

# DISTRICT COUNCIL AUDIT TOOL

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To assess the effectiveness of actions taken  
for the purpose of safeguarding and promoting the welfare of children  
as required by Section 11 of the Children Act 2004

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September 2009

[www.nspcc.org.uk/inform](http://www.nspcc.org.uk/inform)



## Acknowledgements

This resource was piloted and developed by the NSPCC. We are grateful for the assistance of the Leicestershire District Implementation Group (DIG), which brings together officers from the Leicestershire district, borough and county councils, and is chaired by Steve Atkinson of Hinckley and Bosworth District Council. Its remit is the development of children's services across the county, with a view to developing a consistent approach in responding to the duties of the Children Act 2004.

We also gratefully acknowledge the input of Susannah Jordan, a freelance consultant in Children's Services across all tiers of Local Government and the Sustainable Community Planning agenda. Her recent work includes leading and advising five district councils on their key duties and responsibilities under the Children Act 2004, and facilitating child protection training for staff and councillors who work with the statutory or voluntary sector.

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## District Council Audit Tool

### ***Introduction***

The Children Act 2004 widened the scope of responsibilities for those organisations previously engaged in the protection of children by introducing the concept of **safeguarding**, which incorporates preventive measures as well as responsive procedures. It also increased the range of public bodies to which this statutory duty applied.

### ***Section 11 (2) - Arrangements to safeguard and promote the welfare of children***

*Each person and body to whom this section applies must make arrangements for ensuring that (a) their functions are discharged having regard to the need to safeguard and promote the welfare of children; and (b) any services provided by another person pursuant to arrangements made by the person or body in the discharge of their functions are provided having regard to that need.*

### ***Aims of this audit tool***

This audit tool has been developed to assist district councils in assessing how effective the actions they have taken so far have been in meeting their Section 11 duties. This audit tool:

- identifies four statements with outcomes, which together form the main body of the tool
- signposts to those elements of evidence that district councils will need to provide in order to demonstrate their compliance with Section 11
- directs councils who have not yet completed all the steps required to demonstrate compliance to action planning, with a 'help and guidance' section for assistance.

Note: This tool does not currently apply to councils in countries other than England, nor does it apply to district councils' duties towards vulnerable adults, which exist under separate legislation and guidance.

### ***Process for completing the tool***

The recommended process for completing the tool is as follows:

- The Chief Executive and Lead Member for Safeguarding agree in principle the council's willingness to self-audit, with a view to acting on any issues raised through the process.
- Once this has been agreed the tool should then be forwarded to the appropriate key staff, e.g. in housing, leisure and licensing etc, to complete the sections of the tool that are relevant to them.
- A senior member of staff within the council should integrate the comments and feed the results back to the Chief Executive and Lead Member.
- A report on the results should then be made available to councillors and the action plan endorsed for implementation.

### ***Design of the tool***

District councils' responsibilities for safeguarding children are at three levels:

- Level 1: Strategic
- Level 2: Implementation and support
- Level 3: Operational.

### ***Aims***

There are four aims in the tool, which reflect the three levels of responsibility listed above, and provide clear outcomes that district councils need to meet in order to comply with section 11 of the Children Act 2004. The four aims are interdependent and equal emphasis, commitment and resources must be given to each in order to safeguard children and promote their welfare.

## Explaining the contents of the tool

Prior to each of the four aim templates there is an explanation of why they are important and what they will achieve

- [Leadership and commitment – page 6](#)
- [Embedding a safeguarding children policy – page 12](#)
- [Skills and knowledge of staff – page 14](#)
- [Partnership working – page 19](#)

Please see the example on the next page.

The template shows the recommended outcome, the evidence and performance indicators, the self-assessment scoring system and it provides space for an action plan.

The evidence is shown in bold text and the performance indicators in regular text.

Below a performance indicator is help and guidance on how other authorities have approached and achieved the outcome or where there is help available through government guidance, with links to relevant websites.

When you have completed your self assessment, the green, yellow and red columns (from left to right in the table on page 5) indicate whether your safeguarding arrangements are at Stage 1, 2 or 3.

- The green column indicates that you are at stage 1 and you can show that the evidence is in place and effective.
- The yellow column indicates that you are at stage 2 and you can show that the evidence is in place but needs improving.
- The red column indicates that you are at stage 3 and that there is no evidence in place.

A tick or cross should be placed against each of the evidence statements, in the appropriate column.

Finally, you will need to determine what actions need to be taken, when and by whom so that the evidence can be gathered and you can move towards achieving stage 1 in all of the areas.

<b>Embedding a safeguarding children policy</b>							
<b>Outcome</b>	<b>Evidence and performance indicators</b>			<b>In place</b>	<b>Need improvement</b>	<b>Not in place</b>	<b>Action plan – what and by when</b>
There is an effective corporate safeguarding children policy	<b>There is a safeguarding children policy and a clear safeguarding children action plan</b>  Designated safeguarding person structure is in place, with clear lines of accountability.						

Evidence

Performance indicator

Action planning section

Recommended outcome

Aim

Self-assessment scoring system

## Aim 1: Leadership and commitment

### *Why are they important?*

All organisations that work with children should share a commitment to safeguarding and promoting their welfare. That commitment is now a legal obligation. Under Section 10 of the Children Act 2004, district councils have a number of specific duties to organise and plan services to achieve this. In addition to this, Section 11 places a duty on councils to ensure that they discharge these duties in a way that **safeguards and promotes** the welfare of children. The leadership and commitment of members and senior officers is the first priority to be achieved.

### *What will they achieve?*

**Leadership** is always vital, especially when new legislation – or legislation which significantly changes statutory responsibilities – is introduced. District councils now have a key role to play in the safety and welfare of children, especially when they are providing services in the social environment, such as leisure and housing. All council staff need to establish and develop good working practices with children and young people and their families. Support at a senior and executive level is essential to champion this cause and build in the structures, systems and resources to achieve this. By appointing lead officers and lead members for children, and promoting the role of elected members as community leaders concerned with the needs of children, the district council can show their **commitment** in championing and valuing the role that children have within society both now and in the future.

The senior management commitment to safeguarding can be demonstrated by the appointment of one or more safeguarding champions who are normally known as the designated safeguarding officers, reporting directly to the Chief Executive, who should have a sound working knowledge of the legislation. These individuals will be essential to ensuring:

- effective communications with staff
- training needs are identified and met
- working relationships are promoted
- managers are held accountable for the contribution of their services to safeguarding and promoting the wellbeing of children and young people.

As safeguarding becomes embedded, leadership style will become increasingly based on partnership and cooperation among elected members or trustees, staff, partners and children, young people and their families.

Aim 1: Leadership and commitment					
Outcome	Evidence and performance indicators	In place	Need improvement	Not in place	Action plan – what and by when
<p>There is a commitment to safeguarding and promoting the welfare of children by councillors and the chief executive management team</p>	<p><b>Cabinet executive councillor lead and children/young people/youth champion identified for safeguarding and promoting their welfare</b></p> <p>A written statement indicating there is a Lead Councillor for children and young people, focusing on safeguarding and promoting their welfare</p> <p><b>Help and Guidance</b>  <a href="#">Statutory guidance on the roles and responsibilities of Director of Children’s Services and Lead Member for Children’s Services</a>                      (everychildmatters.gov.uk/strategy)</p> <p><a href="#">Statutory guidance on the duty to safeguard and promote the welfare of children</a>                      (everychildmatters.gov.uk/socialcare/safeguarding)</p>				

Outcome	Evidence and performance indicators				Action plan – what and by when
	<p><b>A chief executive or senior manager is identified as having the lead accountability for safeguarding and partnership arrangements within the council</b></p> <p>A safeguarding action plan is reflected within the performance management indicators and benchmarking of the council</p> <p><b>Help and Guidance</b>  <a href="#">Stay safe: performance management report - sample of a staying safe committee report with performance management indicators</a>                      (www.shropshire.gov.uk)</p> <p><a href="#">Statutory guidance on the roles and responsibilities of Director of Children's Services and Lead Member for Children's Services</a>                      (www.everychildmatters.gov.uk/strategy)</p> <p><a href="#">Statutory guidance on the duty to safeguard and promote the welfare of children</a>                      (everychildmatters.gov.uk/socialcare/safeguarding)</p>				

Outcome	Evidence and performance indicators				Action plan – what and by when
	<p><b>The safeguarding responsibilities are identified within the roles and responsibilities or job descriptions of relevant senior managers, cabinet or executive leads, children and young people or youth champions</b></p> <p>A safeguarding children policy has been developed, reviewed and implemented and is widely communicated throughout the organisation</p> <p><b>Help and Guidance</b>  <a href="http://everychildmatters.gov.uk/socialcare/safeguarding">Statutory guidance on the duty to safeguard and promote the welfare of children</a>                      (everychildmatters.gov.uk/socialcare/safeguarding)</p> <p><a href="http://participationworks.org.uk">Examples of the main components within a safeguarding children policy</a>                      (participationworks.org.uk, select resources hub)</p> <p><a href="http://nspcc.org.uk/inform">Help and advice on safeguarding children, from NSPCC Consultancy services</a> (nspcc.org.uk/inform)</p>				

Outcome	Evidence and performance indicators				Action plan – what and by when
	<p><b>Resources such as staff time, training and CRB disclosure checks are identified and made available to implement the council’s safeguarding agenda</b></p> <p>Evidence of a safeguarding implementation plan identifying the necessary resources</p> <p><b>Help and Guidance</b>  <a href="http://everychildmatters.gov.uk/resources-and-practice">Guidance for adults working with children and young people</a> (everychildmatters.gov.uk/resources-and-practice)</p> <p>These tables provide a set of suggested outcomes for training to support inter-agency work to safeguard and promote the welfare of children. This will support Local Safeguarding Children Boards (LSCB) to ensure that local training is in place which meets the needs of target audiences. The tables set out suggested outcomes for those with a particular responsibility for safeguarding children and those who work with or who are in regular contact with children, young people, parents and carers. It also includes suggested outcomes for operational and strategic managers. This resource supplements Chapter 4 of <a href="#">Working Together to Safeguard Children (2006)</a>.</p>				

Outcome	Evidence and performance indicators				Action plan – what and by when
	<p><b>Resources are available to promote the council’s safeguarding agenda within the wider community</b></p> <p>Evidence of a safeguarding implementation plan identifying the necessary resources and where the resources are being obtained from e.g. corporate training budget</p> <p>Examples of information products</p> <p>Copies of information for children about sources of support</p> <p><b>Help and Guidance</b>  <a href="http://everychildmatters.gov.uk">Working together to safeguard children – children and young people’s summary version</a>                      (everychildmatters.gov.uk)</p> <p>Information about training, advice and support</p> <p>Lists of contacts for specialist advice and support</p> <p>Examples of safeguarding resources made available to partners (e.g. template policies, procedures, guidelines, training) or methods to signpost partners to appropriate resources</p>				

## Aim 2: Embedding a safeguarding children policy

### ***Why is it important?***

To fulfil their Section 11 duty under the Children Act 2004, all organisations that provide services for, or work with, children and young people must have policies for safeguarding and promoting the welfare of children, including a safeguarding children policy and procedures that are in accordance with guidance and locally agreed interagency procedures.

### ***What will it achieve?***

A safeguarding policy provides a framework against which staff and members at all levels within the council can be supported in understanding their individual and collective responsibility in securing the safety and welfare of children.

An action plan may need to be agreed on how the council needs to improve the safety of children within their community through reviewing internal policies and procedures. This should help to influence the integration of the safeguarding policy within the district council's broader strategic policy documents such as their corporate plans, equality impact assessments, risk assessments and recruitment policies.

District councils lead on the development of local strategic partnerships and community strategies which help to coordinate the planning of services for children. Members also have a role in scrutinising services, including cross-cutting reviews of services which impact upon children and young people. Members should be encouraged to consider the impact of the safety of children within the development of policies, services and initiatives.

As community champions, district councils are ideally placed to have first-hand knowledge of the real safeguarding issues that children are facing within their community. They can act as an advocate for children in ensuring that their safeguarding is given a high priority both within their own organisation and within the broader local strategic partnership arrangements.

Aim 2: Embedding a safeguarding children policy					
Outcome	Evidence and performance indicators	In place	Need improvement	Not in place	Action plan – what and by when
There is an effective corporate safeguarding children policy	<p><b>There is a safeguarding children policy and a clear safeguarding children action plan</b></p> <p>Designated safeguarding person structure is in place, with clear lines of accountability</p> <p><b>Help and Guidance</b>  <a href="#">Examples of the main components within a safeguarding children policy</a>                      (participationworks.org.uk); select resources hub.</p> <p><a href="#">Help and advice on safeguarding children, from NSPCC Consultancy services</a> (nspcc.org.uk/Inform)</p> <p>Safeguarding, recruitment and selection policies and procedures are in place and regularly implemented and reviewed</p>				

## Aim 3: Skills and knowledge of staff and members

### ***Why is training important?***

The successful implementation and embedding of a safeguarding policy will be dependent on the level of understanding and recognition of the importance of safeguarding by all staff and members. This will enable staff to have a clear understanding on the impact that safeguarding children will have in their work.

**Training** needs to be developed and delivered across three tiers:

Tier 1: For those who have strategic responsibility for commissioning and providing services to children, young people and adults who are parents/carers, including members of the LSCB

Tier 2: Operational managers who supervise staff and volunteers

Tier 3: Frontline staff.

### ***What will training achieve?***

Frontline district council staff may come into contact with children and their families in many ways, including reception staff, housing and housing benefit staff, leisure staff, parks and maintenance staff etc.

By putting arrangements in place and ensuring all staff are aware of them, staff will know what action to take if they have concerns about the safety and welfare of children. These arrangements should include:

- contact details for advice or referral
- fostering a culture of openness and shared communication where concerns can be aired
- building safeguarding and promoting wellbeing into the business planning processes of teams and where appropriate, the work objectives for individuals
- where contractors provide services for children and young people on behalf of a district council e.g. management of leisure centres, housing provision, equivalent safeguarding procedures should be put in place.

Member training is a vital element of their leadership role. They will need to understand the impact of the development of policies and plans which could adversely affect the safety and welfare of children. They will need to display their commitment towards the safety of children through ensuring that there are adequate resources to support the requirements within the safeguarding policy.

Aim 3: Skills and knowledge of staff and members					
Outcome	Evidence and performance indicators	In place	Need improvement	Not in place	Action plan – what and by when
<p>A clear training strategy is in place for those working with children and young people on safeguarding so that staff can demonstrate a clear understanding of their duties and responsibilities towards safeguarding children, and are able to evidence this in their personal development review.</p>	<p><b>A corporate safeguarding training strategy is developed and implemented</b></p> <p>Safeguarding is included in the corporate induction programme.</p> <p><b>Help and Guidance</b>  <a href="#">National Fieldforce of Allegations Management Advisors, documents to support the work of LSCBs (gose.gov.uk)</a>; select Model Induction, Supervision and Training Policy.</p> <p>All services conduct a training needs analysis to identify and prioritise staff and volunteer training, informed by their roles and responsibilities</p> <p><b>Help and Guidance</b>  <a href="#">Suggested Learning Outcomes for Target Groups in Training and Development (everychildmatters.gov.uk/resources-and-practice)</a></p>				

Outcome	Evidence and performance indicators				Action plan – what and by when
	<p>There is evidence that elected members have received training on their Section 11 roles and responsibilities</p> <p><b>Help and Guidance</b>  <a href="#">Example of a Safeguarding Boards Training Programme including member training (redcar-cleveland.gov.uk/childprotection)</a>; select child protection training.</p> <p>There is evidence that mandatory training on safeguarding issues for staff and volunteers who have contact with children is recorded in their induction and within the personal development review process</p> <p><b>Help and Guidance</b>  <a href="#">National Fieldforce of Allegations Management Advisors, documents to support the work of LSCBs (gose.gov.uk)</a>; select Model Induction, Supervision and Training Policy.</p>				

Outcome	Evidence and performance indicators				Action plan – what and by when
	<p>The safeguarding training enables staff to develop the skills and knowledge needed to be competent and alert to the indicators of abuse and neglect of children</p> <p><b>Help and Guidance</b>  <a href="#">Suggested Learning Outcomes for Target Groups in Training and Development</a>                      (everychildmatters.gov.uk)</p> <p><a href="#">National Fieldforce of Allegations Management Advisors, documents to support the work of LSCBs</a>                      (gose.gov.uk); select Model Induction, Supervision and Training Policy.</p> <p>All staff and volunteers (including contracted or temporary) understand their roles and responsibilities regarding safeguarding and promoting the welfare of children and young people</p> <p><b>Help and Guidance</b>  <a href="#">National Fieldforce of Allegations Management Advisors, documents to support the work of LSCBs:</a>                      (gose.gov.uk); select Model Induction, Supervision and Training Policy.</p>				

Outcome	Evidence and performance indicators				Action plan – what and by when
	<p>All staff and volunteers (including contracted or temporary) understand the reporting procedures</p> <p><b>Help and Guidance</b>  <a href="#">National Fieldforce of Allegations Management Advisors</a>, documents to support the work of LSCBs: (<a href="#">gose.gov.uk</a>); select Model Induction, Supervision and Training Policy.</p> <p><a href="#">What to do if you are worried a child is being abused</a> (<a href="#">everychildmatters.gov.uk</a>)</p> <p>Safeguarding training programmes are evaluated for their effectiveness and revised accordingly</p>				
	<p><b>The organisation has in place a system to monitor and implement developments and changes in national legislation, policy and guidance</b></p> <p>All relevant staff are kept informed of new guidance and legislation</p>				

## Aim 4: Partnership working

### *Why is partnership working important?*

The district council are normally not the only agency to come into contact with children and families; it is vital that staff work in partnership with other agencies, such as schools and children's social care services. While other agencies such as health, schools and children's social care may come into contact with vulnerable children on a more regular basis, council staff can and do make a significant and valuable contribution in terms of providing a broader awareness of a child's welfare. Housing and environmental health staff in particular may be privy to understanding a child's social and living environment which may have a direct impact on their safety and welfare that other professionals may not see. It is only by sharing this information with other professionals that a bigger picture of a child's life can be understood.

Safeguarding and promoting the welfare of children, and in particular protecting them from significant harm, does not lie solely with one agency but is rather a product of co-dependencies and effective joint working between agencies and professionals that have different roles and expertise.

Individual children, especially some of the most vulnerable children and those at greatest risk of social exclusion, need co-ordinated help from health, education, children's social care, the voluntary sector and district and borough councils.

### **What will partnership working achieve?**

To achieve real joint working, you need constructive relationships between individual workers, promoted and supported by a strong lead from elected and appointed members and the commitment of chief officers in all agencies; and effective local co-ordination by the Local Safeguarding Children's Board (LSCB) in each area.

For effective collaboration between organisations and their practitioners to take place, it is essential to be aware of, and appreciate, each other's role.

We all share a responsibility for safeguarding and promoting the welfare of children both as professionals and as individual citizens. All members of the community can help to safeguard and promote the welfare of children and young people if they are mindful of children's needs, and are willing and able to act if they have concerns about a child's welfare.

Aim 4: Partnership working					
Outcome	Evidence and performance indicators	In place	Need improvement	Not in place	Action plan – what and by when
At a strategic level, there is evidence that the council works with other agencies, professionals, service users and members of the local community, fully participating in safeguarding and promoting the welfare of children.	<p><b>The chief executive or member of the chief executive management team represents the council on the LSCB</b></p> <p>Or</p> <p><b>A mechanism exists for councils to share information and views where one person represents more than one council</b></p> <p>Or</p> <p><b>A mechanism is agreed with the LSCB to ensure the LSCB business is shared with the council</b></p> <p>The named representative demonstrates 80 per cent attendance at the LSCB</p> <p>Minutes of the LSCB meetings are circulated to relevant staff in the council</p> <p>Arrangements are in place to ensure regular briefings to council on LSCB business</p>				

Outcome	Evidence and performance indicators				Action plan – what and by when
	<p>Arrangements are in place to ensure that there is a two-way method of communication so that information is not only communicated from the LSCB to staff but that general topics/issues of concern from council staff can be tabled at the LSCB</p> <p><b>Help and Guidance</b>  <a href="http://idea.gov.uk">The role of the district council (idea.gov.uk)</a></p> <p><a href="http://everychildmatters.gov.uk">List of chairs of Local Safeguarding Children Boards</a>, acting as a useful reference for everyone who works to safeguard children (everychildmatters.gov.uk)</p>				

Outcome	Evidence and performance indicators				Action plan – what and by when
	<p><b>The council co-operates with and contributes as appropriate to serious case reviews</b></p> <p>The council both receives and endorses SCR reports</p> <p>Action plans are carried out and learning is disseminated, lessons acted on and local policy and practice improved</p> <p><b>Help and Guidance</b>                      The Local Safeguarding Children Board (LSCB) needs to decide whether or not a case should be the subject of a serious case review, applying the criteria in <a href="#">Working Together to Safeguard Children (2006)</a>, paragraphs 8.5-8.9 (<a href="http://everychildmatters.gov.uk">everychildmatters.gov.uk</a>).</p> <p><a href="#">Working Together (2006)</a>, paragraphs 8.14 8.16 sets out the timings for the serious case review process and these should be adhered to at all times.</p>				

Outcome	Evidence and performance indicators				Action plan – what and by when
	<p>Overview reports should be produced in accordance with Chapter 8 (paragraph 8.28) of <a href="#">Working Together (2006)</a>, which includes disseminating the report or key findings, and providing feedback to staff, family members and media as appropriate</p> <p><a href="#">Process for a serious case review</a> (everychildmatters.gov.uk)</p>				
	<p><b>A lead officer has been identified to represent and implement the common assessment framework (CAF) within the council</b></p> <p>Evidence that the CAF is formally adopted within safeguarding policy</p> <p>Evidence that the interagency procedures are known to all relevant staff</p> <p><b>Help and Guidance</b>  <a href="http://www.ecm.gov.uk/caf">www.ecm.gov.uk/caf</a> <a href="#">Common Assessment Framework</a> (everychildmatters.gov.uk)</p> <p>There is training on the Common Assessment Framework and the role and responsibilities of the lead professional for relevant staff</p>				

Outcome	Evidence and performance indicators				Action plan – what and by when
	<p><b>Help and Guidance</b>  <a href="http://everychildmatters.gov.uk">Lead professional fact sheet (everychildmatters.gov.uk)</a></p> <p>A shared understanding exists of safeguarding thresholds for the purposes of the Common Assessment Framework across all departments and between the council and other local agencies</p> <p><b>Help and Guidance</b>  <a href="http://www.ecm.gov.uk/caf">www.ecm.gov.uk/caf</a>  <a href="http://everychildmatters.gov.uk">Common Assessment Framework (everychildmatters.gov.uk)</a>; go to:</p> <p><b>Integrated working fact sheets</b>                      This is a set of fact sheets covering distinct areas of integrated working policy. The fact sheets give colleagues, practitioners and the public an understanding of the role of the Children’s Workforce Development Council (CWDC).</p> <p>Each fact sheet covers a specific element of the team’s work and provides a summary of the policy, together with background, aims/purpose, relevant website links and points of contact. A general information-sharing practice sheet covers a number of related aspects which have their own separate sheets and acts as a unifier.</p>				

Outcome	Evidence and performance indicators				Action plan – what and by when
	<p>The fact sheets are useful for carrying the Every Child Matters messages to practitioners and colleagues throughout the children's workforce.</p> <p>Staff adhere to the guidance: Information Sharing-Practitioners Guide - ECM 2006 and Information Sharing Further Guidance on Legal Issues ECM 2006</p> <p><b>Help and Guidance</b>  <a href="#">Information Sharing Guidance</a>: (everychildmatters.gov.uk); select Information Sharing Guidance – Fact sheet (October 2008).</p> <p>There is a mechanism for issues raised through the CAF system, which may impact on the council, to be brought to the attention of senior managers</p> <p><b>Help and Guidance</b>  <a href="#">Common Assessment Framework fact sheet</a> (everychildmatters.gov.uk)</p> <p><a href="#">Information Sharing Guidance fact sheet</a> (October 2008) (everychildmatters.gov.uk)</p>				

Outcome	Evidence and performance indicators				Action plan – what and by when
	<p>Contact Point available to all relevant staff</p> <p><b>Help and Guidance</b>  <a href="http://everychildmatters.gov.uk">Contact Point fact sheet (everychildmatters.gov.uk)</a></p>				
	<p><b>A process exists for the engagement of children and young people in relevant projects and services</b></p> <p>Evidence of youth and school councils</p> <p>Evidence of other children and young people’s forums</p> <p>Evidence of residents groups, community forums, parents associations</p> <p><b>Help and Guidance</b>  <a href="http://everychildmatters.gov.uk">Listening to looked after children (everychildmatters.gov.uk)</a></p> <p>Government guidance <a href="http://publications.teachernet.gov.uk">Working Together - Listening to the voices of children and young people (publications.teachernet.gov.uk)</a></p>				

Outcome	Evidence and performance indicators				Action plan – what and by when
	<p>Residents and children know who to contact if they have concerns about a child</p> <p><b>Help and Guidance</b>  <a href="http://everychildmatters.gov.uk">What to do if you are worried a child is being abused (everychildmatters.gov.uk)</a></p> <p>Frontline / reception staff have information about safeguarding services / contact numbers to enable them to respond to members of the public</p> <p><b>Help and Guidance</b>  <a href="http://everychildmatters.gov.uk">What to do if you are worried a child is being abused (everychildmatters.gov.uk)</a></p> <p>The council promotes the safeguarding policy and other information directly to the public and the voluntary sector via website/ posters/ directory etc</p> <p><b>Help and Guidance</b>  <a href="http://everychildmatters.gov.uk">What to do if you are worried a child is being abused (everychildmatters.gov.uk)</a></p>				

## Glossary

This glossary is written for those who are less familiar with the business of safeguarding than child protection specialists. It lists many of the most commonly used terms but does not provide definitive explanations of those terms, in many instances links to further information are provided.

**At risk** – (Children Act 1989) the term 'at risk' has generally been used to describe a child believed to be at risk of 'significant harm' and therefore in need of protection by the local authority.

**'Being healthy' outcome** – one of the five outcomes defined in the Children Act 2004, focusing on children enjoying good physical and mental health and living a healthy lifestyle.

**Benchmarking** – a method for councils to work out how well they are doing, by comparing their performance with other, similar councils, and with performance indicators.

**Best Value Performance Indicator (BVPI)** – BVPIs are gathered and submitted by the Government as part of a national set of performance measures for the range of local government services.

**Bullying** – bullying is not always easy to define but is likely to include one or more of the following:

- Physical pushing, kicking, hitting, pinching, etc. verbal name-calling, sarcasm, spreading rumours, persistent teasing.
- Emotional tormenting, ridicule, humiliation and continually ignoring individuals, racial or disability taunts, graffiti and gestures.
- Sexual comments and/ or suggestions.
- Unwanted physical contact.
- Use of mobile phones and other communication technology to conduct any of the above.

**Child abuse and neglect** – '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. They may be abused by an adult or adults or another child or children.' (from: *Working Together to Safeguard Children*, 2006).

- Physical abuse e.g., hitting, shaking, throwing, poisoning, burning.
- Sexual abuse e.g., inappropriate physical contact and non-contact activities (eg exposure to pornography).
- Emotional abuse e.g., excessively criticising, withholding love.
- Neglect e.g., persistent failure to provide for physical needs.

**Child death review procedures** – are a function of Local Safeguarding Children Boards since April 2008. It requires various professionals, working together in a coordinated way, to make enquiries into all unexplained child deaths and reach conclusions about whether and how they could have been prevented. The findings can be used to inform strategic planning to safeguard and promote the welfare of children.

**Child in need** – section 17 of the Children Act 1989 defines a child in need as a child whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services, plus those children who are disabled. Services provided in these circumstances are sometimes referred to as 'section 17 services'.

**Child protection** – process of protecting individual children identified as either suffering, or at risk of suffering, significant harm as a result of abuse or neglect.

**Child protection conference** – meeting of family members, the child (where appropriate) and those professionals most involved with the child and family, following investigations into concerns about a child's welfare. This meeting will analyse all information about the child and make judgements about the likelihood that the child is suffering, or is likely to suffer, significant harm, whether their name should be placed on the Integrated Children's System in which case they will be subject to a child protection plan.

**Child protection plan** – professionals and parents/carers develop a plan to ensure the child remains safe and is prevented from suffering further harm. The plan should also promote the health and development of the child and support the parents/carers in their care of the child where that is in the child's best interests.

**Child protection register** – In *Working Together to Safeguard Children* (2006) the government announced that the maintenance of a separate child protection register would be phased out by 1 April 2008. The functionality of the register has been replaced by the Integrated Children's System (ICS) and, more specifically, through the existence of a child protection plan.

**Child trafficking** – moving children across borders for exploitative purposes, e.g. domestic service, benefit fraud and within the sex industry. The UK is a destination country for trafficked children and agencies need to work together to ensure a joined up response. [Trafficking Toolkit](http://www.crimereduction.gov.uk/toolkits) ([www.crimereduction.gov.uk/toolkits](http://www.crimereduction.gov.uk/toolkits))

**Children and young people** – children and young people from birth to 19 years of age, those over 19 years who are receiving services as care leavers under specific sections of the Children Act 1989, and those between 19 and 25 years with learning difficulties as defined in the Learning and Skills Act 2000 and who are receiving services under that Act.

**Children and young people's plan** – a single, strategic, overarching plan for all local services for children and young people. It is the responsibility of each Local Authority to draw up the local CYPP. [www.everychildmatters.gov.uk/strategy/planningandcommissioning/cypp](http://www.everychildmatters.gov.uk/strategy/planningandcommissioning/cypp)

**Children and Young People's Strategic Partnership** – partnership of all agencies working with children and young people to coordinate activities and resources and commission services to safeguard and promote their welfare. (The Children Act 2004, section 10, 'duty to cooperate').

**Children in need of protection** – children and young people who are at risk of or suspected to be at risk of significant harm and require intervention under section 47 of the Children Act 1989.

**Children's commissioner** – The Children Act 2004 introduced, for the first time, the role of an independent Children's commissioner for England to promote awareness of the views and interests of children. The commissioner was appointed in March 2005. [www.11million.org.uk](http://www.11million.org.uk)

**Children's Services Authority (CSA)** – a council with education and social care responsibilities. CSAs must appoint a Director of Children's Services to fulfil these obligations and must also designate one of their elected members as Lead Member for Children's Services. County councils, unitaries, metropolitan districts, non-metropolitan district councils for an area for which there is no county council, London borough councils, the Common Council of the City of London, and the Council of the Isles of Scilly are all CSAs.

**Children's Trust** – The term is used loosely to define local arrangements for commissioning integrated services and pooling budgets where it makes sense to do so. Children's Trust arrangements are locally determined and may be conducted through a children and young people's strategic partnership, through a more formal trust arrangement or, for example, through a joint commissioning unit. [www.everychildmatters.gov.uk/aims/childrenstrusts](http://www.everychildmatters.gov.uk/aims/childrenstrusts)

**Children's Workforce Development Council for England (CWDC)** – aims to improve outcomes for children and young people by enhancing the quality of the workforce. In particular, it focuses on workforce excellence through training provision, career development and improved workforce mobility, as well as encouraging better integration. The CWDC is one of five bodies that form the federated UK Skills for Care and Development, the Sector Skills Council for social care, children, early years and young people's workforces in the UK (SSC).

**Children's workforce strategy** – this sets out the Government's vision of a world-class children's workforce which is increasingly competent and confident, inspiring trust and respect from parents and carers as well as from children and young people themselves. [The Children's Workforce Strategy \(everychildmatters.gov.uk\)](http://www.everychildmatters.gov.uk)

**Collaborative service delivery** – services to children, young people and families delivered by a number of different services and professionals working together in a coordinated manner. Good communication and shared planning processes are essential to this way of working.

**Commissioning** – establishing 'an overall picture of children's needs within an area, and developing provision through public, private, voluntary and community providers to respond to those needs' (Every Child Matters). Commissioning arrangements are locally determined.

**Common Assessment Framework (CAF)** – The CAF is a new, standardised approach to assessing children's needs for services. It has been designed for practitioners in all agencies to help them to communicate and work together more effectively with the particular aim of identifying and tackling problems before they become serious.

[www.everychildmatters.gov.uk/delivering/services/caf](http://www.everychildmatters.gov.uk/delivering/services/caf)

**Common core** – a common core of skills, knowledge and competences to support the development of a more effective and integrated childcare workforce. See information about the Children’s Workforce Development Council.

**Community engagement** – actively involving the local community in consultation, planning, service design and evaluation. Engaging vulnerable adults, children and young people can be challenging and requires creative approaches.

**Consultation and Participation** – The involvement of stakeholders in local government decision making.

**ContactPoint** – ContactPoint is a quick way for a practitioner to find out who else is working with the same child or young person, making it easier to deliver more coordinated support. It will be a basic online directory, available to authorised staff who need it to do their jobs

**Criminal Records Bureau (CRB)** – is an executive agency of the Home Office which vets applications for people who apply to work with children and vulnerable adults. The CRB checks information about criminal records and associated Police intelligence when requested to do so by employers. Such requests are made by employing bodies in respect of people (paid staff or volunteers) who will have contact with children. [www.crb.gov.uk](http://www.crb.gov.uk)

**Designated person for child protection/safeguarding** – is a person who will take lead responsibility within their organisation for dealing with child protection issues, providing advice and support and liaison with other agencies.

**Directgov** – is the new Government portal, replacing UK Online, and establishing a new business model for the provision of information to the public. [www.direct.gov.uk](http://www.direct.gov.uk)

**Director of Children's Services (DCS)** – appointed by the CSA. The Director of Children's Services should be at chief officer level and has the statutory duties previously discharged by the Chief Education Officer and the Director of Social Services. The Director is also:

- professionally accountable for the effectiveness, availability and value for money of all local authority children's services
- required to provide leadership within and beyond the local authority
- with the Lead Member for Children's Services, required to maintain a particular focus on safeguarding and promoting the welfare of children across all agencies.

[www.everychildmatters.gov.uk/strategy/dcsandlm](http://www.everychildmatters.gov.uk/strategy/dcsandlm)

**Disclosure of abuse** – when a young person informs another person that they have been/are being abused or that someone else has been abused.

**Domestic violence/domestic abuse** – most domestic violence is perpetrated by adults on their current or recent partner. It includes any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality. In response to evidence that children can suffer long term damage through living in a household where domestic violence and abuse takes place, section 120 of the Adoption and Children Act 2002 extended the legal definition of harm to children to include the impairment suffered from seeing or hearing the ill-treatment of another.

**Duty of care** – general duty on all those working with children to share some degree of responsibility for promoting the welfare of children and acting to protect them.

**Duty to cooperate** – section 10 of the Children Act 2004 specifies those agencies that have a duty to cooperate with the Children's Services Authority. The CSA has a duty to make arrangements to promote such cooperation – in many instances this is through the establishment of a Children and Young People's Strategic Partnership. Schools are not named as partners under this legislation but have a similar responsibility under the Education Act 2002. This section of the Children Act 2004 names the following as relevant partners of the CSA:

- where the authority is a county council for an area where there is also a district council, the district council;
- the police authority and chief officer of police for a police area, any part of which falls within the area of the children's services authority;
- a local probation board for an area, any part of which falls within the area of the authority;
- a youth offending team for an area, any part of which falls within the area of the authority;
- a Strategic Health Authority and Primary Care Trust for an area, any part of which falls within the area of the authority;
- a person providing services under section 114 of the Learning and Skills Act 2000 (c. 21), in any part of the area of the authority
- the Learning and Skills Council for England.

**Duty to safeguard and promote welfare** – section 11 of the Children Act 2004 states that each person to whom the section applies must make arrangements for ensuring that:

- their functions are discharged having regard to the need to safeguard and promote the welfare of children; and
- any services provided by another person pursuant to arrangements made by the person or body in the discharge of their functions are provided having regard to that need.

This applies to each of the following:

- a children's services authority in England
- a district council which is not such an authority
- a Strategic Health Authority
- a Special Health Authority, so far as exercising functions in relation to England
- a Primary Care Trust
- an NHS Trust all or most of whose hospitals are situated in England
- an NHS foundation trust
- the police authority and chief officer of police for a police area in England
- the British Transport Police Authority, so far as exercising functions in relation to England
- a local probation board for an area in England
- a youth offending team for an area in England
- the governor of a prison or secure training centre in England (or, in the case of a contracted out prison or secure training centre, its director)
- any person to the extent that he is providing services under section 114 of the Learning and Skills Act 2000 (c. 21).

**'Economic wellbeing' outcome** – one of the five outcomes defined in the Children Act 2004, focusing on children accessing further education or training and not being prevented by economic disadvantage from achieving their full potential in life.

**Emotional abuse** – persistent emotional maltreatment which causes severe and persistent adverse effects on the child's emotional development. It may involve making a child feel worthless and unloved or inadequate. Some level of emotional abuse is involved in all types of abuse, though it may also occur alone.

**'Enjoying and achieving' outcome** – one of the five outcomes defined in the Children Act 2004, focusing on children getting the most out of educational and recreational opportunities available to them.

**Equality impact assessment** – An equality impact assessment is a tool to identify whether or not policies, services and procedures are having an adverse impact on a particular group of people due to gender, race or disability. The idea is to examine critically and identify any 'institutional' barriers, acts or omissions that detrimentally affect individuals and communities because of factors of race, gender, age, religion or belief, sexuality, gender identity or disability.

**Every Child Matters** – government guidance that sets out the national framework for local change programmes to build services around the needs of children and young people to maximise opportunity and minimise risk.

[www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

**Family group conferences** – using family members to develop the plan for a child's future that addresses any professional concerns about the child. Family group conferences do not replace child protection conferences and are most often used where a child is in need of support and services.

**Five outcomes** – the primary areas for focus within the 2004 Children Act. These are:

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- economic wellbeing.

**Forced marriage** – a marriage conducted without the full consent of both partners and where duress is a factor. [Forced marriage](http://direct.gov.uk) (direct.gov.uk)

**Frontline staff** – those delivering services directly to children, young people and families, e.g. social workers, teachers, health visitors.

**Grooming/targeting** – words used to describe the way sex offenders deliberately select and establish a relationship of trust with a child or young person which they then use to exercise power over the victim (and their family, organisation or professional setting).

**Improvement and Development Agency (IDeA)** – works in partnership with all councils, to enhance the performance of the best, accelerate the speed of improvement of the rest, and develop the sector as a whole. [www.idea-knowledge.gov.uk](http://www.idea-knowledge.gov.uk)

**Independent Safeguarding Authority (ISA)** – has been created to help prevent unsuitable people from working with children and vulnerable adults. The vetting service will operate from autumn 2009 and will assess individuals working or seeking to work with children & vulnerable adults. [www.isa.gov.org](http://www.isa.gov.org)

**Information sharing** – the sharing of information between agencies and professionals in the best interests of the child. Effective local arrangements should be in place to ensure all agencies understand their responsibilities and the limits of confidentiality.

**Integrated Children's System (ICS)** – is a systematised approach for gathering and recording the information needed for the case management of children's social care services for individual children.

**Key worker** – professional identified for each child who is subject to a Child Protection Plan. The Key Worker is responsible for completing an assessment of the family, coordinating the plan and reviewing how well it is working.

**Lead accountability** – a senior officer who is responsible for the strategic **accountability** and **reporting** for the work on safeguarding and promoting wellbeing across the authority. This officer may not be the same person as the LADO or DCPO.

**Lead Member for Children's Services** – appointed by the CSA, the Lead Member is a councillor with a responsibility to lead Children's Services and will:

- have political accountability for the local authority children's services
- provide leadership within and beyond the local authority to improve children's services
- with the Director of Children's Services, maintain a particular focus on safeguarding and promoting the welfare of children across all agencies. [www.everychildmatters.gov.uk/strategy/dcsandlm](http://www.everychildmatters.gov.uk/strategy/dcsandlm)

**Lead professional** – acts as a single point of contact for children, young people and their families, is able to support them and ensure that children and families get appropriate interventions when needed, which are well planned, regularly reviewed and effectively delivered.

**List 99** – contains the names, dates of birth and teacher reference numbers of people whose employment has been barred or restricted, either on grounds of misconduct or on medical grounds (these are listed separately). If employment is restricted, the entry shows the types of employment in which he or she is permitted to work. List 99 is a sensitive and confidential document and access to it is strictly limited to those responsible for checking the suitability of applicants e.g. the CRB. Not all those on the list are perceived to be a danger to children.

**Local Area Agreements** – Performance targets agreed between each local authority in England and the Office of the Deputy Prime Minister relating to the identification of and improvement in service delivery across a number of identified key local priority service areas.

**Local Authority Designated Officer (LADO)** – is responsible for providing advice, support and liaison to and with statutory and voluntary agencies where child protection concerns are raised about a member of staff or a volunteer who is working with children and young people. It is the LADO's role to

- provide advice and liaison
- monitoring the progress of cases
- ensuring that cases are dealt with as quickly as possible
- ensuring the process is fair and thorough.

**Local Safeguarding Children's Board (LSCB)** – Local Safeguarding Children's Boards (LSCB) were made statutory by Section 13 of the Children Act 2004 and replaced Area Child Protection Committees in England in April 2006. The Local Safeguarding Children Board is the key statutory mechanism for agreeing how the relevant organisations in each local area will co-operate to safeguard and promote the welfare of children in that locality, and for ensuring the effectiveness of what they do. [Local Safeguarding Children Boards](http://everychildmatters.gov.uk) ([everychildmatters.gov.uk](http://everychildmatters.gov.uk))

**Looked after children** – these are children who are 'looked after' or cared for by the Local Authority, either through a legal order or voluntary agreement with the parents.

**'Making a positive contribution' outcome** – one of the five outcomes defined in the Children Act 2004, focusing on children developing confidence and positive relationships, being involved with the community and society and not engaging in anti-social or offending behaviour.

**Maltreatment** – a general term incorporating all aspects of child abuse and neglect. Sustained maltreatment is likely to have a deep impact on the child's self image and self esteem.

**Multi-Agency Public Protection Arrangements (MAPPA)** – local panels which bring together police, probation, social services and other agencies to monitor violent and sex offenders in the community once they are released from prison.  
[www.probation.homeoffice.gov.uk](http://www.probation.homeoffice.gov.uk)

**Multi-agency training** – training staff together from a variety of different agencies. Such training aims to promote a better understanding across different organisations and professionals, encouraging a better understanding of roles and responsibilities and supporting joint working.

**Multi-disciplinary** – several professional disciplines working together.

**Neglect** – the persistent failure to meet a child's basic physical and/or psychological needs. This is likely to result in the serious impairment of the child's health or development. It may occur pre-birth as a result of a parent's substance misuse, or subsequently through the failure to provide adequate food, clothing, shelter, protection from harm or danger, or access to appropriate medical care. It may also include neglect of child's basic emotional needs.

**NHS Trusts** – Hospital Trusts are found in most large towns and cities, and usually offer a general range of services to meet most people's needs. Some trusts also act as regional or national centres of expertise for more specialised care, while some are attached to universities and help to train health professionals. Community Trusts provide service in the community – for example through health centres, clinics or in people's homes. Together, NHS trusts employ the majority of the NHS workforce including nurses, doctors, dentists, pharmacists, midwives, health visitors and staff from the professions allied to medicine, such as physiotherapists, radiographers, podiatrists, speech and language therapists, counsellors, occupational therapists and psychologists.

**NSPCC** – The NSPCC's purpose is to end cruelty to children. Its vision is of a society where all children are loved, valued and able to fulfil their potential. It seeks to achieve cultural, social and political change – influencing legislation, policy, practice, attitudes and behaviours and delivering services for the benefit of children and young people. [www.nspcc.org.uk](http://www.nspcc.org.uk)

**Ofsted** – The new Ofsted – the Office for Standards in Education, Children's Services and Skills – came into being on 1 April 2007. It brings together the wide experience of four formerly separate inspectorates. It inspects and regulates care for children and young people, and inspect education and training for learners of all ages. The Education and Inspections Act, which established the new Ofsted, specifically requires that in everything they do they should:

- promote service improvement
- ensure services focus on the interests of their users
- see that services are efficient, effective and promote value for money. [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Organised abuse** – sometimes referred to as 'multiple abuse' or 'complex abuse'. It involves one or more abusers and a number of children. The abusers concerned may be acting in isolation, in concert with others or within an organisational framework (e.g. schools, hospitals, residential homes).

**Outcomes** – the Every Child Matters guidance focuses on five desired outcomes for children – being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing.  
[www.everychildmatters.gov.uk/aims](http://www.everychildmatters.gov.uk/aims)

**Outcomes framework** – in order to develop a clear understanding of what the five outcomes for children means the government developed an outcomes framework. The framework breaks down each of the five outcomes into specific meaningful aims while aligning outcomes to Public Service Agreements, performance indicators and inspection standards.  
[www.everychildmatters.gov.uk/aims/outcomes](http://www.everychildmatters.gov.uk/aims/outcomes)

**Overview and scrutiny** – This is the role played by councillors who are not members of the executive. The idea is that decision-making can be examined objectively, by elected members not involved in the process. Overview and scrutiny also applies to council services and services provided by external organisations, such as health trusts.

**Parents and carers** – includes anyone with parental responsibility or who undertakes day-to-day care for a child. It may include step-parents, grandparents or other members of the family (including siblings), foster carers, and residential staff.

**Partner agencies** – in the context of the Children Act 2004 this refers to all the agencies engaged in a partnership with the local authority to ensure children are safeguarded and their welfare promoted.

**Partners with duties in relation to children and young people (PDRC)** – this refers to those agencies or organisations as defined in Sections 10 and 11 of the Children Act 2004 and Section 175 of the Education Act 2002.

**Performance indicators** – measurements of performance against set targets. Many of these targets are set by central government and there is a requirement upon statutory agencies and local government to report back on the extent to which they have achieved these targets.

**Physical abuse** – causing physical harm to a child by action or failure to protect. It may also be caused where a parent or carer fabricates the symptoms of an illness in a child, or deliberately induces illness in a child.

**Pooled or aligned budget** – Two or more organisations contributing funds towards specific projects or outcomes.

**Primary Care Trusts (PCTs)** – Healthcare in the UK is divided into 'primary' and 'secondary' services. Primary care services are provided by the people you normally see first when you have a health problem. All primary care services are managed by Primary Care Trusts (PCTs). There are about 300 Primary Care Trusts in England, each one covering a separate local area. PCTs are a very important part of the NHS, and they get about 80 per cent of the total NHS budget. PCTs decide what health services a local community needs, and they are responsible for providing them. They must ensure that there are enough services for people within their local area, and that the services are accessible. These services include:

- GPs,
- Dentists,
- Pharmacists,
- Opticians,
- NHS Direct, and
- NHS walk-in centres.

PCTs make decisions about the type of services that hospitals provide and are responsible for making sure that the quality of service is high enough. They also control funding for hospitals. As PCTs are local organisations, they are in a good position to understand the needs of their local community. They make sure that NHS organisations work effectively with local authorities, and other agencies that provide local health and social care services, so that the local community's treatment needs are met. [NHS authorities and trusts in England \(nhs.uk\)](http://nhs.uk)

**Procurement** – Procurement is the process of acquiring goods, works and services, covering both acquisition from third parties and from in-house providers. The process spans the **whole life cycle** from identification of needs, through to the end of a services contract or the end of the useful life of an asset. It involves options appraisal and the critical 'make or buy' decision.

**Protection of Children Act (PoCA)** – a database of people who are deemed to be unsuitable to work with children. Made statute by the Protection of Children Act 1999 and revised in September 2005. (No criminal conviction is necessary for inclusion on this list). This will be incorporated within the new Independent Safeguarding Authority in autumn 2009.

**Public Service Agreements (PSAs)** – New PSAs set out the key priority outcomes the Government wants to achieve in the next spending period (2008-2011). Each PSA is underpinned by a single Delivery Agreement shared across all contributing departments and developed in consultation with delivery partners and frontline workers. Delivery Agreements are available below and set out plans for delivery and the role of key delivery partners. They also describe the small basket of national outcome-focused performance indicators that will be used to measure progress towards each PSA.

[Public Service Agreements \(cabinetoffice.gov.uk\)](http://cabinetoffice.gov.uk)

**Recording systems** – systems by which all records of concerns about and interactions with service users are maintained.

**Recruitment and selection policies** – methods by which appropriate candidates are recruited, selected and encouraged to remain in post.

**Recruitment and vetting** – seeking staff and volunteers and having clear procedures for checking that they are safe to employ in the organisation.

**Risk assessment** – the process of assessing whether or not and in what way a person may pose a risk of harming others or be at risk of harming themselves.

**Safeguarding and promoting the welfare of children** – 'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care which is undertaken so as to enable children to have optimum life chances and enter adulthood successfully.' (from Chapter 3, *Working Together to Safeguard Children* (HM Government, 2006).

**Safeguarding policy** – This is a statement of intent that demonstrates a commitment to safeguard children involved with an organisation from harm. The essential inclusions for a child protection policy are outlined below:

- the welfare of the child is paramount;
- all children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs;
- the policy is approved and endorsed by the senior management;
- who the policy applies to (i.e. all staff and volunteers);
- children and parents are informed of the policy and procedures as appropriate;
- all concerns, and allegations of abuse will be taken seriously by staff and volunteers and responded to appropriately – this may require a referral to children’s services and in emergencies, the Police;
- a commitment to safe recruitment, selection and vetting;
- reference to principles, legislation and guidance that underpin the policy;
- arrangements for policy and procedures review;
- cross-referencing to all associated policies e.g. disciplinary, whistle blowing, etc.

**Section 10 – Children Act 2004** – the duty of each Local Authority to promote cooperation between the authority, each of the authority's relevant partners and other relevant persons or bodies who are engaged in activities in relation to children in the authority's area with a view to improving the wellbeing of children in the area. [Children Act 2004](#) (opsi.gov.uk)

**Section 11 – Children Act 2004** – this section places a duty on Local Authorities, District councils, the Police, British Transport Police, PCTs, Strategic Health Authorities, NHS Trusts, Probation Boards, Youth Offending Teams, Prisons and Connexions to make arrangements to ensure that, in discharging their functions, they have regard to the need to safeguard and promote the welfare of children. [Children Act 2004](#) (opsi.gov.uk)

**Section 11 Guidance on Making Arrangements to Safeguard and Promote the Welfare of Children** – launched in April 2005 and in force from October 2005. The guidance requires Chief Officers of the organisations named in Section 11 of the Children Act 2004 to review arrangements to safeguard children and promote their welfare against the guidance and take any necessary action. [Guidance on the duty to safeguard and promote the welfare of children](#) (everychildmatters.gov.uk)

**Serious case review** – Local Safeguarding Children Boards are mandated to hold reviews of practice in cases when a child dies, and abuse or neglect are known or suspected to be a factor in the death. They must also consider reviews where a child sustains a potentially life threatening injury or serious and permanent impairment of health and development or has been subjected to particularly serious sexual abuse; and the case gives rise to concerns about inter-agency working to protect children.

**Sexual abuse** – forcing or enticing a child to take part in sexual activities, including prostitution. The activities may include physical contact activities or, for example, involving children in looking at or making pornographic material or watching sexual activities. It includes targeting children through information technology communication such as the internet.

**Sexual exploitation** – the use of children by adults for sexual and commercial purposes, for example through prostitution and pornography.

**Sexually harmful behaviour** – generally referring to a child or young person displaying behaviour that is sexually harmful towards another child or young person.

**Significant harm** – introduced in the Children Act 1989, as the threshold that justifies compulsory intervention in family life in the best interests of the child.

**'Staying safe' outcome** – one of the five outcomes defined in the Children Act 2004, focusing on protection of children from harm and neglect.

**Targeting/grooming** – words used to describe the way sex offenders deliberately select and establish a relationship of trust with a child or young person which they then manipulate to exercise power over the victim (and their family, organisation or professional setting).

**Unaccompanied minors** – a refugee or asylum-seeking young person who has entered the UK without an accompanying adult.

**Vulnerable children** – children who are particularly vulnerable to abuse, including:

- Children living away from home in various settings and including missing children and migrant children
- Children with a disability
- Children of drug misusing parents
- Children who are bullied or subject to racism
- Children involved in pornography and the internet.

**Vulnerable groups or hard to reach groups** – those groups who are in danger of being overlooked for, or who are resistant to receiving services, due to their minority status or social exclusion.

**Wellbeing** – section 10 of the Children Act 2004 requires local authorities and other specified agencies to cooperate with a view to improving the wellbeing of children in relation to the five outcomes first set out in Every Child Matters:

- physical and mental health and emotional wellbeing;
- protection from harm and neglect;
- education, training and recreation;
- the contribution made by them to society;
- social and economic wellbeing.

(from *Working Together to Safeguard Children* 2006)

**'What to do if you are worried a child is being abused?'** – Government guidance for the public and professionals to help them deal with any concerns they may have about children or young people.

[What to do if you are worried a child is being abused?](http://everychildmatters.gov.uk) (everychildmatters.gov.uk)

**'Working Together to Safeguard Children'** – statutory guidance on how organisations and individuals should work together to safeguard and promote the welfare of children. [www.everychildmatters.gov.uk/workingtogether](http://www.everychildmatters.gov.uk/workingtogether)

**Youth Champion** – A councillor or member who acts as a positive focus for children and young people at elected member level to ensure that full consideration is given to the impact of Council activities and decisions upon children and young people including issues concerning their safety and welfare.

**NSPCC inform**

The online child protection resource

Weston House  
42 Curtain Road  
London EC2A 3NH  
Tel: 020 7825 2500  
[www.nspcc.org.uk/inform](http://www.nspcc.org.uk/inform)

The National Society for the Prevention of Cruelty to Children (NSPCC) has a vision – a society where all children are loved, valued and able to fulfil their potential.

**NSPCC Consultancy** offers independent, specialist child protection and safeguarding advice, informed by up-to-date research and practice. Our aim is to ensure that those providing services or activities for children and young people take all reasonable measures to minimise the risk of harm, and take appropriate actions to address any concerns about their welfare.

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First published 2009 by the NSPCC.

Registered charity numbers 216401 and SC037717

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**Cruelty to children must stop. FULL STOP.**