# Trainer notes – Module: Section 1c – CYP – Definitions

* PowerPoint for module
* Wales Safeguarding Procedures App on phone or tablet to refer to throughout the module

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| Slide | References | Notes  |
| 1 | **All information, unless otherwise noted, comes from:**Glossary Section 1: Safeguarding principles and effective practice: children > Key definitions relevant to safeguarding children Pointers for Practice: Signs and Indicators of Possible Abuse, Neglect and Harm in a Child*Working Together to Safeguard People: Volume 5 – Handling Individual Cases to Protect Children at Risk* |  |
| 2 | **From Glossary:**Safeguarding means preventing and protecting children and adults at risk from abuse or neglect and educating those around them to recognise the signs and dangers. | From NSPCC website:Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.**Child protection is part of the safeguarding process.** It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.Safeguarding means:* protecting children from abuse and maltreatment
* preventing harm to children’s health or development
* ensuring children grow up with the provision of safe and effective care
* taking action to enable all children and young people to have the best outcomes.
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| 4 |  | Trainer to note/explain:This is the **official** definition, used to place a child’s name on the register. However, ALL children have a right to be protected from harm, and so safeguarding procedures should be followed whenever there is concern that a child is experiencing or is at risk of experiencing abuse, neglect or other kinds of harm, whether or not the practitioner is aware of any care or support needs. |
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| 6 |  | Trainer information:In the legislation, the term is officially defined as:* **ill treatment** this includes sexual abuse, neglect, emotional abuse and psychological abuse
* **the impairment of** physical or mental health (including that suffered from seeing or hearing another person suffer ill treatment).
* **the impairment of** physical intellectual, emotional, social or behavioural development (including that suffered from seeing or hearing another person suffer ill treatment).

*Working Together to Safeguard People: Volume 5 – Handling Individual Cases to Protect Children at Risk* |
| 7 |  | Trainer note:There is no statutory definition of significant harm. Therefore, practitioners must:“Where the question of whether harm is significant turns on the child’s health or development, the child’s health or development is to be compared with that which could reasonably be expected of a similar child” (Section 31(9), Children Act 1989.) |
| 8 |  | Trainer may wish to print and hand out:Pointers for Practice: Signs and Indicators of Possible Abuse, Neglect and Harm in a ChildPossible activity:Groups: allow each group to select a type of harm/neglect. Using the app, put together a brief explanation of what it is, and what indicators are. |
| 9 |  | In the procedures, the term **maltreatment** is used. This slide refers to the legislative language, which may be more commonly recognised. |
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| 11 |  | Trainer to note:Fabricating inducing illness – there is a specific guide on this topic: **Fabricating or inducing illness (FII) (RCPCH, 2009)**In severe cases, some of the behaviours by a carer that may result in harm include:* deliberately inducing symptoms by administering medication or other substances (this includes non-accidental poisoning), or by intentional suffocation
* interfering with treatments by over-dosing, not administering medication, or interfering with medical equipment such as infusion lines
* claiming the child has symptoms which are unverifiable unless observed directly, such as pain, frequent passing of urine, vomiting, or fits, resulting in unnecessary investigations and treatments
* exaggerating symptoms, again resulting in unnecessary investigations and treatments
* falsifying test results and observation charts
* obtaining specialist treatments or equipment for children which are not required
* alleging unfounded psychological illness in a child.
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| 12 | **See also:**Section 6: Safeguarding children where there are concerns about harmful sexual behaviourSection 6: Safeguarding children from child sexual exploitation (CSE) | **Contact abuse** involves touching activities where an abuser makes physical contact with a child, including penetration. It includes:* sexual touching of any part of the body whether the child's wearing clothes or not
* rape or penetration by putting an object or body part inside a child's mouth, vagina or anus
* forcing or encouraging a child to take part in sexual activity making a child take their clothes off, touch someone else's genitals or masturbate.

**Non-contact abuse** involves non-touching activities, such as grooming, exploitation, persuading children to perform sexual acts over the internet and flashing. It includes: * encouraging a child to watch or hear sexual acts
* not taking proper measures to prevent a child being exposed to sexual activities by others
* meeting a child following sexual grooming with the intent of abusing them
* online abuse including making, viewing or distributing child abuse images allowing someone else to make, view or distribute child abuse images showing pornography to a child
* sexually exploiting a child for money, power or status (child exploitation).
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| 13 |  | Trainer to stress:If a practitioner suspects, they do not need to satisfy both points – ie, do not need to know if the resources are/aren’t available – they should make a report.Trainer to point out:This failure may be associated with parenting issues, such as drug and alcohol misuse. Whilst neglect is likely to be ongoing and cause cumulative harm one-off incidents and episodic neglect can affect the health and development of the child. |
| 14 | **See also:**All Wales Practice Guide – Safeguarding children who go missing from home or careAll Wales Practice Guide – Safeguarding children who are home educated |  |
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| 18 | Section 6: All Wales Practice Guide – Safeguarding children affected by domestic abuse  | There is well established evidence that exposure to domestic abuse **can and does cause significant harm** to children. The Adoption and Children Act 2002 extended the definition of significant harm to include “impairment suffered from seeing or hearing the ill-treatment of another”. This recognises the fact that witnessing domestic violence can have a serious impact on children’s emotional well-being and development. |
| 19 |  | Trainer to note:Although the guidance states 13 to 16, puberty can occur at earlier age, so practitioners need to be aware of this.Children who are harmed and children who harm should **both** be treated as children who may have care and support needs, and practitioners should bear in mind that a child may be a perpetrator and a victim of violence. **One in five teenagers** ​have been physically abused by their boyfriends or girlfriends​ (NSPCC).The definition of domestic abuse in England and Wales was expanded in March 2013 to include **victims aged 16 and 17 years old**.​ |
| 20 | All Wales Practice Guide – Safeguarding children from child criminal exploitation (CCE) |  |
| 21 | All Wales Practice Guide – Safeguarding children from harmful practices related to tradition, culture, religion or superstition | Trainer information:Live Fear Free: <https://gov.wales/live-fear-free>  |
| 22 | All Wales Practice Guide – Safeguarding children from online abuse | Trainer to explain each:Online abuse takes a number of forms: **Grooming** – describes the communicative process that abusive adults use to trick a child or young person into believing they are trustworthy so that they can abuse them on and offline. Grooming involves a situation where a person communicates with and attempts to form a relationship with a child with the intention of putting them in a position where they can be abused. Grooming can take place online or offline and will often involve the groomer providing the child with a relationship in which they feel understood or important. Groomers work to develop a situation where the child trusts them and/or feels that the groomer can provide them with something they cannot get from anyone else. This could be friendship, a relationship which the child believes is a romantic relationship, a sense of belonging or a sense of importance where they are given status or goods which impress their peers.**Cyberbullying** – estimates of the number of children affected by cyberbullying vary between 6-25% +, depending on measures, and the reasons for victimisation are diverse. **Sexting and sexual harassment** – such forms of online sexual abuse are often associated with developing intimate relationships as teenagers. The wider context matters – the prevalence of gender inequalities, sexual stereotypes and coercion, and a lack of understanding of consent all serve to blur the boundaries between sexting and sexual harassment. Girls are more at risk, although there are also grounds for concern about boys, who can also be sexually harassed and are abused online. **Online pornography** – estimated prevalence varies, again by age and gender, but some estimates suggest the vast majority of teenagers have viewed pornography online; there is qualified evidence of adverse effects, including that children may be learning about sex from pornography, hence the importance of relationship and sexuality education. **Sexual abuse online** – research suggests this may affect up to one in 10 children. This involves online grooming to facilitate online sexual abuse including securing images or video content and/or offline sexual abuse. This can include encouraging or asking a child to take and share explicit images of themselves; encouraging or asking a child to film themselves or to participate in live streaming of themselves performing a sexual activity. Research undertaken by the IWF (Internet Watch Foundation) identified 2,082 images and videos of live-streamed child sexual abuse over a three-month period. It revealed that 98 per cent of images found were of children aged 13 and under, 28 per cent were aged 10 or under, while the youngest victim was just three years old.**Online radicalisation** – the internet and social media are also used by extremists and terrorists to promote their ideology and recruit or radicalise people, including young people.**Abusive online behaviour between children** – research suggests that there are broad range of issues, ranging from hurtful behaviour (for example, name calling on social media) to complex and harmful (for example, using threat of distribution of indecent images to coerce sexual acts), and that these cannot all be dealt with in the same manner.**Regarding sexual images between children** – home office guidance is to approach with education, and not criminal proceedings.**Children who are harmed and children who harm should both be treated as vulnerable and as possible victims**, and practitioners should bear in mind that a child may be a perpetrator and a victim of abuse or exploitation. **The response to children must be** **proportionate** and provided at the least intrusive level, as appropriate to each case. |
| 23 | **See also:**All Wales Practice Guide – Safeguarding children who may be traffickedSafeguarding children from child criminal exploitation (CCE)Social Services and Well-being (Wales) Act 2014 Modern Slavery Act 2015 | Trainer to ensure understanding:The element of movement can be within county borders, from town to town, within a town, or even room to room within a building.Trainer to note as appropriate:**Child trafficking is a form of child abuse that requires a child protection response.**A child who is a victim of trafficking will describe behaviour that will need to be assessed against indicators of child abuse or **modern slavery**.  |
| 24 | All Wales Practice Guide – Safeguarding children from child sexual exploitation (CSE)All Wales Practice Guide – Safeguarding children where there are concerns about harmful sexual behaviour |  |
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