encouraged by the introduction of a wider variety of equipment, media and technologies.

#### **1.4: Phases of development through to adolescence**

The early years are an extremely important time in terms of development, as these early years will have a huge impact on later development. However, development continues throughout a person's life, if at a slower rate. The EYFS (Early Years Foundation Stage) gives a good basis for looking at development in the early years.

This section considers the work of Pam Levin who looks at development through to adolescence. Pam Levin studied children in a range of cultures. In the late 1980s she came up with her 'cycles of development', which identified six key phases of social and emotional development.

Levin looked at development from birth, but the EYFS provides a more current way to look at child development in the early years. This section just looks at Levin's last three phases – from age three through to adolescence.

In reality – for a whole range of reasons – children and young people do not always get the chance to try out and complete all tasks in each phase.

However, the model is built on a strong optimistic belief that everyone has the opportunity to revisit developmental phases and their related tasks at various points in their lives.

## **Identity and power**

### **3-6 years**

During this period children gather messages about “who I am (e.g. gender)”. They pick up messages about the appropriateness of feelings.

They are learning:

- To assert an identity separate from others
- To acquire info about the world, self, body and gender role
- To learn to exert power to affect relationships
- To practise socially appropriate behaviour
- To separate fantasy from reality
- To learn the extent of personal power
- To continue learning earlier tasks

## **Skills and structure**

### **6-12 years**

During this period children are making sense of the world; especially rules and fairness.

They are acquiring the skills:

- To learn from mistakes; to learn to be ‘good enough’
- To learn skills
- To learn to listen in order to collect information and think
- To practise thinking and doing
- To check out family/school rules and structures
- To learn the relevance of rules
- To experience the consequences of breaking rules
- To disagree with others and still be wanted
- To test ideas and values
- To develop internal controls
- To learn what’s one’s own responsibility and that of others
- To develop the capacity to co-operate
- To test abilities against others
- To identify with one’s own sex
- To reason about wants and needs

## **Integration**

### **Adolescence**

Children are learning:

- To take steps towards independence
- To achieve a clearer emotional separation from family
- To emerge as a separate independent person with own identity and values
- To be competent and responsible for own needs, feelings and behaviours
- To integrate sexuality into earlier developmental tasks

(Adapted from Barrow *et al.*,2001)

## Appendix 5

### Information sharing

<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/standard/publicationdetail/page1/dcsf-00807-2008>

#### Seven **golden rules** for information sharing

- 1. Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
- 2. Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 3. Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
- 4. Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- 5. Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- 6. Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- 7. Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

**DfE guidance March 2015**

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

## Appendix 6

### Learning from Serious Case Reviews

#### Daniel Pelka

In March 2012 four year old Daniel died from a head injury which was almost certainly the result of a direct blow to the head and in July, 2013, his mother and her partner were convicted of his murder. The Overview author acknowledged that no professional could have predicted his murder. However, when he died, Daniel was also grossly malnourished and dehydrated with bruising over his body for which no natural cause could be identified. (A total of forty injuries were noted).

Please read:

1. the Overview report of the Serious Case Review into the tragic death of **Daniel Pelka** available @ <http://www.nspcc.org.uk/preventing-abuse/child-protection-system/england/serious-case-reviews/>
2. the recommendations to schools and associated documents available @ <http://cyps.northyorks.gov.uk/index.aspx?articleid=27444>

Training materials for whole school staff are available @ <http://cyps.northyorks.gov.uk/index.aspx?articleid=15231>

#### Nigel Leat

In June 2011 Nigel Leat, 51, was jailed indefinitely for abusing children at Hillside First School. He admitted 36 sexual offences which included one count of attempted rape, 22 of sexually assaulting a child under 13 and eight of sexual assault by penetration. The offences were committed while Leat was a teacher at the school between September 2006 and December 2010 when he was arrested. Police also found more than 30,000 indecent photographs on memory sticks.

A subsequent Serious Case Review found that the school "failed on every level" to prevent him from sexually abusing pupils in his classroom despite concerns being raised for 14 years

In 2012 schools were advised that, as requested by the DfE, the report be read by every head teacher and every chair of governors across the country because of the issues it raised and the recommendations it made. <http://cyps.northyorks.gov.uk/index.aspx?articleid=20049>

Overview report <http://www.northsomersetscb.org.uk/uploads/files/283.pdf>

Executive summary <http://www.northsomersetscb.org.uk/uploads/files/282.pdf>

#### North Yorkshire Lessons Learned Report

In 2013 the North Yorkshire Safeguarding Children Board published a Lessons Learned Report in relation to the Serious Case Review undertaken with regard to young people 'M' and 'J.' The report can be found here:

<http://www.safeguardingchildren.co.uk/managed/NYSGC/files/LearningLessonsReport.pdf>

Headteachers were asked to ensure that all relevant staff and governors were made aware of the report and the recommendations therein. The recommendations included both those for the North Yorkshire Safeguarding Children Board and for single agencies. The recommendations specifically for the local authority in relation to Education were at section 5.2, all of which were completed (Please note that all references to ELAC refer to the Education for Looked After Children's Virtual School).

The more detailed Education Action Plans available at

<http://cyps.northyorks.gov.uk/index.aspx?articleid=24287>

### **North Yorkshire Significant Incident Learning Process (SILP)**

In 2014 the Director of Children's Services in North Yorkshire issued a letter to schools following a review of the circumstances surrounding the death of a teenage pupil.

Please read the letter asking schools to review practice for those occasions when a child is excluded: <http://cyps.northyorks.gov.uk/index.aspx?articleid=28858>

### **NSPCC National depository for Serious Case Reviews 2013 -15**

<http://www.nspcc.org.uk/preventing-abuse/child-protection-system/england/serious-case-reviews/>

### **Learning Lessons from Serious Case reviews 2009-10**

<https://www.gov.uk/government/publications/ofsted-learning-lessons-from-serious-case-reviews-2009-2010>

### **Barriers to learning: serious case reviews**

<https://www.gov.uk/government/publications/barriers-to-learning-serious-case-reviews>

### **New learning from serious case reviews: a 2-year report for 2009 to 2011**

<https://www.gov.uk/government/publications/new-learning-from-serious-case-reviews-a-2-year-report-for-2009-to-2011>

### **Sexual Exploitation of Children**

<https://www.gov.uk/government/publications/sexual-exploitation-of-children-ofsted-thematic-report>

### **Ensuring Roma children achieve in education**

<https://www.gov.uk/government/publications/ensuring-roma-children-achieve-in-education>