



HM Government

# **Working Together to Safeguard Children**

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

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# Summary

## About this guidance

1. This guidance covers:
  - the legislative requirements and expectations on individual services to safeguard and promote the welfare of children; and
  - a clear framework for Local Safeguarding Children Boards (LSCBs) to monitor the effectiveness of local services.
2. This document replaces Working Together to Safeguard Children (2010); The Framework for the Assessment of Children in Need and their Families (2000); and Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (2007). Links to relevant supplementary guidance that professionals should consider alongside this guidance can be found at Appendix C.

## What is the status of this guidance?

3. This guidance is issued under:
  - section 7 of the Local Authority Social Services Act 1970, which requires local authorities in their social services functions to act under the general guidance of the Secretary of State;
  - section 11(4) of the Children Act 2004 which requires each person or body to which the section 11 duty applies to have regard to any guidance given to them by the Secretary of State; and
  - section 16 of the Children Act 2004, which states that local authorities and each of the statutory partners must, in exercising their functions relating to Local Safeguarding Children Boards, have regard to any guidance given to them by the Secretary of State.
4. This guidance applies to other organisations as set out in chapter 2.
5. This guidance will come into effect from 15 April 2013.

## Who is this guidance for?

6. Local authority Chief Executives and Directors of Children's Services are required to follow this statutory guidance, as they exercise their social services functions, unless exceptional reasons apply. It should be read and followed by LSCB Chairs and senior managers within organisations who commission and provide services for children and families, including social workers and professionals from health services, adult services, the police, Academy Trusts, education and the voluntary and community sector who have contact with children and families.<sup>1,2</sup>
7. All relevant professionals should read and comply with this guidance unless exceptional circumstances arise so that they can respond to individual children's needs appropriately.

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<sup>1</sup> Department for Education [Statutory guidance on the roles and responsibilities of the Director of Children's Services and the Lead Member for Children's Services.](#)

<sup>2</sup> The reference to social workers throughout the documents means social workers who are registered to practice with the Health and Care Professions Council.

## Introduction

1. Safeguarding children - the action we take to promote the welfare of children and protect them from harm - is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.<sup>3</sup>
2. 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.
3. In 2011-12 over 600,000 children in England were referred to local authority children's social care services by individuals who had concerns about their welfare.
4. For children who need additional help, every day matters. Academic research is consistent in underlining the damage to children from delaying intervention. The actions taken by professionals to meet the needs of these children as early as possible can be critical to their future.
5. Children are best protected when professionals are clear about what is required of them individually, and how they need to work together.
6. This guidance aims to help professionals understand what they need to do, and what they can expect of one another, to safeguard children. It focuses on core legal requirements and it makes clear what individuals and organisations should do to keep children safe. In doing so, it seeks to emphasise that effective safeguarding systems are those where:
  - the child's needs are paramount, and the needs and wishes of each child, be they a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates;
  - all professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children;
  - all professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children's social care;

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<sup>3</sup> In this document a child is defined as anyone who has not yet reached their 18<sup>th</sup> birthday. 'Children' therefore means 'children and young people' throughout.

- high quality professionals are able to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solution can be found for each individual child;
  - all professionals contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for the child against specific plans and outcomes;
  - LSCBs coordinate the work to safeguard children locally and monitor and challenge the effectiveness of local arrangements;
  - when things go wrong Serious Case Reviews (SCRs) are published and transparent about any mistakes which were made so that lessons can be learnt; and
  - local areas innovate and changes are informed by evidence and examination of the data.
7. Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children.

## **A child-centred and coordinated approach to safeguarding**

### **Key principles**

8. Effective safeguarding arrangements in every local area should be underpinned by two key principles:
- safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part; and
  - a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

### **Safeguarding is everyone's responsibility**

9. Everyone who works with children - including teachers, GPs, nurses, midwives, health visitors, early years professionals, youth workers, police, Accident and Emergency staff, paediatricians, voluntary and community workers and social workers - has a responsibility for keeping them safe.
10. No single professional can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
11. In order that organisations and practitioners collaborate effectively, it is vital that every individual working with children and families is aware of the role that they have to play and the role of other professionals. In addition, effective



safeguarding requires clear local arrangements for collaboration between professionals and agencies.

12. This statutory guidance sets out key roles for individual organisations and key elements of effective local arrangements for safeguarding. It is very important these arrangements are strongly led and promoted at a local level, specifically by:
  - a strong lead from local authority members, and the commitment of chief officers in all agencies, in particular the Director of Children's Services and Lead Member for Children's Services in each local authority; and
  - effective local coordination and challenge by the LSCBs in each area (see chapter 3).

### **A child-centred approach**

13. Effective safeguarding systems are child centred. Failings in safeguarding systems are too often the result of losing sight of the needs and views of the children within them, or placing the interests of adults ahead of the needs of children.
14. Children are clear what they want from an effective safeguarding system and this is described in the box on page 10.
15. Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs. A child-centred approach is supported by:
  - the Children Act 1989 (as amended by section 53 of the Children Act 2004). This Act requires local authorities to give due regard to a child's wishes when determining what services to provide under section 17 of the Children Act 1989, and before making decisions about action to be taken to protect individual children under section 47 of the Children Act 1989. These duties complement requirements relating to the wishes and feelings of children who are, or may be, looked after (section 22(4) Children Act 1989), including those who are provided with accommodation under section 20 of the Children Act 1989 and children taken into police protection (section 46(3)(d) of that Act);
  - the Equality Act 2010 which puts a responsibility on public authorities to have due regard to the need to eliminate discrimination and promote equality of opportunity. This applies to the process of identification of need and risk faced by the individual child and the process of assessment. No child or group of children must be treated any less favourably than others in being able to access effective services which meet their particular needs; and

- the United Nations Convention on the Rights of the Child (UNCRC). This is an international agreement that protects the rights of children and provides a child-centred framework for the development of services to children. The UK Government ratified the UNCRC in 1991 and, by doing so, recognises children's rights to expression and receiving information.

## **Children have said that they need**

- **Vigilance: to have adults notice when things are troubling them**
- **Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon**
- **Stability: to be able to develop an on-going stable relationship of trust with those helping them**
- **Respect: to be treated with the expectation that they are competent rather than not**
- **Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans**
- **Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response**
- **Support: to be provided with support in their own right as well as a member of their family**
- **Advocacy: to be provided with advocacy to assist them in putting forward their views**

16. In addition to individual practitioners shaping support around the needs of individual children, local agencies need to have a clear understanding of the collective needs of children locally when commissioning effective services. As part of that process, the Director of Public Health should ensure that the needs of vulnerable children are a key part of the Joint Strategic Needs Assessment that is developed by the health and wellbeing board.

# Chapter 1: Assessing need and providing help

## Early help

1. Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.
2. Effective early help relies upon local agencies working together to:
  - identify children and families who would benefit from early help;
  - undertake an assessment of the need for early help; and
  - provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child. Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.

### Section 10

Section 10 of the Children Act 2004 requires each local authority to make arrangements to promote cooperation between the authority, each of the authority's relevant partners and such other persons or bodies working with children in the local authority's area as the authority considers appropriate. The arrangements are to be made with a view to improving the wellbeing of all children in the authority's area, which includes protection from harm and neglect. The local authority's relevant partners are listed in Table A in Appendix B.

## Identifying children and families who would benefit from early help

3. Local agencies should have in place effective ways to identify emerging problems and potential unmet needs for individual children and families. This requires all professionals, including those in universal services and those providing services to adults with children, to understand their role in identifying emerging problems and to share information with other professionals to support early identification and assessment.
4. Local Safeguarding Children Boards (LSCBs) should monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area. Training should cover how to identify and respond early to the needs

of all vulnerable children, including: unborn children; babies; older children; young carers; disabled children; and those who are in secure settings.

5. Professionals should, in particular, be alert to the potential need for early help for a child who:
  - is disabled and has specific additional needs;
  - has special educational needs;
  - is a young carer;
  - is showing signs of engaging in anti-social or criminal behaviour;
  - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
  - is showing early signs of abuse and/or neglect.
  
6. Professionals working in universal services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need. Practitioners need to continue to develop their knowledge and skills in this area. They should have access to training to identify and respond early to abuse and neglect, and to the latest research showing what types of interventions are the most effective.

## **Effective assessment of the need for early help**

7. Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.
  
8. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments, such as the use of the Common Assessment Framework (CAF), should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989 (paragraph 26).
  
9. The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

10. For an early help assessment to be effective:

- the assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- a teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- if parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

11. If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional.

## **Provision of effective early help services**

12. The early help assessment carried out for an individual child and their family should be clear about the action to be taken and services to be provided (including any relevant timescales for the assessment) and aim to ensure that early help services are coordinated and not delivered in a piecemeal way.

13. Local areas should have a range of effective, evidence-based services in place to address assessed needs early. The early help on offer should draw upon the local assessment of need and the latest evidence of the effectiveness of early help and early intervention programmes. In addition to high quality support in universal services, specific local early help services will typically include family and parenting programmes, assistance with health issues and help for problems relating to drugs, alcohol and domestic violence. Services may also focus on improving family functioning and building the family's own capability to solve problems; this should be done within a structured, evidence-based framework involving regular review to ensure that real progress is being made. Some of these services may be delivered to parents but should always be evaluated to demonstrate the impact they are having on the outcomes for the child.

## Accessing help and services

14. The provision of early help services should form part of a continuum of help and support to respond to the different levels of need of individual children and families.
15. Where need is relatively low level individual services and universal services may be able to take swift action. For other emerging needs a range of early help services may be required, coordinated through an early help assessment, as set out above. Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns (reasonable cause to suspect a child is suffering or likely to suffer significant harm) local authority social care services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.
16. It is important that there are clear criteria for taking action and providing help across this full continuum. Having clear thresholds for action which are understood by all professionals, and applied consistently, should ensure that services are commissioned effectively and that the right help is given to the child at the right time.
17. The LSCB should agree with the local authority and its partners the levels for the different types of assessment and services to be commissioned and delivered. Local authority children's social care has the responsibility for clarifying the process for referrals.
18. The LSCB should publish a **threshold document** that includes:
  - the process for the early help assessment and the type and level of early help services to be provided; and
  - the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under:
    - section 17 of the Children Act 1989 (children in need);
    - section 47 of the Children Act 1989 (reasonable cause to suspect children suffering or likely to suffer significant harm);
    - section 31 (care orders); and
    - section 20 (duty to accommodate a child) of the Children Act 1989.
19. Anyone who has concerns about a child's welfare should make a referral to local authority children's social care. For example, referrals may come from: children themselves, teachers, a GP, the police, health visitors, family members and members of the public. Within local authorities, children's social care should act as the principal point of contact for welfare concerns relating to

children. Therefore, as well as clear protocols for professionals working with children, contact details should be signposted clearly so that children, parents and other family members are aware of who they can contact if they require advice and/or support.

20. When professionals refer a child, they should include any information they have on the child's developmental needs and the capacity of the child's parents or carers to meet those needs. This information may be included in any assessment, including the early help assessment, which may have been carried out prior to a referral into local authority children's social care. Where an early help assessment has already been undertaken it should be used to support a referral to local authority children's social care, however, this is not a prerequisite for making a referral.
21. Feedback should be given by local authority children's social care to the referrer on the decisions taken. Where appropriate, this feedback should include the reasons why a case may not meet the statutory threshold to be considered by local authority children's social care for assessment and suggestions for other sources of more suitable support.

## Information sharing

22. Effective sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision.
23. Early sharing of information is the key to providing effective early help where there are emerging problems. At the other end of the continuum, sharing information can be essential to put in place effective child protection services. Serious Case Reviews (SCRs) have shown how poor information sharing has contributed to the deaths or serious injuries of children.
24. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. To ensure effective safeguarding arrangements:
  - all organisations should have arrangements in place which set out clearly the processes and the principles for sharing information between each other, with other professionals and with the LSCB; and
  - no professional should assume that someone else will pass on information which they think may be critical to keeping a child safe. If a professional has concerns about a child's welfare and believes they are suffering or likely to suffer harm, then they should share the information with local authority children's social care.
25. *Information Sharing: Guidance for practitioners and managers (2008)* supports frontline practitioners, working in child or adult services, who have to make

decisions about sharing personal information on a case by case basis.<sup>4</sup> The guidance can be used to supplement local guidance and encourage good practice in information sharing.

## **Assessments under the Children Act 1989**

### **Statutory requirements**

26. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Local Authorities undertake assessments of the needs of individual children to determine what services to provide and action to take. The full set of statutory assessments is set out in the box below.

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<sup>4</sup> Department for Education [guidance on information sharing](#).



## Statutory assessments under the Children Act 1989

- A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. In these cases, assessments by a social worker are carried out under **section 17** of the Children Act 1989. Children in need may be assessed under section 17 of the Children Act 1989, in relation to their special educational needs, disabilities, or as a carer, or because they have committed a crime. The process for assessment should also be used for children whose parents are in prison and for asylum seeking children. When assessing children in need and providing services, specialist assessments may be required and, where possible, should be coordinated so that the child and family experience a coherent process and a single plan of action.
- Concerns about maltreatment may be the reason for a referral to local authority children's social care or concerns may arise during the course of providing services to the child and family. In these circumstances, local authority children's social care must initiate enquiries to find out what is happening to the child and whether protective action is required. Local authorities, with the help of other organisations as appropriate, also have a duty to make enquiries under **section 47** of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.
- Some children in need may require accommodation because there is no one who has parental responsibility for them, because they are lost or abandoned or because the person who has been caring for them is prevented from providing them with suitable accommodation or care. Under **section 20** of the Children Act 1989, the local authority has a duty to accommodate such children in need in their area.
- Following an application under **section 31A**, where a child is the subject of a care order, the local authority, as a corporate parent, must assess the child's needs and draw up a care plan which sets out the services which will be provided to meet the child's identified needs.

## The purpose of assessment

27. Whatever legislation the child is assessed under, the purpose of the assessment is always:

- to gather important information about a child and family;
- to analyse their needs and/or the nature and level of any risk and harm being suffered by the child;
- to decide whether the child is a child in need (section 17) and/or is suffering or likely to suffer significant harm (section 47); and
- to provide support to address those needs to improve the child's outcomes to make them safe.

28. Assessment should be a dynamic process, which analyses and responds to the changing nature and level of need and/or risk faced by the child. A good assessment will monitor and record the impact of any services delivered to the child and family and review the help being delivered. Whilst services may be delivered to a parent or carer, the assessment should be focused on the needs of the child and on the impact any services are having on the child.

29. Good assessments support professionals to understand whether a child has needs relating to their care or a disability and/or is suffering, or likely to suffer, significant harm. The specific needs of disabled children and young carers should be given sufficient recognition and priority in the assessment process. Further guidance can be accessed at *Safeguarding Disabled Children - Practice Guidance (2009)* and *Recognised, valued and supported: Next steps for the Carers Strategy (2010)*.<sup>5,6</sup>

30. Practitioners should be rigorous in assessing and monitoring children at risk of neglect to ensure they are adequately safeguarded over time. They should act decisively to protect the child by initiating care proceedings where existing interventions are insufficient.

31. Where a child becomes looked after the assessment will be the baseline for work with the family. Any needs which have been identified should be addressed before decisions are made about the child's return home. An assessment by a social worker is required before the child returns home under the Care Planning, Placement and Case Review (England) Regulations 2010. This will provide evidence of whether the necessary improvements have been made to ensure the child's safety when they return home.

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<sup>5</sup> Department for Education [Safeguarding Disabled Children - Practice Guidance \(2009\)](#).

<sup>6</sup> Department for Health  
[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_122077](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_122077).

## The principles and parameters of a good assessment

32. High quality assessments:

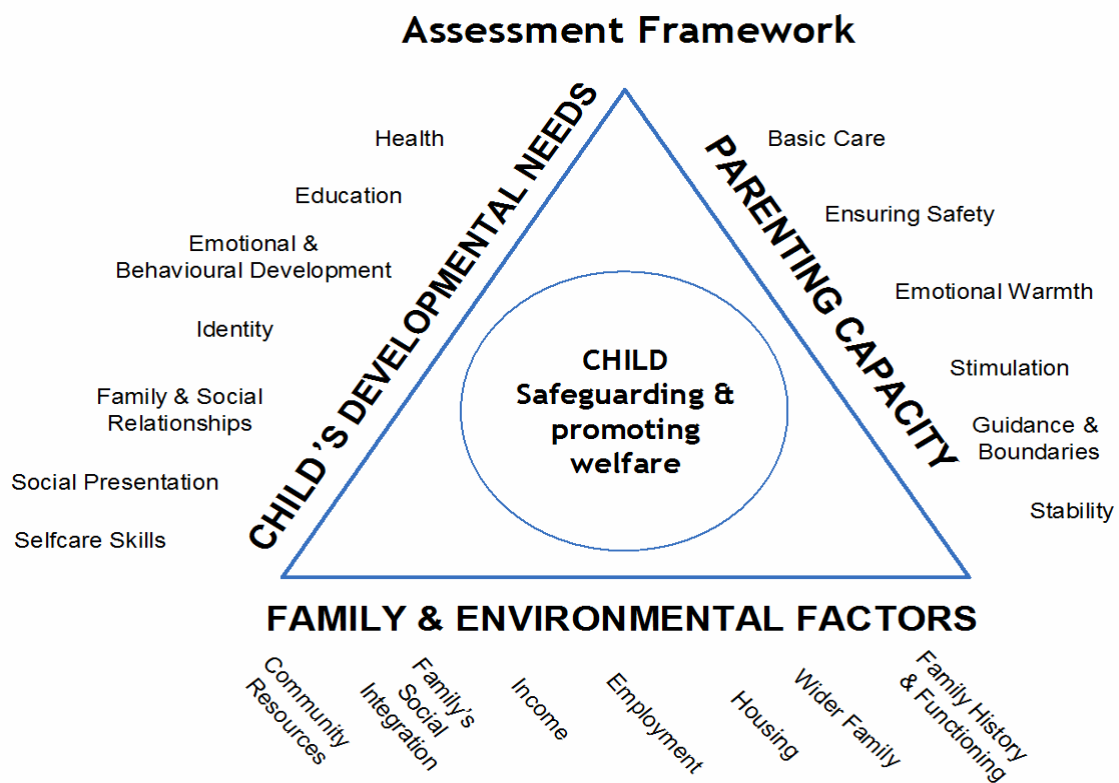
- are child centred. Where there is a conflict of interest, decisions should be made in the child's best interests;
- are rooted in child development and informed by evidence;
- are focused on action and outcomes for children;
- are holistic in approach, addressing the child's needs within their family and wider community;
- ensure equality of opportunity;
- involve children and families;
- build on strengths as well as identifying difficulties;
- are integrated in approach;
- are a continuing process not an event;
- lead to action, including the provision and review of services; and
- are transparent and open to challenge.

33. Research has shown that taking a systematic approach to enquiries using a conceptual model is the best way to deliver a comprehensive assessment for all children. A good assessment is one which investigates the following three domains, set out in the diagram on the next page:

- the child's developmental needs, including whether they are suffering or likely to suffer significant harm;
- parents' or carers' capacity to respond to those needs; and
- the impact and influence of wider family, community and environmental circumstances.

34. The interaction of these domains requires careful investigation during the assessment. The aim is to reach a judgement about the nature and level of needs and/or risks that the child may be facing within their family. It is important that:

- information is gathered and recorded systematically;
- information is checked and discussed with the child and their parents/carers where appropriate;
- differences in views about information are recorded; and
- the impact of what is happening to the child is clearly identified.



35. Assessments for some children - including young carers, children with special educational needs (who may require statements of SEN or Education Health and Care Plans subject to the passage of the Children and Families Bill), unborn children where there are concerns, asylum seeking children, children in hospital, disabled children, children with specific communication needs, children considered at risk of gang activity, children who are in the youth justice system - will require particular care.<sup>7</sup> Where a child has other assessments it is important that these are coordinated so that the child does not become lost between the different agencies involved and their different procedures.

## Focusing on the needs and views of the child

36. Every assessment should be child centred. Where there is a conflict between the needs of the child and their parents/carers, decisions should be made in the child's best interests.

<sup>7</sup> Young carers are also entitled to request a separate carer's assessment under the Carers (Recognition and Services) Act 1995 and, if they are over 16 years, under the Carers and Disabled Children Act 2000.

37. Each child who has been referred into local authority children's social care should have an individual assessment to respond to their needs and to understand the impact of any parental behaviour on them as an individual. Local authorities have to give due regard to a child's age and understanding when determining what (if any) services to provide under section 17 of the Children Act 1989, and before making decisions about action to be taken to protect individual children under section 47 of the Children Act 1989.
38. Every assessment must be informed by the views of the child as well as the family. Children should, wherever possible, be seen alone and local authority children's social care has a duty to ascertain the child's wishes and feelings regarding the provision of services to be delivered.<sup>8</sup> It is important to understand the resilience of the individual child when planning appropriate services.
39. Every assessment should reflect the unique characteristics of the child within their family and community context. The Children Act 1989 promotes the view that all children and their parents should be considered as individuals and that family structures, culture, religion, ethnic origins and other characteristics should be respected.
40. Every assessment should draw together relevant information gathered from the child and their family and from relevant professionals including teachers, early years workers, health professionals, the police and adult social care.
41. A high quality assessment is one in which evidence is built and revised throughout the process. A social worker may arrive at a judgement early in the case but this may need to be revised as the case progresses and further information comes to light. It is a characteristic of skilled practice that social workers revisit their assumptions in the light of new evidence and take action to revise their decisions in the best interests of the individual child.
42. The aim is to use all the information to identify difficulties and risk factors as well as developing a picture of strengths and protective factors.

## Developing a clear analysis

43. The social worker should analyse all the information gathered from the enquiry stage of the assessment to decide the nature and level of the child's needs and the level of risk, if any, they may be facing. The social work manager should challenge the social worker's assumptions as part of this process. An informed decision should be taken on the nature of any action required and which services should be provided. Social workers, their managers and other professionals should be mindful of the requirement to understand the level of

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<sup>8</sup> Section 17 and 47 of the Children Act 1989, amended by section 53 Children Act 2004.

need and risk in a family from the child's perspective and ensure action or commission services which will have maximum impact on the child's life.

44. No system can fully eliminate risk. Understanding risk involves judgement and balance. To manage risks, social workers and other professionals should make decisions with the best interests of the child in mind, informed by the evidence available and underpinned by knowledge of child development.
45. Critical reflection through supervision should strengthen the analysis in each assessment.
46. Social workers, their managers and other professionals should always consider the plan from the child's perspective. A desire to think the best of adults and to hope they can overcome their difficulties should not trump the need to rescue children from chaotic, neglectful and abusive homes. Social workers and managers should always reflect the latest research on the impact of neglect and abuse when analysing the level of need and risk faced by the child. This should be reflected in the case recording.
47. Assessment is a dynamic and continuous process which should build upon the history of every individual case, responding to the impact of any previous services and analysing what further action might be needed. Social workers should build on this with help from other professionals from the moment that a need is identified.
48. Decision points and review points involving the child and family and relevant professionals should be used to keep the assessment on track. This is to ensure that help is given in a timely and appropriate way and that the impact of this help is analysed and evaluated in terms of the improved outcomes and welfare of the child.

## **Focusing on outcomes**

49. Every assessment should be focused on outcomes, deciding which services and support to provide to deliver improved welfare for the child.
50. Where the outcome of the assessment is continued local authority children's social care involvement, the social worker and their manager should agree a plan of action with other professionals and discuss this with the child and their family. The plan should set out what services are to be delivered, and what actions are to be undertaken, by whom and for what purpose.
51. Many services provided will be for parents or carers. The plan should reflect this and set clear measurable outcomes for the child and expectations for the parents, with measurable, reviewable actions for them.
52. The plan should be reviewed regularly to analyse whether sufficient progress has been made to meet the child's needs and on the level of risk faced by the

child. This will be important for neglect cases where parents and carers can make small improvements. The test should be whether any improvements in adult behaviour are sufficient and sustained. Social workers and their managers should consider the need for further action and record their decisions. The review points should be agreed by the social worker with other professionals and with the child and family to continue evaluating the impact of any change on the welfare of the child.

53. Effective professional supervision can play a critical role in ensuring a clear focus on a child's welfare. Supervision should support professionals to reflect critically on the impact of their decisions on the child and their family. The social worker and their manager should review the plan for the child. Together they should ask whether the help given is leading to a significant positive change for the child and whether the pace of that change is appropriate for the child. Any professional working with vulnerable children should always have access to a manager to talk through their concerns and judgements affecting the welfare of the child. Assessment should remain an ongoing process, with the impact of services informing future decisions around action.

## Timeliness

54. The timeliness of an assessment is a critical element of the quality of that assessment and the outcomes for the child. The speed with which an assessment is carried out after a child's case has been referred into local authority children's social care should be determined by the needs of the individual child and the nature and level of any risk of harm faced by the child. This will require judgements to be made by the social worker in discussion with their manager on each individual case.
55. Within **one working day** of a referral being received, a local authority social worker should make a decision about the type of response that is required and acknowledge receipt to the referrer.
56. For children who are in need of immediate protection, action must be taken by the social worker, or the police or NSPCC if removal is required, as soon as possible after the referral has been made to local authority children's social care (sections 44 and 46 of the Children Act 1989).
57. The maximum timeframe for the assessment to conclude, such that it is possible to reach a decision on next steps, should be no longer than 45 working days from the point of referral. If, in discussion with a child and their family and other professionals, an assessment exceeds 45 working days the social worker should record the reasons for exceeding the time limit.
58. Whatever the timescale for assessment, where particular needs are identified at any stage of the assessment, social workers should not wait until the

assessment reaches a conclusion before commissioning services to support the child and their family. In some cases the needs of the child will mean that a quick assessment will be required.

59. The assessment of neglect cases can be difficult. Neglect can fluctuate both in level and duration. A child's welfare can, for example, improve following input from services or a change in circumstances and review, but then deteriorate once support is removed. Professionals should be wary of being too optimistic. Timely and decisive action is critical to ensure that children are not left in neglectful homes.
60. It is the responsibility of the social worker to make clear to children and families how the assessment will be carried out and when they can expect a decision on next steps.
61. To facilitate the shift to an assessment process which brings continuity and consistency for children and families, there will no longer be a requirement to conduct separate initial and core assessments. Local authorities should determine their local assessment processes through a local protocol.

## **Local protocols for assessment**

62. Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care and be consistent with the requirements of this statutory guidance. The detail of each protocol will be led by the local authority in discussion with their partners and agreed with the relevant LSCB.
63. The local authority is publicly accountable for this protocol and all organisations and agencies have a responsibility to understand their local protocol.

### **The local protocol for assessment should:**

- ensure that assessments are timely, transparent and proportionate to the needs of individual children and their families;
- set out how the needs of disabled children, young carers and children involved in the youth justice system will be addressed in the assessment process;
- clarify how agencies and professionals undertaking assessments and providing services can make contributions;
- clarify how the statutory assessments will be informed by other specialist assessments, such as the assessment for children with special educational needs (Education, Health and Care Plan) and disabled children;



- ensure that any specialist assessments are coordinated so that the child and family experience a joined up assessment process and a single planning process focused on outcomes;
- set out how shared internal review points with other professionals and the child and family will be managed throughout the assessment process;
- set out the process for assessment for children who are returned from care to live with their families;
- seek to ensure that each child and family understands the type of help offered and their own responsibilities, so as to improve the child's outcomes;
- set out the process for challenge by children and families by publishing the complaints procedures; and
- require decisions to be recorded in accordance with locally agreed procedures. Recording should include information on the child's development so that progress can be monitored to ensure their outcomes are improving. This will reduce the need for repeat assessments during care proceedings, which can be a major source of delay.

## Processes for managing individual cases

64. The following descriptors and flow charts set out the precise steps that professionals should take when working together to assess and provide services for children who may be in need, including those suffering harm. The flow charts cover:

- the referral process into local authority children's social care;
- the process for determining next steps for a child who has been assessed as being 'in need'; and
- the essential processes for children where there is reasonable cause to suspect that the child is suffering, or likely to suffer, significant harm (this includes immediate protection for children at serious risk of harm).

## Response to a referral

Once the referral has been accepted by local authority children's social care the lead professional role falls to a social worker.

The social worker should clarify with the referrer, when known, the nature of the concerns and how and why they have arisen.

Within **one working day** of a referral being received a local authority social worker should **make a decision** about the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- the child is in need, and should be assessed under section 17 of the Children Act 1989;
- there is reasonable cause to suspect that the child is suffering, or likely to suffer, significant harm, and whether enquires must be made and the child assessed under section 47 of the Children Act 1989;
- any services are required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

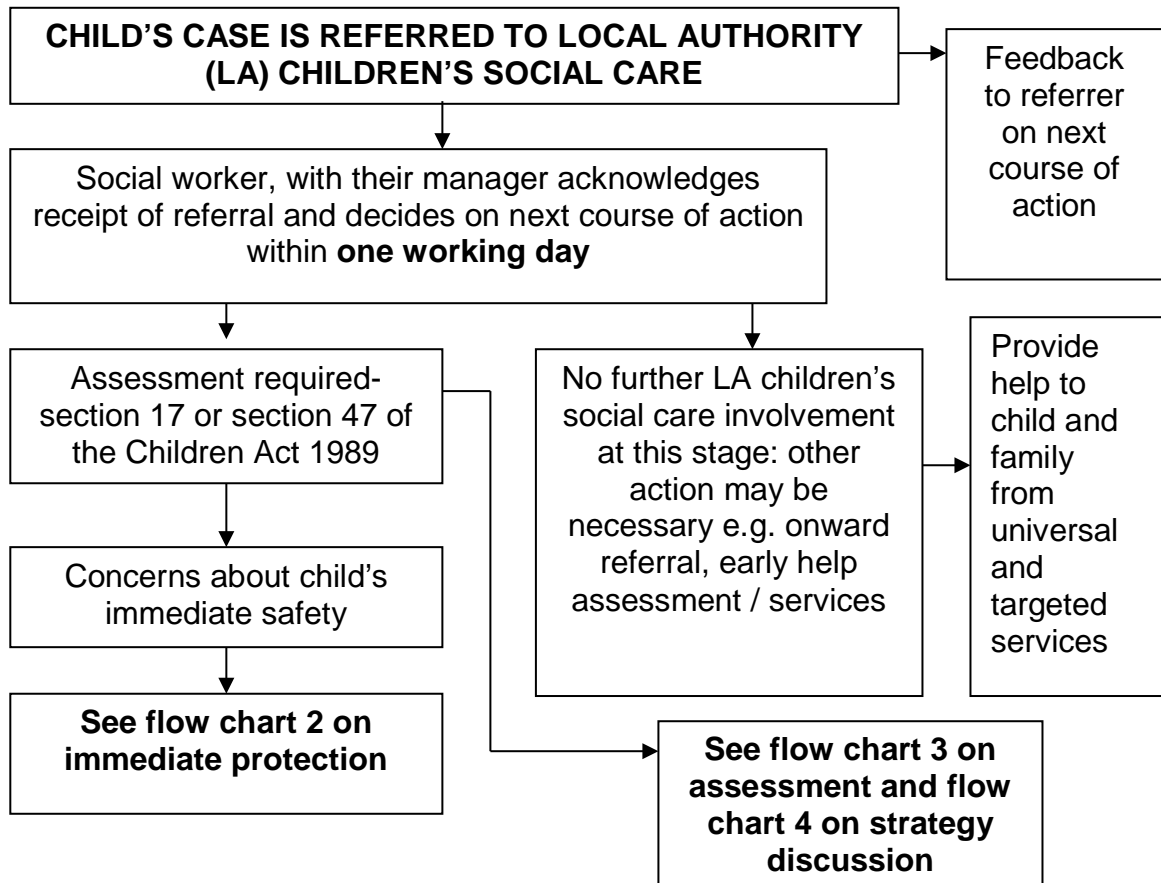
### **Action to be taken:**

The child and family must be informed of the action to be taken.

Local authority children's social care should see the child as soon as possible if the decision is taken that the referral requires further assessment.

Where requested to do so by local authority children's social care, professionals from other parts of the local authority such as housing and those in health organisations have a duty to cooperate under section 27 of the Children Act 1989 by assisting the local authority in carrying out its children's social care functions. This duty also applies to other local authorities.

## Flow chart 1: Action taken when a child is referred to local authority children's social care services



## Immediate Protection

Where there is a risk to the life of a child or a likelihood of serious immediate harm, local authority social workers, the police or NSPCC must use their statutory child protection powers to **act immediately to secure the safety of the child**.

If it is necessary to remove a child from their home, a local authority must, wherever possible and unless a child's safety is otherwise at immediate risk, apply for an **Emergency Protection Order (EPO)**. Police powers to remove a child in an emergency should be used only in exceptional circumstances where there is insufficient time to seek an EPO or for reasons relating to the immediate safety of the child.

An **EPO**, made by the court, gives authority to remove a child and places them under the protection of the applicant.

When considering whether emergency action is necessary an agency should always consider the needs of other children in the same household or in the household of an alleged perpetrator.

**The local authority** in whose area a child is found in circumstances that require emergency action (the first authority) is responsible for taking emergency action.

If the child is looked after by, or the subject of a child protection plan in another authority, the first authority must consult the authority responsible for the child. Only when the second local authority explicitly accepts responsibility (to be followed up in writing) is the first authority relieved of its responsibility to take emergency action.

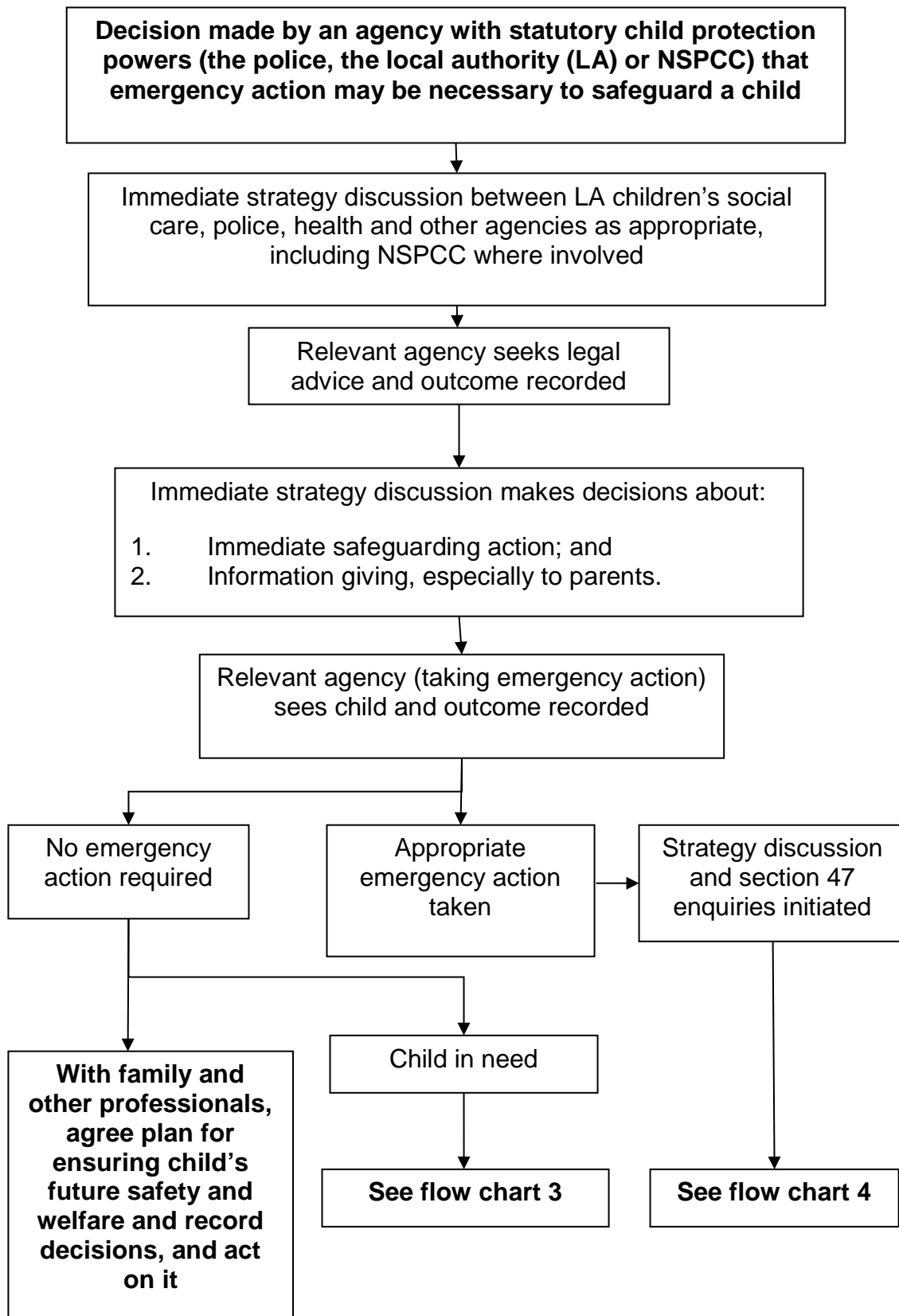
## Multi-agency working

Planned emergency action will normally take place following an immediate strategy discussion. Social workers, the police or NSPCC should:

- initiate a strategy discussion to discuss planned emergency action. Where a single agency has to act immediately, a strategy discussion should take place as soon as possible after action has been taken;
- see the child (this should be done by a practitioner from the agency taking the emergency action) to decide how best to protect them and whether to seek an EPO; and
- wherever possible, obtain legal advice before initiating legal action, in particular when an EPO is being sought.

**Related information:** *For further guidance on EPOs see pages 55-65 of Volume 1 of the Children Act Guidance and Regulations, Court Orders.*

## Flow chart 2: Immediate protection



## Assessment of a child under the Children Act 1989

Following acceptance of a referral by the local authority children's social care, a social worker should lead a multi-agency assessment under section 17 of the Children Act 1989. Local authorities have a duty to ascertain the child's wishes and feelings and take account of them when planning the provision of services. Assessments should be carried out in a timely manner reflecting the needs of the individual child, as set out in this chapter.

Where the local authority children's social care decides to provide services, a multi-agency child in need plan should be developed which sets out which agencies will provide which services to the child and family. The plan should set clear measurable outcomes for the child and expectations for the parents. The plan should reflect the positive aspects of the family situation as well as the weaknesses.

Where information gathered during an assessment (which may be very brief) results in the social worker suspecting that the child is suffering or likely to suffer significant harm, the local authority should hold a strategy discussion to enable it to decide, with other agencies, whether to initiate enquiries under section 47 of the Children Act 1989.

### Purpose:

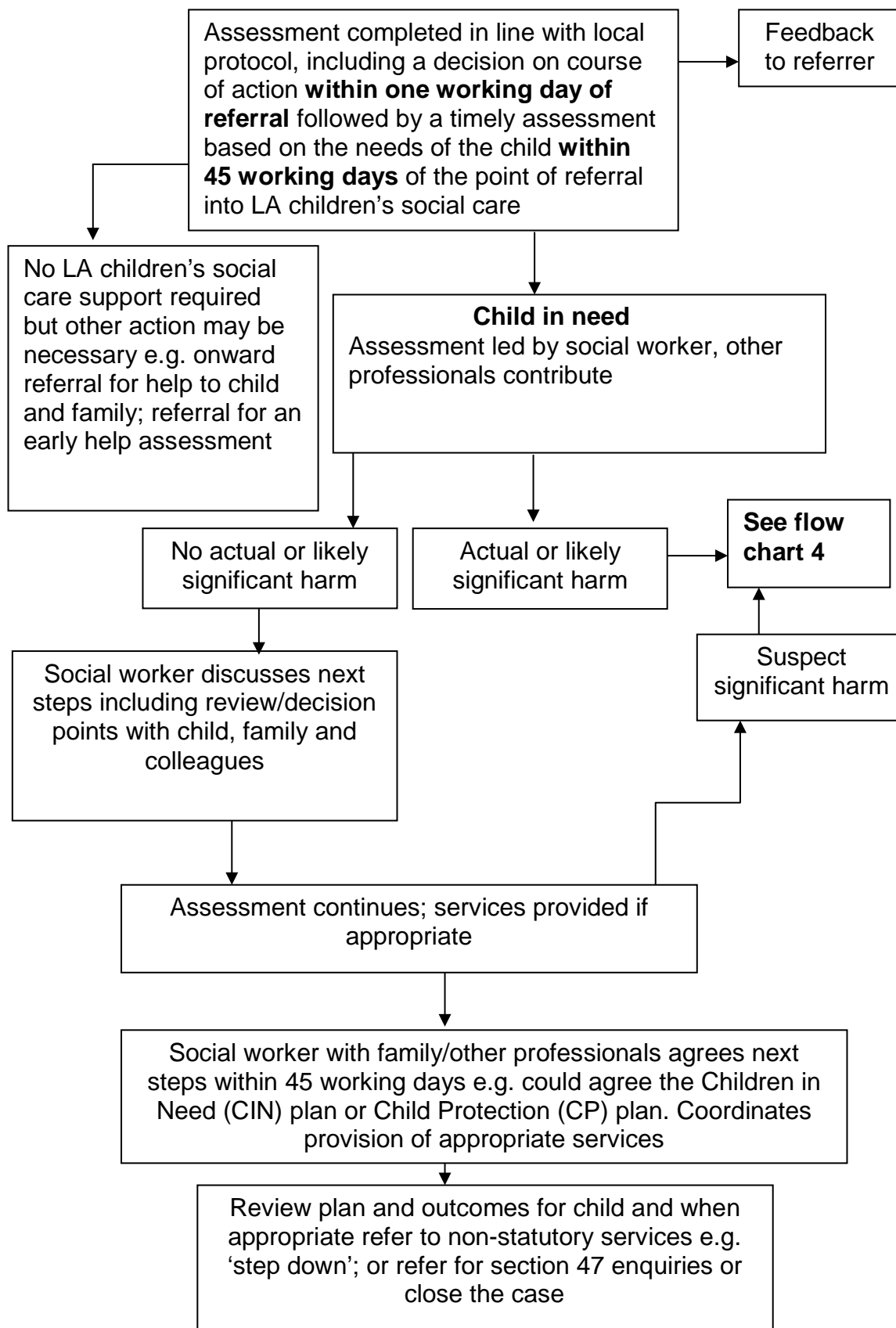
Assessments should determine whether the child is in need, the nature of any services required and whether any specialist assessments should be undertaken to assist the local authority in its decision making.

### Social workers should:

- lead on an assessment and complete it in line with the locally agreed protocol according to the child's needs and within **45 working days** from the point of referral into local authority children's social care;
- see the child within a timescale that is appropriate to the nature of the concerns expressed at referral, according to an agreed plan;
- conduct interviews with the child and family members, separately and together as appropriate. Initial discussions with the child should be conducted in a way that minimises distress to them and maximises the likelihood that they will provide accurate and complete information, avoiding leading or suggestive questions;
- record the assessment findings and decisions and next steps following the assessment;
- inform, in writing, all the relevant agencies and the family of their decisions and, if the child is a child in need, of the plan for providing support; and

	<ul style="list-style-type: none"> <li>▪ inform the referrer of what action has been or will be taken.</li> </ul>
<b>The police should:</b>	<ul style="list-style-type: none"> <li>▪ assist other agencies to carry out their responsibilities where there are concerns about the child's welfare, whether or not a crime has been committed. If a crime has been committed, the police should be informed by the local authority children's social care.</li> </ul>
<b>All involved professionals should:</b>	<ul style="list-style-type: none"> <li>▪ be involved in the assessment and provide further information about the child and family; and</li> <li>▪ agree further action including what services would help the child and family and inform local authority children's social care if any immediate action is required.</li> </ul>

**Flow chart 3: Action taken for an assessment of a child under the Children Act 1989.**





## Strategy discussion

Whenever there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm there should be a strategy discussion involving local authority children's social care, the police, health and other bodies such as the referring agency. This might take the form of a multi-agency meeting or phone calls and more than one discussion may be necessary. A strategy discussion can take place following a referral or at any other time, including during the assessment process.

### **Purpose:**

Local authority children's social care should convene a strategy discussion to determine the child's welfare and plan rapid future action if there is reasonable cause to suspect the child is suffering, or is likely to suffer, significant harm.

### **Strategy discussion attendees:**

A local authority social worker and their manager, health professionals and a police representative should, as a minimum, be involved in the strategy discussion. Other relevant professionals will depend on the nature of the individual case but may include:

- the professional or agency which made the referral;
- the child's school or nursery; and
- any health services the child or family members are receiving.

All attendees should be sufficiently senior to make decisions on behalf of their agencies.

### **Strategy discussion tasks:**

The discussion should be used to:

- share available information;
- agree the conduct and timing of any criminal investigation; and
- decide whether enquiries under section 47 of the Children Act 1989 should be undertaken.

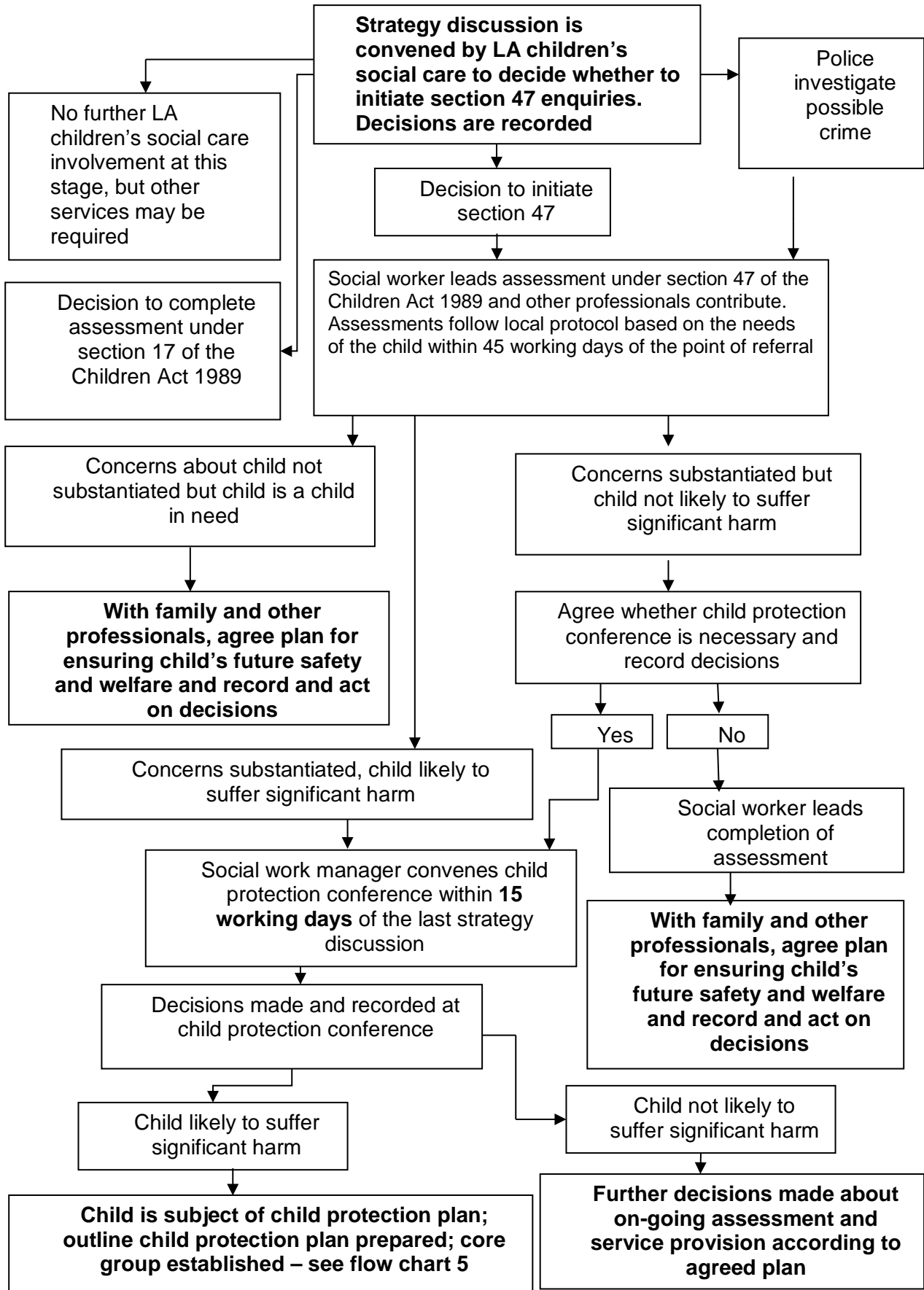
Where there are grounds to initiate a section 47 of the Children Act 1989 enquiry, decisions should be made as to:

- what further information is needed if an assessment is already underway and how it will be obtained and recorded;
- what immediate and short term action is required to support the child, and who will do what by when; and
- whether legal action is required.

The timescale for the assessment to reach a decision on next steps should

	<p>be based upon the needs of the individual child, consistent with the local protocol and certainly no longer than <b>45 working days</b> from the point of referral into local authority children’s social care.</p> <p>The principles and parameters for the assessment of children in need at chapter 1 paragraph 32 should be followed for assessments undertaken under section 47 of the Children Act 1989.</p>
<p><b>Social workers with their managers should:</b></p>	<ul style="list-style-type: none"> <li>▪ convene the strategy discussion and make sure it:</li> <li>▪ considers the child’s welfare and safety, and identifies the level of risk faced by the child;</li> <li>▪ decides what information should be shared with the child and family (on the basis that information is not shared if this may jeopardise a police investigation or place the child at risk of significant harm);</li> <li>▪ agrees what further action is required, and who will do what by when, where an EPO is in place or the child is the subject of police powers of protection;</li> <li>▪ records agreed decisions in accordance with local recording procedures; and</li> <li>▪ follows up actions to make sure what was agreed gets done.</li> </ul>
<p><b>The police should:</b></p>	<ul style="list-style-type: none"> <li>▪ discuss the basis for any criminal investigation and any relevant processes that other agencies might need to know about, including the timing and methods of evidence gathering; and</li> <li>▪ lead the criminal investigation (local authority children’s social care have the lead for the section 47 enquires and assessment of the child’s welfare) where joint enquiries take place.</li> </ul>

**Flow chart 4: Action following a strategy discussion**



## Initiating section 47 enquiries

A section 47 enquiry is carried out by undertaking or continuing with an assessment in accordance with the guidance set out in this chapter and following the principles and parameters of a good assessment.

Local authority social workers have a statutory duty to lead assessments under section 47 of the Children Act 1989. The police, health professionals, teachers and other relevant professionals should help the local authority in undertaking its enquiries.

### **Purpose:**

A section 47 enquiry is initiated to decide whether and what type of action is required to safeguard and promote the welfare of a child who is suspected of, or likely to be, suffering significant harm.

### **Social workers with their managers should:**

- lead the assessment in accordance with this guidance;
- carry out enquiries in a way that minimises distress for the child and family;
- see the child who is the subject of concern to ascertain their wishes and feelings; assess their understanding of their situation; assess their relationships and circumstances more broadly;
- interview parents and/or caregivers and determine the wider social and environmental factors that might impact on them and their child;
- systematically gather information about the child's and family's history;
- analyse the findings of the assessment and evidence about what interventions are likely to be most effective with other relevant professionals to determine the child's needs and the level of risk of harm faced by the child to inform what help should be provided and act to provide that help; and
- follow the guidance set out in *Achieving Best Evidence in Criminal Proceedings: Guidance on interviewing victims and witnesses, and guidance on using special measures*, where a decision has been made to undertake a joint interview of the child as part of any criminal investigation.<sup>9</sup>

### **The police should:**

- help other agencies understand the reasons for concerns about the child's safety and welfare;

<sup>9</sup> Ministry of Justice [Achieving Best Evidence in Criminal Proceedings: Guidance on interviewing victims and witnesses, and guidance on using special measures](#).

	<ul style="list-style-type: none"> <li>▪ decide whether or not police investigations reveal grounds for instigating criminal proceedings;</li> <li>▪ make available to other professionals any evidence gathered to inform discussions about the child’s welfare; and</li> <li>▪ follow the guidance set out in <i>Achieving Best Evidence in Criminal Proceedings: Guidance on interviewing victims and witnesses, and guidance on using special measures</i>, where a decision has been made to undertake a joint interview of the child as part of the criminal investigations.<sup>10</sup></li> </ul>
<b>Health professionals should:</b>	<ul style="list-style-type: none"> <li>▪ undertake appropriate medical tests, examinations or observations, to determine how the child’s health or development may be being impaired;</li> <li>▪ provide any of a range of specialist assessments. For example, physiotherapists, occupational therapists, speech and language therapists and child psychologists may be involved in specific assessments relating to the child’s developmental progress. The lead health practitioner (probably a consultant paediatrician, or possibly the child’s GP) may need to request and coordinate these assessments; and</li> <li>▪ ensure appropriate treatment and follow up health concerns.</li> </ul>
<b>All involved professionals should:</b>	<ul style="list-style-type: none"> <li>▪ contribute to the assessment as required, providing information about the child and family; and</li> <li>▪ consider whether a joint enquiry/investigation team may need to speak to a child victim without the knowledge of the parent or caregiver.</li> </ul>

<sup>10</sup> Ministry of Justice [Achieving Best Evidence in Criminal Proceedings: Guidance on interviewing victims and witnesses, and guidance on using special measures.](#)

## Outcome of section 47 enquiries

Local authority social workers are responsible for deciding what action to take and how to proceed following section 47 enquiries.

If local authority children's social care decides not to proceed with a child protection conference then other professionals involved with the child and family have the right to request that local authority children's social care convene a conference, if they have serious concerns that a child's welfare may not be adequately safeguarded. As a last resort, the LSCB should have in place a quick and straightforward means of resolving differences of opinion.

### Where concerns of significant harm are not substantiated:

<p><b>Social workers with their managers should:</b></p>	<ul style="list-style-type: none"> <li>▪ discuss the case with the child, parents and other professionals;</li> <li>▪ determine whether support from any services may be helpful and help secure it; and</li> <li>▪ consider whether the child's health and development should be re-assessed regularly against specific objectives and decide who has responsibility for doing this.</li> </ul>
<p><b>All involved professionals should:</b></p>	<ul style="list-style-type: none"> <li>▪ participate in further discussions as necessary;</li> <li>▪ contribute to the development of any plan as appropriate;</li> <li>▪ provide services as specified in the plan for the child; and</li> <li>▪ review the impact of services delivered as agreed in the plan.</li> </ul>

### Where concerns of significant harm are substantiated and the child is judged to be suffering, or likely to suffer, significant harm:

<p><b>Social workers with their managers should:</b></p>	<ul style="list-style-type: none"> <li>▪ convene an initial child protection conference (see next section for details). The timing of this conference should depend on the urgency of the case and respond to the needs of the child and the nature and severity of the harm they may be facing. The initial child protection conference should take place within <b>15 working days</b> of a strategy discussion, or the strategy discussion at which section 47 enquiries were initiated if more than one has been held;</li> <li>▪ consider whether any professionals with specialist knowledge should be invited to participate;</li> <li>▪ ensure that the child and their parents understand the purpose of the conference and who will attend; and</li> <li>▪ help prepare the child if he or she is attending or making representations through a third party to the conference. Give information about advocacy agencies and explain that the family may bring an advocate, friend or supporter.</li> </ul>
<p><b>All involved</b></p>	<ul style="list-style-type: none"> <li>▪ contribute to the information their agency provides ahead of the conference, setting out the nature of the agency's</li> </ul>

<b>professionals should:</b>	involvement with the child and family; <ul style="list-style-type: none"><li data-bbox="502 226 1369 338">▪ consider, in conjunction with the police and the appointed conference Chair, whether the report can and should be shared with the parents and if so when; and</li><li data-bbox="502 353 1422 430">▪ attend the conference and take part in decision making when invited.</li></ul>
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## Initial child protection conferences

Following section 47 enquiries, an initial child protection conference brings together family members (and the child where appropriate), with the supporters, advocates and professionals most involved with the child and family, to make decisions about the child's future safety, health and development. If concerns relate to an unborn child, consideration should be given as to whether to hold a child protection conference prior to the child's birth.

<b>Purpose:</b>	<ul style="list-style-type: none"><li>▪ To bring together and analyse, in an inter-agency setting, all relevant information and plan how best to safeguard and promote the welfare of the child. It is the responsibility of the conference to make recommendations on how agencies work together to safeguard the child in future. Conference tasks include:</li><li>▪ appointing a lead statutory body (either local authority children's social care or NSPCC) and a lead social worker, who should be a qualified, experienced social worker and an employee of the lead statutory body;</li><li>▪ identifying membership of the core group of professionals and family members who will develop and implement the child protection plan;</li><li>▪ establishing timescales for meetings of the core group, production of a child protection plan and for child protection review meetings; and</li><li>▪ agreeing an outline child protection plan, with clear actions and timescales, including a clear sense of how much improvement is needed, by when, so that success can be judged clearly.</li></ul>
<b>The Conference Chair:</b>	<ul style="list-style-type: none"><li>▪ is accountable to the Director of Children's Services. Where possible the same person should chair subsequent child protection reviews;</li><li>▪ should be a professional, independent of operational and/or line management responsibilities for the case; and</li><li>▪ should meet the child and parents in advance to ensure they understand the purpose and the process.</li></ul>
<b>Social workers with their managers should:</b>	<ul style="list-style-type: none"><li>▪ convene, attend and present information about the reason for the conference, their understanding of the child's needs, parental capacity and family and environmental context and evidence of how the child has been abused or neglected and its impact on their health and development;</li><li>▪ analyse the information to enable informed decisions about what action is necessary to safeguard and promote the welfare of the child who is the subject of the conference;</li><li>▪ share the conference information with the child and family beforehand (where appropriate);</li><li>▪ prepare a report for the conference on the child and family which sets out and analyses what is known about the child and family and the local authority's recommendation; and</li></ul>



	<ul style="list-style-type: none"> <li>▪ record conference decisions and recommendations and ensure action follows.</li> </ul>
<b>All involved professionals should:</b>	<ul style="list-style-type: none"> <li>▪ work together to safeguard the child from harm in the future, taking timely, effective action according to the plan agreed.</li> </ul>
<b>LSCBs should:</b>	<ul style="list-style-type: none"> <li>▪ monitor the effectiveness of these arrangements.</li> </ul>

## The child protection plan

### Actions and responsibilities following the initial child protection conference

<b>Purpose:</b>	<p>The aim of the child protection plan is to:</p> <ul style="list-style-type: none"><li>▪ ensure the child is safe from harm and prevent him or her from suffering further harm;</li><li>▪ promote the child's health and development; and</li><li>▪ support the family and wider family members to safeguard and promote the welfare of their child, provided it is in the best interests of the child.</li></ul>
<b>Local authority children's social care should:</b>	<ul style="list-style-type: none"><li>▪ designate a social worker to be the lead professional as they carry statutory responsibility for the child's welfare;</li><li>▪ consider the evidence and decide what legal action to take if any, where a child has suffered, or is likely to suffer, significant harm; and</li><li>▪ define the local protocol for timeliness of circulating plans after the child protection conference.</li></ul>
<b>Social workers with their managers should:</b>	<ul style="list-style-type: none"><li>▪ be the lead professional for inter-agency work with the child and family, coordinating the contribution of family members and professionals into putting the child protection plan into effect;</li><li>▪ develop the outline child protection plan into a more detailed inter-agency plan and circulate to relevant professionals (and family where appropriate);</li><li>▪ undertake direct work with the child and family in accordance with the child protection plan, taking into account the child's wishes and feelings and the views of the parents in so far as they are consistent with the child's welfare;</li><li>▪ complete the child's and family's in-depth assessment, securing contributions from core group members and others as necessary;</li><li>▪ explain the plan to the child in a manner which is in accordance with their age and understanding and agree the plan with the child;</li><li>▪ coordinate reviews of progress against the planned outcomes set out in the plan, updating as required. The first review should be held within 3 months of the initial conference and further reviews at intervals of no more than 6 months for as long as the child remains subject of a child protection plan;</li><li>▪ record decisions and actions agreed at core group meetings as well as the written views of those who were not able to attend, and follow up those actions to ensure they take place. The child protection plan should be updated as necessary; and</li><li>▪ lead core group activity.</li></ul>

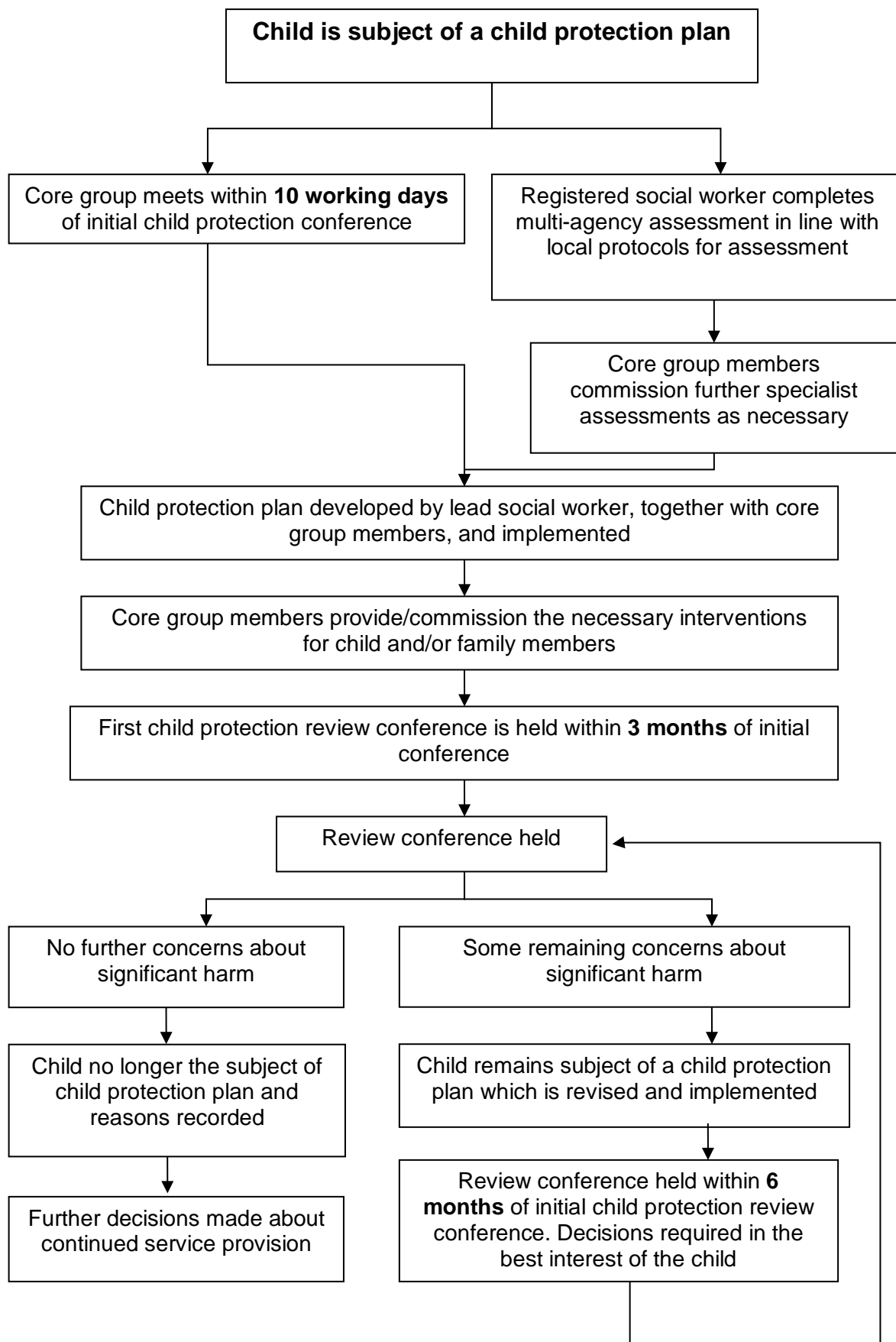
<b>The core group should:</b>	<ul style="list-style-type: none"><li>▪ meet within 10 working days from the initial child protection conference if the child is the subject of a child protection plan;</li><li>▪ develop the outline child protection plan, based on assessment findings, and set out what needs to change, by how much, and by when in order for the child to be safe and have their needs met;</li><li>▪ decide what steps need to be taken, and by whom, to complete the in-depth assessment to inform decisions about the child's safety and welfare; and</li><li>▪ implement the child protection plan and take joint responsibility for carrying out the agreed tasks, monitoring progress and outcomes, and refining the plan as needed.</li></ul>
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## Child protection review conference

The review conference procedures for preparation, decision-making and other procedures should be the same as those for an initial child protection conference.

<b>Purpose:</b>	To review whether the child is continuing to suffer, or is likely to suffer, significant harm, and review developmental progress against child protection plan outcomes. To consider whether the child protection plan should continue or should be changed.
<b>Social workers with their managers should:</b>	<ul style="list-style-type: none"><li>▪ attend and lead the organisation of the conference;</li><li>▪ determine when the review conference should be held within 3 months of the initial conference, and thereafter at maximum intervals of 6 months;</li><li>▪ provide information to enable informed decisions about what action is necessary to safeguard and promote the welfare of the child who is the subject of the child protection plan, and about the effectiveness and impact of action taken so far;</li><li>▪ share the conference information with the child and family beforehand, where appropriate;</li><li>▪ record conference outcomes; and</li><li>▪ decide whether to initiate family court proceedings (all the children in the household should be considered, even if concerns are only expressed about one child) if the child is considered to be suffering significant harm.</li></ul>
<b>All involved professionals should:</b>	<ul style="list-style-type: none"><li>▪ attend, when invited, and provide details of their involvement with the child and family; and</li><li>▪ produce reports for the child protection review. This information will provide an overview of work undertaken by family members and professionals, and evaluate the impact on the child's welfare against the planned outcomes set out in the child protection plan.</li></ul>

**Flow chart 5: What happens after the child protection conference, including the review?**



## Discontinuing the Child Protection Plan

### A child should no longer be the subject of a child protection plan if:

- it is judged that the child is no longer continuing to, or is likely to, suffer significant harm and therefore no longer requires safeguarding by means of a child protection plan;
- the child and family have moved permanently to another local authority area. In such cases, the receiving local authority should convene a child protection conference within 15 working days of being notified of the move. Only after this event may the original local authority discontinue its child protection plan; or
- the child has reached 18 years of age (to end the child protection plan, the local authority should have a review around the child's birthday and this should be planned in advance), has died or has permanently left the United Kingdom.

### Social workers with their managers should:

- notify, as a minimum, all agency representatives who were invited to attend the initial child protection conference that led to the plan; and
- consider whether support services are still required and discuss with the child and family what might be needed, based on a re-assessment of the child's needs.

## Chapter 2: Organisational responsibilities

1. The previous chapter set out the need for organisations, working together, to take a coordinated approach to ensure effective safeguarding arrangements. This is supported by the duty on local authorities under section 10 of the Children Act 2004 to make arrangements to promote cooperation to improve the wellbeing of all children in the authority's area.
2. In addition, a range of individual organisations and professionals working with children and families have specific statutory duties to promote the welfare of children and ensure they are protected from harm.

### Section 11 of the Children Act 2004

**Section 11 of the Children Act 2004** places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

Various other statutory duties apply to other specific organisations working with children and families and are set out in this chapter.

3. Section 11 places a duty on:
  - local authorities and district councils that provide children's and other types of services, including children's and adult social care services, public health, housing, sport, culture and leisure services, licensing authorities and youth services;
  - NHS organisations, including the NHS Commissioning Board and clinical commissioning groups, NHS Trusts and NHS Foundation Trusts;
  - the police, including police and crime commissioners and the chief officer of each police force in England and the Mayor's Office for Policing and Crime in London;
  - the British Transport Police;
  - the Probation Service;
  - Governors/Directors of Prisons and Young Offender Institutions;
  - Directors of Secure Training Centres; and
  - Youth Offending Teams/Services.
4. These organisations should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:
  - a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
  - a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements;

- a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);
- a designated professional lead (or, for health provider organisations, named professionals) for safeguarding. Their role is to support other professionals in their agencies to recognise the needs of children, including rescue from possible abuse or neglect. Designated professional roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- safe recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record check;
- appropriate supervision and support for staff, including undertaking safeguarding training:
  - employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
  - staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare; and
  - all professionals should have regular reviews of their own practice to ensure they improve over time.
- clear policies in line with those from the LSCB for dealing with allegations against people who work with children. An allegation may relate to a person who works with children who has:
  - behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

In addition:

- county level and unitary local authorities should have a Local Authority Designated Officer (LADO) to be involved in the management and oversight of individual cases. The LADO should provide advice and guidance to employers and voluntary organisations, liaising with the police and other



agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process;

- any allegation should be reported immediately to a senior manager within the organisation. The LADO should also be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- if an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

## Individual organisational responsibilities

5. In addition to these section 11 duties, which apply to a number of named organisations, further safeguarding duties are also placed on individual organisations through other statutes. The key duties that fall on each individual organisation are set out below.

## Schools and colleges

6. Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.
7. In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements set out in paragraph 4 of this chapter. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, *Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff*.<sup>11,12</sup>

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<sup>11</sup> DfE [Safeguarding Children and Safer Recruitment in Education](#).

<sup>12</sup> DfE [Dealing with allegations of abuse against teachers and other staff](#).

## Early Years and Childcare

8. Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the Early Years Foundation Stage.<sup>13</sup> Early years providers should ensure that:
- staff complete safeguarding training that enables them to recognise signs of potential abuse and neglect; and
  - they have a practitioner who is designated to take lead responsibility for safeguarding children within each early years setting and who should liaise with local statutory children's services agencies as appropriate. This lead should also complete child protection training.

## Health Services

9. NHS organisations are subject to the section 11 duties set out in paragraph 4 of this chapter. Health professionals are in a strong position to identify welfare needs or safeguarding concerns regarding individual children and, where appropriate, provide support. This includes understanding risk factors, communicating effectively with children and families, liaising with other agencies, assessing needs and capacity, responding to those needs and contributing to multi-agency assessments and reviews.
10. A wide range of health professionals have a critical role to play in safeguarding and promoting the welfare of children including: GPs, primary care professionals, paediatricians, nurses, health visitors, midwives, school nurses, those working in maternity, child and adolescent mental health, adult mental health, alcohol and drug services, unscheduled and emergency care settings and secondary and tertiary care.
11. All staff working in healthcare settings - including those who predominantly treat adults - should receive training to ensure they attain the competences appropriate to their role and follow the relevant professional guidance.<sup>14,15,16</sup>
12. Within the NHS:<sup>17</sup>
- the **NHS Commissioning Board** will be responsible for ensuring that the health commissioning system as a whole is working effectively to

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<sup>13</sup> DfE guidance on [the welfare requirements of the Early Years Foundation Stage](#).

<sup>14</sup> Safeguarding Children and Young People: roles and competences for health care staff, RCPCH (2010).

<sup>15</sup> Looked after children: Knowledge, skills and competences of health care staff, RCN and RCPCH, (2012).

<sup>16</sup> For example, Protecting children and young people: the responsibilities of all doctors, GMC (2012).

<sup>17</sup> Further guidance on accountabilities for safeguarding children in the NHS is available in the NHS Commissioning Board document <http://www.commissioningboard.nhs.uk/wp-content/uploads/2013/03/safeguarding-vulnerable-people.pdf>

safeguard and promote the welfare of children. It will also be accountable for the services it directly commissions. The NHS Commissioning Board will also lead and define improvement in safeguarding practice and outcomes and should also ensure that there are effective mechanisms for LSCBs and health and wellbeing boards to raise concerns about the engagement and leadership of the local NHS;

- **clinical commissioning groups (CCGs)** will be the major commissioners of local health services and will be responsible for safeguarding quality assurance through contractual arrangements with all provider organisations. CCGs should employ, or have in place, a contractual agreement to secure the expertise of designated professionals, i.e. designated doctors and nurses for safeguarding children and for looked after children (and designated paediatricians for unexpected deaths in childhood). In some areas there will be more than one CCG per local authority and LSCB area, and CCGs may want to consider developing 'lead' or 'hosting' arrangements for their designated professional team, or a clinical network arrangement. Designated professionals, as clinical experts and strategic leaders, are a vital source of advice to the CCG, the NHS Commissioning Board, the local authority and the LSCB, and of advice and support to other health professionals; and
- all **providers of NHS funded health services** including NHS Trusts, NHS Foundation Trusts and public, voluntary sector, independent sector and social enterprises should identify a named doctor and a named nurse (and a named midwife if the organisation provides maternity services) for safeguarding. In the case of NHS Direct, ambulance trusts and independent providers, this should be a named professional. GP practices should have a lead and deputy lead for safeguarding, who should work closely with named GPs. Named professionals have a key role in promoting good professional practice within their organisation, providing advice and expertise for fellow professionals, and ensuring safeguarding training is in place. They should work closely with their organisation's safeguarding lead, designated professionals and the LSCB.<sup>18</sup>

## Police

13. The police are subject to the section 11 duties set out in paragraph 4 of this chapter. Under section 1(8)(h) of the Police Reform and Social Responsibility Act 2011 the police and crime commissioner must hold the Chief Constable to

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<sup>18</sup>Model job descriptions for designated and named professional roles can be found in the intercollegiate document [Safeguarding Children and Young People: roles and competences for health care staff](#).

account for the exercise of the latter's duties in relation to safeguarding children under sections 10 and 11 of the Children Act 2004.

14. All police officers, and other police employees such as Police Community Support Officers, are well placed to identify early when a child's welfare is at risk and when a child may need protection from harm. Children have the right to the full protection offered by the criminal law. In addition to identifying when a child may be a victim of a crime, police officers should be aware of the effect of other incidents which might pose safeguarding risks to children and where officers should pay particular attention. For example, an officer attending a domestic abuse incident should be aware of the effect of such behaviour on any children in the household. Children who are encountered as offenders, or alleged offenders, are entitled to the same safeguards and protection as any other child and due regard should be given to their welfare at all times.
15. The police can hold important information about children who may be suffering, or likely to suffer, significant harm, as well as those who cause such harm. They should always share this information with other organisations where this is necessary to protect children. Similarly, they can expect other organisations to share information to enable the police to carry out their duties. Offences committed against children can be particularly sensitive and usually require the police to work with other organisations such as local authority children's social care. All police forces should have officers trained in child abuse investigation.
16. The police have emergency powers under section 46 of the Children Act 1989 to enter premises and remove a child to ensure their immediate protection. This power can be used if the police have reasonable cause to believe a child is suffering or is likely to suffer significant harm. Police emergency powers can help in emergency situations but should be used only when necessary. Wherever possible, the decision to remove a child from a parent or carer should be made by a court.

## **Adult social care services**

17. Local authorities provide services to adults who are responsible for children who may be in need. These services are subject to the section 11 duties set out in paragraph 4 of this chapter. When staff are providing services to adults they should ask whether there are children in the family and consider whether the children need help or protection from harm. Children may be at greater risk of harm or be in need of additional help in families where the adults have mental health problems, misuse substances or alcohol, are in a violent relationship or have complex needs or have learning difficulties.
18. Adults with parental responsibilities for disabled children have a right to a separate carer's assessment under the Carers (Recognition and Services) Act

1995 and the Carers and Disabled Children Act 2000. The results of this assessment should be taken into account when deciding what services, if any, will be provided under the Children Act 1989.

## Housing authorities

19. Housing and homelessness services in local authorities and others at the front line such as environmental health organisations are subject to the section 11 duties set out in paragraph 4 of this chapter. Professionals working in these services may become aware of conditions that could have an adverse impact on children. Under Part 1 of the Housing Act 2004, authorities must take account of the impact of health and safety hazards in housing on vulnerable occupants, including children, when deciding on the action to be taken by landlords to improve conditions. Housing authorities also have an important role to play in safeguarding vulnerable young people, including young people who are pregnant or leaving care.

## British Transport Police

20. The British Transport Police (BTP) is subject to the section 11 duties set out in paragraph 4 of this chapter. In its role as the national police for the railways, the BTP can play an important role in safeguarding and promoting the welfare of children, especially in identifying and supporting children who have run away or who are truanting from school.

21. The BTP should carry out its duties in accordance with its legislative powers. This includes removing a child to a suitable place using their police protection powers under the Children Act 1989 and the protection of children who are truanting from school using powers under the Crime and Disorder Act 1998. This involves, for example, the appointment of a designated independent officer in the instance of a child taken into police protection.

## Prison Service

22. The Prison Service is subject to the section 11 duties set out in paragraph 4 of this chapter. It also has a responsibility to identify prisoners who pose a risk of harm to children.<sup>19</sup> Where an individual has been identified as presenting a risk of harm to children, the relevant prison establishment:

- should inform the local authority children's social care services of the offender's reception to prison and subsequent transfers and of the release address of the offender;

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<sup>19</sup> HMP Public Protection Manual <http://www.justice.gov.uk/offenders/public-protection-manual>.

- should notify the relevant Probation Trust in the case of offenders who have been sentenced to twelve months or more. The police should also be notified of the release address; and <sup>20</sup>
  - may prevent or restrict a prisoner's contact with children. Decisions on the level of contact, if any, should be based on a multi-agency risk assessment. The assessment should draw on relevant information held by police, probation, prison and local authority children's social care.<sup>21</sup>
23. A prison is also able to monitor an individual's communication (including letters and telephone calls) to protect children where proportionate and necessary to the risk presented.
24. Governors/Directors of women's establishments which have Mother and Baby Units should ensure that:
- there is at all times a member of staff on duty in the unit who is proficient in child protection, health and safety and first aid/child resuscitation; and
  - each baby has a child care plan setting out how the best interests of the child will be maintained and promoted during the child's residence in the unit.

## Probation Service

25. Probation Trusts are subject to the section 11 duties set out in paragraph 4 of this chapter. They are primarily responsible for providing reports for courts and working with adult offenders both in the community and in the transition from custody to community to reduce their reoffending. They are, therefore, well placed to identify offenders who pose a risk of harm to children as well as children who may be at heightened risk of involvement in (or exposure to) criminal or anti-social behaviour and of other poor outcomes due to the offending behaviour of their parent/carer(s).
26. Where an adult offender is assessed as presenting a risk of serious harm to children, the offender manager should develop a risk management plan and supervision plan that contains a specific objective to manage and reduce the risk of harm to children.
27. In preparing a sentence plan, offender managers should consider how planned interventions might bear on parental responsibilities and whether the planned interventions could contribute to improved outcomes for children known to be in an existing relationship with the offender.

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<sup>20</sup> The management of an individual who presents a risk of harm to children will often be through a multi-disciplinary Interdepartmental Risk Management Team (IRMT).

<sup>21</sup> Ministry of Justice [Chapter 2, Section 2 of HM Prison Service Public Protection Manual](#).

## The secure estate for children

28. Governors, managers and directors of the following secure establishments are subject to the section 11 duties set out in paragraph 4 of this chapter :

- a secure training centre;
- a young offender institution;
- accommodation provided by or on behalf of a local authority for the purpose of restricting the liberty of children and young people;
- accommodation provided for that purpose under subsection (5) of section 82 of the Children Act 1989; and
- such other accommodation or descriptions of accommodation as the Secretary of State may by order specify.

29. Each centre holding those aged under 18 should have in place an annually reviewed safeguarding children policy. The policy is designed to promote and safeguard the welfare of children and should cover issues such as child protection, risk of harm, restraint, recruitment and information sharing. A safeguarding children manager should be appointed and will be responsible for implementation of this policy.<sup>22</sup>

## Youth Offending Teams

30. Youth Offending Teams (YOTs) are subject to the section 11 duties set out in paragraph 4 of this chapter. YOTs are multi-agency teams responsible for the supervision of children and young people subject to pre-court interventions and statutory court disposals.<sup>23</sup> They are therefore well placed to identify children known to relevant organisations as being most at risk of offending and to undertake work to prevent them offending. YOTs should have a lead officer responsible for ensuring safeguarding is at the forefront of their business.

31. Under section 38 of the Crime and Disorder Act 1998, local authorities must, within the delivery of youth justice services, ensure the ‘provision of persons to act as appropriate adults to safeguard the interests of children and young persons detained or questioned by police officers’.

## The United Kingdom Border Agency

32. Section 55 of the Borders, Citizenship and Immigration Act 2009 places upon the United Kingdom Border Agency (UKBA) a duty to take account of the need

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<sup>22</sup> Detailed guidance on the safeguarding children policy, the roles of the safeguarding children manager and the safeguarding children committee, and the role of the establishment in relation to the LSCB can be found in Prison Service Instruction (PSI) 08/2012 ‘Care and Management of Young People’.

<sup>23</sup> The statutory membership of YOTs is set out in section 39 (5) of the Crime and Disorder Act 1998.

to safeguard and promote the welfare of children in discharging its functions. Statutory guidance *Arrangements to Safeguard and Promote Children's Welfare in the United Kingdom Border Agency* sets out the agency's responsibilities.<sup>24</sup>

## Children and Family Court Advisory and Support Service

33. The responsibility of the Children and Family Court Advisory and Support Service (Cafcass), as set out in the Children Act 1989, is to safeguard and promote the welfare of individual children who are the subject of family court proceedings. It achieves this by providing independent social work advice to the court.
34. A Cafcass officer has a statutory right in public law cases to access local authority records relating to the child concerned and any application under the Children Act 1989. That power also extends to other records that relate to the child and the wider functions of the local authority, or records held by an authorised body that relate to that child.
35. Where a Cafcass officer has been appointed by the court as a child's guardian and the matter before the court relates to specified proceedings, they should be invited to all formal planning meetings convened by the local authority in respect of the child. This includes statutory reviews of children who are accommodated or looked after, child protection conferences and relevant Adoption Panel meetings.

## Armed Services

36. Local authorities have the statutory responsibility for safeguarding and promoting the welfare of the children of service families in the UK.<sup>25</sup> In discharging these responsibilities:
  - local authorities should ensure that the Soldiers, Sailors, Airmen, and Families Association Forces Help, the British Forces Social Work Service or the Naval Personal and Family Service is made aware of any service child who is the subject of a child protection plan and whose family is about to move overseas; and<sup>26</sup>
  - each local authority with a United States base in its area should establish liaison arrangements with the base commander and relevant staff. The requirements of English child welfare legislation should be

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<sup>24</sup> UK Border Agency [Arrangements to Safeguard and Promote Children's Welfare in the United Kingdom Border Agency](#).

<sup>25</sup> When service families or civilians working with the armed forces are based overseas the responsibility for safeguarding and promoting the welfare of their children is vested in the Ministry of Defence.

<sup>26</sup> A single point of contact for British Forces Social Work Service will be introduced in late 2013.



explained clearly to the US authorities, so that the local authority can fulfil its statutory duties.

## **Voluntary and private sectors**

37. Voluntary organisations and private sector providers play an important role in delivering services to children. They should have the arrangements described in paragraph 4 of this chapter in place in the same way as organisations in the public sector, and need to work effectively with the LSCB. Paid and volunteer staff need to be aware of their responsibilities for safeguarding and promoting the welfare of children, how they should respond to child protection concerns and make a referral to local authority children's social care or the police if necessary.

## **Faith Organisations**

38. Churches, other places of worship and faith-based organisations provide a wide range of activities for children and have an important role in safeguarding children and supporting families. Like other organisations who work with children they need to have appropriate arrangements in place to safeguard and promote the welfare of children, as described in paragraph 4 of this chapter.

## Chapter 3: Local Safeguarding Children Boards

**Section 13 of the Children Act 2004** requires each local authority to establish a Local Safeguarding Children Board (LSCB) for their area and specifies the organisations and individuals (other than the local authority) that should be represented on LSCBs.

### Statutory objectives and functions of LSCBs

1. An LSCB must be established for every local authority area. The LSCB has a range of roles and statutory functions including developing local safeguarding policy and procedures and scrutinising local arrangements. The statutory objectives and functions of the LSCB are described in the two boxes below/over.

#### Statutory objectives and functions of LSCBs

**Section 14 of the Children Act 2004** sets out the objectives of LSCBs, which are:

- (a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and
- (b) to ensure the effectiveness of what is done by each such person or body for those purposes.

**Regulation 5 of the Local Safeguarding Children Boards Regulations 2006** sets out that the functions of the LSCB, in relation to the above objectives under section 14 of the Children Act 2004, are as follows:

1(a) developing policies and procedures for safeguarding and promoting the welfare of children in the area of the authority, including policies and procedures in relation to:

(i) the action to be taken where there are concerns about a child's safety or welfare, including thresholds for intervention;

(ii) training of persons who work with children or in services affecting the safety and welfare of children;

(iii) recruitment and supervision of persons who work with children;

(iv) investigation of allegations concerning persons who work with children;

(v) safety and welfare of children who are privately fostered;

(vi) cooperation with neighbouring children's services authorities and their Board partners;

(b) communicating to persons and bodies in the area of the authority the need to safeguard and promote the welfare of children, raising their awareness of how this can best be done and encouraging them to do so;

(c) monitoring and evaluating the effectiveness of what is done by the authority and their Board partners individually and collectively to safeguard and promote the welfare of children and advising them on ways to improve;

(d) participating in the planning of services for children in the area of the authority; and

(e) undertaking reviews of serious cases and advising the authority and their Board partners on lessons to be learned.

Regulation 5 (2) which relates to the LSCB Serious Case Reviews function and regulation 6 which relates to the LSCB Child Death functions are covered in chapter 4 of this guidance.

Regulation 5 (3) provides that an LSCB may also engage in any other activity that facilitates, or is conducive to, the achievement of its objectives.

2. In order to fulfil its statutory function under regulation 5 an LSCB should use data and, as a minimum, should:
  - assess the effectiveness of the help being provided to children and families, including early help;
  - assess whether LSCB partners are fulfilling their statutory obligations set out in chapter 2 of this guidance;
  - quality assure practice, including through joint audits of case files involving practitioners and identifying lessons to be learned; and
  - monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children.<sup>27,28</sup>
3. LSCBs do not commission or deliver direct frontline services though they may provide training. While LSCBs do not have the power to direct other organisations they do have a role in making clear where improvement is needed. Each Board partner retains their own existing line of accountability for safeguarding.

## LSCB membership

4. LSCB membership is set out in the box on page 61.

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<sup>27</sup> The Children's Safeguarding Performance Information Framework provides a mechanism to help do this by setting out some of the questions a LSCB should consider. [Download the framework](#) from DfE.

<sup>28</sup> Research has shown that multi-agency training in particular is useful and valued by professionals in developing a shared understanding of child protection and decision making. Carpenter et al (2009). *The Organisation, Outcomes and Costs of Inter-agency Training to safeguard and promote the welfare of children*. London: Department for Children, Schools and Families.

## Statutory Board partners and relevant persons and bodies

**Section 13 of the Children Act 2004**, read with regulation 3 of the LSCB Regulations, as amended, sets out that an LSCB must include at least one representative of the local authority and each of the other Board partners set out below (although two or more Board partners may be represented by the same person). Board partners who must be included in the LSCB are:

- district councils in local government areas which have them;
- the chief officer of police;
- the Local Probation Trust;
- the Youth Offending Team;
- the NHS Commissioning Board and clinical commissioning groups;
- NHS Trusts and NHS Foundation Trusts all or most of whose hospitals, establishments and facilities are situated in the local authority area;
- Cafcass;
- the governor or director of any secure training centre in the area of the authority; and
- the governor or director of any prison in the area of the authority which ordinarily detains children.

**The Apprenticeships, Skills, Children and Learning Act 2009** amended sections 13 and 14 of the Children Act 2004 and provided that the local authority must take reasonable steps to ensure that the LSCB includes two lay members representing the local community.

**Section 13(4) of the Children Act 2004**, as amended, provides that the local authority must take reasonable steps to ensure the LSCB includes representatives of relevant persons and bodies of such descriptions as may be prescribed. Regulation 3A of the LSCB Regulations prescribes the following persons and bodies:

- the governing body of a maintained school;
- the proprietor of a non-maintained special school;
- the proprietor of a city technology college, a city college for the technology of the arts or an Academy; and
- the governing body of a further education institution the main site of which is situated in the authority's area.

5. All schools (including independent schools, Academies and free schools) have duties in relation to safeguarding children and promoting their welfare and these are covered in chapter 2. Local authorities must take reasonable steps to ensure that the LSCB includes representatives from of all types of school in their area listed at regulation 3A of the LSCB Regulations. A system of representation should be identified to enable all schools to receive information and feed back comments to their representatives on the LSCB.
6. The LSCB should work with the Local Family Justice Board. They should also work with the health and wellbeing board, informing and drawing on the Joint Strategic Needs Assessment.
7. In exceptional circumstances an LSCB can cover more than one local authority. Where boundaries between LSCBs and their partner organisations are not coterminous, such as with health organisations and police authorities, LSCBs should collaborate as necessary on establishing common policies and procedures and joint ways of working.
8. Members of an LSCB should be people with a strategic role in relation to safeguarding and promoting the welfare of children within their organisation. They should be able to:
  - speak for their organisation with authority;
  - commit their organisation on policy and practice matters; and
  - hold their own organisation to account and hold others to account.
9. The LSCB should either include on its Board, or be able to draw on appropriate expertise and advice from, frontline professionals from all the relevant sectors. This includes a designated doctor and nurse, the Director of Public Health, Principal Child and Family Social Worker and the voluntary and community sector.
10. Lay members will operate as full members of the LSCB, participating as appropriate on the Board itself and on relevant committees. Lay members should help to make links between the LSCB and community groups, support stronger public engagement in local child safety issues and an improved public understanding of the LSCB's child protection work. A local authority may pay lay members.
11. The Lead Member for Children should be a participating observer of the LSCB. In practice this means routinely attending meetings as an observer and receiving all its written reports.

## LSCB Chair, accountability and resourcing

12. In order to provide effective scrutiny, the LSCB should be independent. It should not be subordinate to, nor subsumed within, other local structures.
13. Every LSCB should have an independent chair who can hold all agencies to account.
14. It is the responsibility of the Chief Executive (Head of Paid Service) to appoint or remove the LSCB chair with the agreement of a panel including LSCB partners and lay members. The Chief Executive, drawing on other LSCB partners and, where appropriate, the Lead Member will hold the Chair to account for the effective working of the LSCB.
15. The LSCB Chair should work closely with all LSCB partners and particularly with the Director of Children's Services. The Director of Children's Services has the responsibility within the local authority, under section 18 of the Children Act 2004, for improving outcomes for children, local authority children's social care functions and local cooperation arrangements for children's services.<sup>29</sup>
16. The Chair must publish an annual report on the effectiveness of child safeguarding and promoting the welfare of children in the local area.<sup>30</sup> The annual report should be published in relation to the preceding financial year and should fit with local agencies' planning, commissioning and budget cycles. The report should be submitted to the Chief Executive, Leader of the Council, the local police and crime commissioner and the Chair of the health and wellbeing board.
17. The report should provide a rigorous and transparent assessment of the performance and effectiveness of local services. It should identify areas of weakness, the causes of those weaknesses and the action being taken to address them as well as other proposals for action. The report should include lessons from reviews undertaken within the reporting period (see chapters 4 and 5).
18. The report should also list the contributions made to the LSCB by partner agencies and details of what the LSCB has spent, including on Child Death Reviews, Serious Case Reviews and other specific expenditure such as learning events or training. All LSCB member organisations have an obligation to provide LSCBs with reliable resources (including finance) that enable the LSCB to be strong and effective. Members should share the financial responsibility for the LSCB in such a way that a disproportionate burden does not fall on a small number of partner agencies.

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<sup>29</sup> Department for Education statutory guidance on [The roles and responsibilities of the Director of Children's Services and Lead Member for Children's Services](#) which expands on this role.

<sup>30</sup> This is a statutory requirement under section 14A of the Children Act 2004.

19. All LSCB Chairs should have access to training and development opportunities, including peer networking. They should also have an LSCB business manager and other discrete support as is necessary for them, and the LSCB, to perform effectively.

## Information sharing

20. Chapter 1 sets out how effective sharing of information between professionals and local agencies is essential for effective service provision. Every LSCB should play a strong role in supporting information sharing between and within organisations and addressing any barriers to information sharing. This should include ensuring that a culture of information sharing is developed and supported as necessary by multi-agency training.
21. In addition, the LSCB can require a person or body to comply with a request for information.<sup>31</sup> This can only take place where the information requested is for the purpose of enabling or assisting the LSCB to perform its functions. Any request for information about individuals must be 'necessary' and 'proportionate' to the reasons for the request. LSCBs should be mindful of the burden of requests and should explain why the information is needed.

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<sup>31</sup> Section 14B of the Children Act 2004 which was inserted by section 8 of the Children, Schools and Families Act 2010.



## Chapter 4: Learning and improvement framework

1. Professionals and organisations protecting children need to reflect on the quality of their services and learn from their own practice and that of others. Good practice should be shared so that there is a growing understanding of what works well. Conversely, when things go wrong there needs to be a rigorous, objective analysis of what happened and why, so that important lessons can be learnt and services improved to reduce the risk of future harm to children.
2. These processes should be transparent, with findings of reviews shared publicly. The findings are not only important for the professionals involved locally in cases. Everyone across the country has an interest in understanding both what works well and also why things can go wrong.
3. Local Safeguarding Children Boards (LSCBs) should maintain a local learning and improvement framework which is shared across local organisations who work with children and families. This framework should enable organisations to be clear about their responsibilities, to learn from experience and improve services as a result.
4. Each local framework should support the work of the LSCB and their partners so that:
  - reviews are conducted regularly, not only on cases which meet statutory criteria, but also on other cases which can provide useful insights into the way organisations are working together to safeguard and protect the welfare of children;
  - reviews look at what happened in a case, and why, and what action will be taken to learn from the review findings;
  - action results in lasting improvements to services which safeguard and promote the welfare of children and help protect them from harm; and
  - there is transparency about the issues arising from individual cases and the actions which organisations are taking in response to them, including sharing the final reports of Serious Case Reviews (SCRs) with the public.
5. The local framework should cover the full range of reviews and audits which are aimed at driving improvements to safeguard and promote the welfare of children. Some of these reviews (i.e. SCRs and child death reviews) are required under legislation. It is important that LSCBs understand the criteria for determining whether a statutory review is required and always conduct those reviews when necessary.
6. LSCBs should also conduct reviews of cases which do not meet the criteria for an SCR, but which can provide valuable lessons about how organisations are working together to safeguard and promote the welfare of children. Although not required by statute these reviews are important for highlighting good

practice as well as identifying improvements which need to be made to local services. Such reviews may be conducted either by a single organisation or by a number of organisations working together. LSCBs should follow the principles in this guidance when conducting these reviews.

7. Reviews are not ends in themselves. The purpose of these reviews is to identify improvements which are needed and to consolidate good practice. LSCBs and their partner organisations should translate the findings from reviews into programmes of action which lead to sustainable improvements and the prevention of death, serious injury or harm to children.
8. The different types of review include:
  - Serious Case Review (see page 69): for every case where abuse or neglect is known or suspected and **either**:
    - a child dies; or
    - a child is seriously harmed and there are concerns about how organisations or professionals worked together to safeguard the child;
  - child death review (see Chapter 5): a review of all child deaths up to the age of 18;
  - review of a child protection incident which falls below the threshold for an SCR; and
  - review or audit of practice in one or more agencies.

## Principles for learning and improvement

9. The following principles should be applied by LSCBs and their partner organisations to all reviews:
  - there should be a culture of continuous **learning and improvement** across the organisations that work together to safeguard and promote the welfare of children, identifying opportunities to draw on what works and promote good practice;
  - the approach taken to reviews should be **proportionate** according to the scale and level of complexity of the issues being examined;
  - reviews of serious cases should be led by individuals who are **independent** of the case under review and of the organisations whose actions are being reviewed;
  - professionals should be involved fully in reviews and invited to contribute their perspectives without fear of being blamed for actions they took in good faith;
  - families, including surviving children, should be invited to contribute to reviews. They should understand how they are going to be involved and their expectations should be managed appropriately and sensitively.

This is important for ensuring that the child is at the centre of the process;<sup>32</sup>

- final reports of SCRs **must be published**, including the LSCB's response to the review findings, in order to achieve **transparency**. The impact of SCRs and other reviews on improving services to children and families and on reducing the incidence of deaths or serious harm to children must also be described in LSCB annual reports and will inform inspections; and
- improvement must be sustained through regular monitoring and follow up so that the findings from these reviews make a real impact on improving outcomes for children.

10. SCRs and other case reviews should be conducted in a way which:

- recognises the complex circumstances in which professionals work together to safeguard children;
- seeks to understand precisely who did what and the underlying reasons that led individuals and organisations to act as they did;
- seeks to understand practice from the viewpoint of the individuals and organisations involved at the time rather than using hindsight;
- is transparent about the way data is collected and analysed; and
- makes use of relevant research and case evidence to inform the findings.

11. LSCBs may use any learning model which is consistent with the principles in this guidance, including the systems methodology recommended by Professor Munro.<sup>33</sup>

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<sup>32</sup> British Association for the Study and Prevention of Child Abuse and Neglect in Family involvement in case reviews, BASPCAN, [further information on involving families in reviews](#).

<sup>33</sup> Department for Education [The Munro Review of Child Protection: Final Report: A Child Centred System. Cm 8062, May 2011](#) .

## Serious Case Reviews

Regulation 5 of the Local Safeguarding Children Boards Regulations 2006 sets out the functions of LSCBs. This includes the requirement for LSCBs to undertake reviews of serious cases in specified circumstances. Regulation 5(1) (e) and (2) set out an LSCB's function in relation to serious case reviews, namely:

5 (1) (e) undertaking reviews of serious cases and advising the authority and their Board partners on lessons to be learned.

(2) For the purposes of paragraph (1) (e) a serious case is one where:

(a) abuse or neglect of a child is known or suspected; and

(b) either — (i) the child has died; or (ii) the child has been seriously harmed and there is cause for concern as to the way in which the authority, their Board partners or other relevant persons have worked together to safeguard the child.

12. Cases which meet one of these criteria (i.e. regulation 5(2)(a) and (b)(i) or 5(2)(a) and (b)(ii) above) **must always** trigger an SCR. In addition, even if one of these criteria are not met an SCR **should always** be carried out when a child dies in custody, in police custody, on remand or following sentencing, in a Young Offender Institution, in a secure training centre or a secure children's home, or where the child was detained under the Mental Health Act 2005. Regulation 5(2)(b)(i) includes cases where a child died by suspected suicide.
13. Where a case is being considered under regulation 5(2)(b)(ii), unless it is clear that there are no concerns about inter-agency working, the LSCB **must** commission an SCR. The final decision on whether to conduct the SCR rests with the LSCB Chair. If an SCR is not required because the criteria in regulation 5(2) are not met, the LSCB may still decide to commission an SCR or they may choose to commission an alternative form of case review.
14. LSCBs should consider conducting reviews on cases which do not meet the SCR criteria. They will also want to review instances of good practice and consider how these can be shared and embedded. LSCBs are free to decide how best to conduct these reviews. The LSCB should oversee implementation of actions resulting from these reviews and reflect on progress in its annual report.

## National panel of independent experts on Serious Case Reviews

15. From 2013 there will be a national panel of independent experts to advise LSCBs about the initiation and publication of SCRs. The role of the panel will be to support LSCBs in ensuring that appropriate action is taken to learn from serious incidents in all cases where the statutory SCR criteria are met and to ensure that those lessons are shared through publication of final SCR reports. The panel will also report to the Government their views of how the SCR system is working.
16. The panel's remit will include advising LSCBs about:
  - application of the SCR criteria;
  - appointment of reviewers; and
  - publication of SCR reports.
17. LSCBs should have regard to the panel's advice when deciding whether or not to initiate an SCR, when appointing reviewers and when considering publication of SCR reports. LSCB Chairs and LSCB members should comply with requests from the panel as far as possible, including requests for information such as copies of SCR reports and invitations to attend meetings.<sup>34</sup>
18. The text which follows provides a checklist for LSCBs on how to manage the SCR process.

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<sup>34</sup> In doing so LSCBs will be exercising their powers under regulation 5(3) of the Local Safeguarding Children Boards Regulations 2006 which states that 'an LSCB may also engage in any other activity that facilitates, or is conducive to, the achievement of its objective'.

## Serious Case Review checklist

### Decisions whether to initiate an SCR

The LSCB for the area in which the child is normally resident must decide whether an incident notified to them meets the criteria for an SCR. This decision should normally be made within one month of notification of the incident. The final decision rests with the Chair of the LSCB. The Chair may seek peer challenge from another LSCB Chair when considering this decision and also at other stages in the SCR process.

The LSCB should let Ofsted and the national panel of independent experts know their decision.

If the LSCB decides not to initiate an SCR, their decision may be subject to scrutiny by the national panel. The LSCB should provide information to the panel on request to inform its deliberations and the LSCB Chair should be prepared to attend in person to give evidence to the panel.

### Appointing reviewers

The LSCB should appoint one or more suitable individuals to lead the SCR who have demonstrated that they are qualified to conduct reviews using the approach set out in this guidance. The lead reviewer should be independent of the LSCB and the organisations involved in the case. The LSCB should provide the national panel of independent experts with the name(s) of the individual(s) they appoint to conduct the SCR. The LSCB should consider carefully any advice from the independent expert panel about appointment of reviewers.

### Engagement of organisations

The LSCB should ensure that there is appropriate representation in the review process of professionals and organisations who were involved with the child and family. The priority should be to engage organisations in a way which will ensure that important factors in the case can be identified and appropriate action taken to make improvements. The LSCB may decide as part of the SCR to ask each relevant organisation to provide information in writing about its involvement with the child who is the subject of the review.

### **Timescale for SCR completion**

The LSCB should aim for completion of an SCR within six months of initiating it. If this is not possible (for example, because of potential prejudice to related court proceedings), every effort should be made while the SCR is in progress to: (i) capture points from the case about improvements needed; and (ii) take corrective action.

### **Agreeing improvement action**

The LSCB should oversee the process of agreeing with partners what action they need to take in light of the SCR findings.

### **Publication of reports**

All reviews of cases meeting the SCR criteria should result in a report which is published and readily accessible on the LSCB's website for a minimum of 12 months. Thereafter the report should be made available on request. This is important to support national sharing of lessons learnt and good practice in writing and publishing SCRs. From the very start of the SCR the fact that the report will be published should be taken into consideration. SCR reports should be written in such a way that publication will not be likely to harm the welfare of any children or vulnerable adults involved in the case.

Final SCR reports should:

- provide a sound analysis of what happened in the case, and why, and what needs to happen in order to reduce the risk of recurrence;
- be written in plain English and in a way that can be easily understood by professionals and the public alike; and
- be suitable for publication without needing to be amended or redacted.

LSCBs should publish, either as part of the SCR report or in a separate document, information about: actions which have already been taken in response to the review findings; the impact these actions have had on improving services; and what more will be done.

When compiling and preparing to publish reports, LSCBs should consider carefully how best to manage the impact of publication on children, family members and others affected by the case. LSCBs must comply with the Data Protection Act 1998 in relation to SCRs, including when compiling or publishing the report, and must comply also with any other restrictions on publication of information, such as court orders.

LSCBs should send copies of all SCR reports to the national panel of independent experts at least one week before publication. If an LSCB considers that an SCR report should not be published, it should inform the panel which will provide advice to the LSCB. The LSCB should provide all relevant information to the panel on request, to inform its deliberations.



## Chapter 5: Child death reviews

### The Regulations relating to child death reviews

The Local Safeguarding Children Board (LSCB) functions in relation to child deaths are set out in Regulation 6 of the Local Safeguarding Children Boards Regulations 2006, made under section 14(2) of the Children Act 2004. The LSCB is responsible for:

- a) *collecting and analysing information about each death with a view to identifying—*
- (i) any case giving rise to the need for a review mentioned in regulation 5(1)(e);*
  - (ii) any matters of concern affecting the safety and welfare of children in the area of the authority;*
  - (iii) any wider public health or safety concerns arising from a particular death or from a pattern of deaths in that area; and*
- b) *putting in place procedures for ensuring that there is a coordinated response by the authority, their Board partners and other relevant persons to an unexpected death.*

1. Each death of a child is a tragedy and enquiries should keep an appropriate balance between forensic and medical requirements and supporting the family at a difficult time. Professionals supporting parents and family members should assure them that the objective of the child death review process is not to allocate blame, but to learn lessons. The child death review process will help to prevent further such child deaths.<sup>35</sup>
2. The responsibility for determining the cause of death rests with the coroner or the doctor who signs the medical certificate of the cause of death (and therefore is not the responsibility of the Child Death Overview Panel (CDOP)).

### Responsibilities of Local Safeguarding Children Boards (LSCBs)

3. The LSCB is responsible for ensuring that a review of each death of a child normally resident in the LSCB's area is undertaken by a CDOP. The CDOP will have a fixed core membership drawn from organisations represented on the LSCB with flexibility to co-opt other relevant professionals to discuss certain types of death as and when appropriate. The CDOP should include a professional from public health as well as child health. It should be chaired by

<sup>35</sup> Department for Education [leaflet that can be given to parents, carers and family members to explain the child death review process.](#)













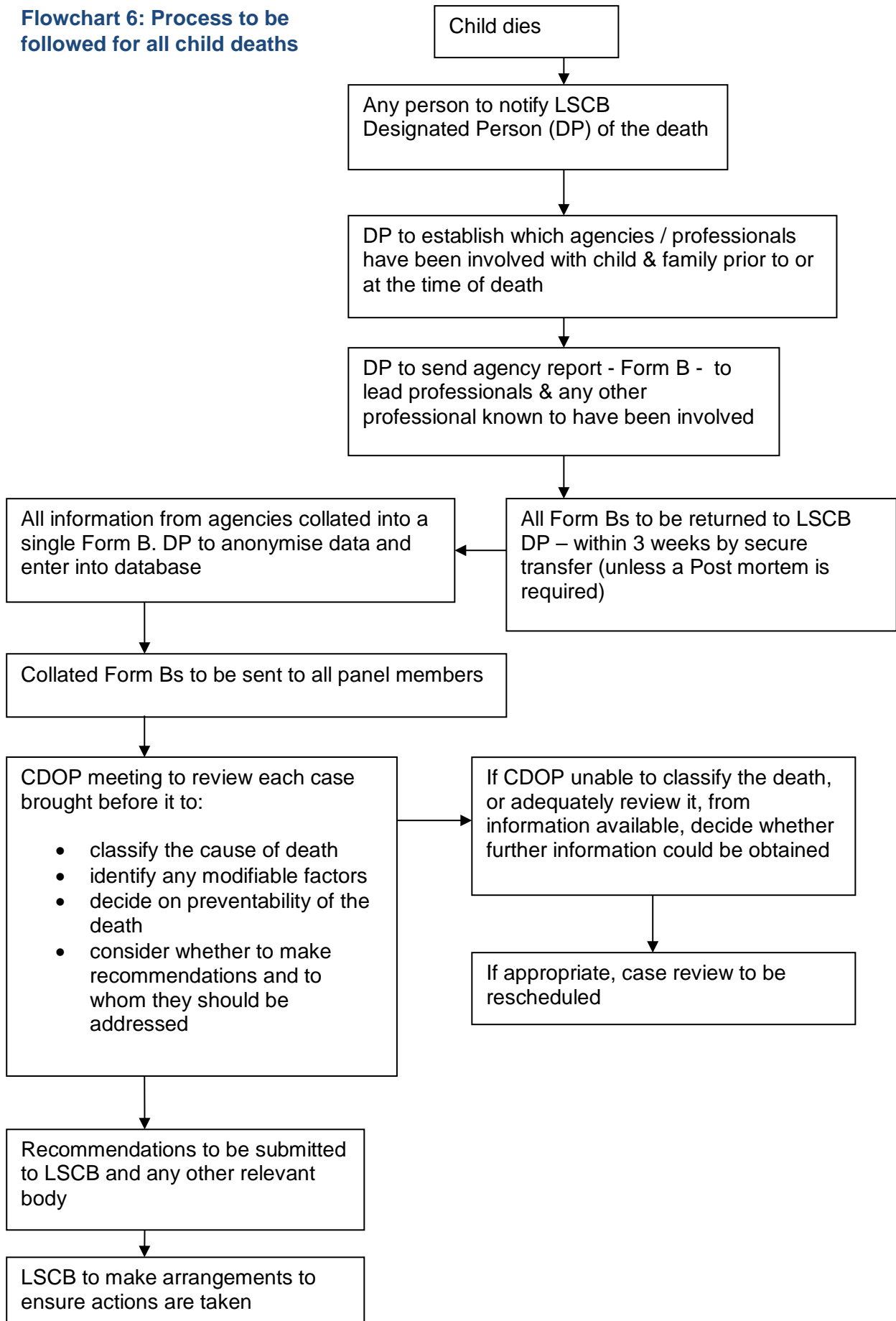




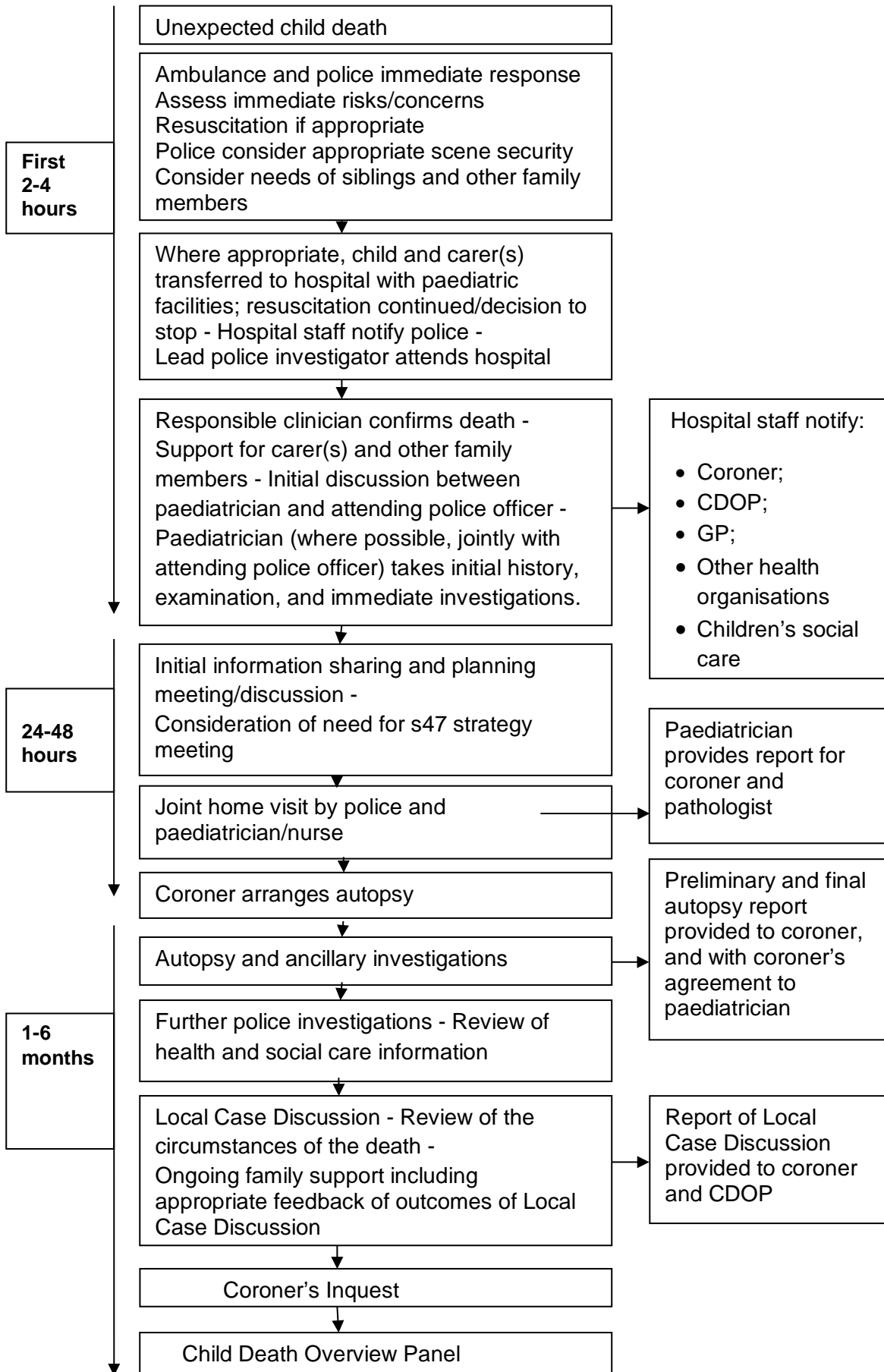




**Flowchart 6: Process to be followed for all child deaths**



**Flowchart 7: Process for rapid response to the unexpected death of a child**



## Appendix A: Glossary

Children	Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.
Safeguarding and promoting the welfare of children	<p>Defined for the purposes of this guidance as:</p> <ul style="list-style-type: none"> <li>▪ protecting children from maltreatment;</li> <li>▪ preventing impairment of children's health or development;</li> <li>▪ ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and</li> <li>▪ taking action to enable all children to have the best life chances.</li> </ul>
Child protection	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.
Abuse	A form 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 others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which 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	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 a child 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 or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 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	<p>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:</p> <ul style="list-style-type: none"> <li>▪ provide adequate food, clothing and shelter (including exclusion from home or abandonment);</li> <li>▪ protect a child from physical and emotional harm or danger;</li> <li>▪ ensure adequate supervision (including the use of inadequate care-givers); or</li> <li>▪ ensure access to appropriate medical care or treatment.</li> </ul> <p>It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>
Young carers	Are children and young persons under 18 who provide or intend to provide care assistance or support to another family member. They carry out on a regular basis, significant or substantial caring tasks and assume a level of responsibility, which would usually be associated with an adult. The person receiving care is often a parent but can be a sibling, grandparent or other relative who is disabled, has some chronic illness, mental health problem or other condition connected with a need for care support or supervision.

## Appendix B: Statutory framework

The legislation relevant to safeguarding and promoting the welfare of children is set out below.

### Children Act 2004

Section 10 requires each local authority to make arrangements to promote cooperation between the authority, each of the authority's relevant partners (see Table A) and such other persons or bodies working with children in the local authority's area as the authority considers appropriate. The arrangements are to be made with a view to improving the wellbeing of children in the authority's area – which includes protection from harm or neglect alongside other outcomes.

Section 11 places duties on a range of organisations and individuals (see Table A) to ensure their functions, and any services that they contract out to others, are discharged with regard to the need to safeguard and promote the welfare of children.

Section 13 requires each local authority to establish a Local Safeguarding Children Board (LSCB) for their area and specifies the organisations and individuals (other than the local authority) that the Secretary of State may prescribe in regulations that should be represented on LSCBs.

Section 14 sets out the objectives of LSCBs, which are:

- (a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area of the local authority, *and*
- (b) to ensure the effectiveness of what is done by each such person or body for the purposes of safeguarding and promoting the welfare of children.

The LSCB Regulations 2006<sup>43</sup> made under sections 13 and 14 set out the functions of LSCBs, which include undertaking reviews of the deaths of all children in their areas and undertaking Serious Case Reviews in certain circumstances.

Under section 55 of the Borders, Citizenship and Immigration Act 2009, the Secretary of State (in practice, the UK Border Agency or 'UKBA') has a duty to ensure that functions relating to immigration and customs are discharged with regard to the need to safeguard and promote the welfare of children.

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<sup>43</sup> [Local Safeguarding Children Boards Regulations 2006](#) .

## Education Act 2002

Section 175 places a duty on local authorities in relation to their education functions, the governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are either pupils at a school or who are students under 18 years of age attending further education institutions.

The same duty applies to independent schools (which include Academies/free schools) by virtue of regulations made under section 157 of this Act.

## Children Act 1989

The Children Act 1989 places a duty on local authorities to promote and safeguard the welfare of children in need in their area.

Section 17(1) of the Children Act 1989 states that it shall be the general duty of every local authority:

- (a) to safeguard and promote the welfare of children within their area who are in need; and*
- (b) so far as is consistent with that duty, to promote the upbringing of such children by their families.*

by providing a range and level of services appropriate to those children's needs.

Section 17(5) enables the local authority to make arrangements with others to provide services on their behalf and states that every local authority:

- (a) shall facilitate the provision by others (including in particular voluntary organisations) of services which it is a function of the authority to provide by virtue of this section, or section 18, 20, 22A to 22C, 23B to 23D, 24A or 24B; and*
- (b) may make such arrangements as they see fit for any person to act on their behalf in the provision of any such service.*

Section 17(10) states that a child shall be taken to be in need if:

- (a) the child 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 of services by a local authority under Part III of the Children Act 1989;*
- (b) the child's health or development is likely to be significantly impaired, or further impaired, without the provision of such services; or*
- (c) the child is disabled.*

Under section 17, local authorities have responsibility for determining what services should be provided to a child in need. This does not necessarily require local authorities themselves to be the provider of such services.



Section 27 of the Children Act 1989 makes provision for cooperation between local authorities, local authority housing services and health bodies. Where it appears to a local authority that any authority or body mentioned in section 27(3) could, by taking any specified action, help in the exercise of any of their functions under Part 3, they may request the help of that other authority or body, specifying the action in question. An authority or body whose help is so requested shall comply with the request if it is compatible with their own statutory or other duties and obligations and does not unduly prejudice the discharge of any of their functions. The authorities are:

- (a) any local authority;*
- (b) any local housing authority;*
- (c) any Local Health Board, Special Health Authority, Primary Care Trust, (National Health Service Trust or NHS Foundation Trust); and*
- d) any person authorised by the Secretary of State for the purpose of section 27.*

Section 47(1) of the Children Act 1989 states that:

Where a local authority:

- (a) are informed that a child who lives, or is found, in their area (i) is the subject of a emergency protection order, or (ii) is in police protection; and*
- (b) have reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm:*

the authority shall make, or cause to be made, such enquires as they consider necessary to enable them to decide whether they should take any action to safeguard and promote the child's welfare.

Section 53 of the Children Act 2004 amends both section 17 and section 47 of the Children Act 1989, to require in each case that before determining what services to provide or what action to take, the local authority shall, so far as is reasonably practicable and consistent with the child's welfare:

- (a) ascertain the child's wishes and feelings regarding the provision of those services or the action to be taken; and*
- (b) give due consideration (with regard to the child's age and understanding) to such wishes and feelings of the child as they have been able to ascertain.*

## Emergency protection powers

The court may make an emergency protection order under section 44 of the Children Act 1989, if it is satisfied that there is reasonable cause to believe that a child is likely to suffer significant harm if the child:

- is not removed to different accommodation provided by the applicant; or
- does not remain in the place in which the child is then being accommodated.

Where the applicant is the local authority, an emergency protection order may also be made if enquiries (for example, made under section 47) are being frustrated by access to the child being unreasonably refused to a person authorised to seek access, and the applicant has reasonable cause to believe that access is needed as a matter of urgency.

An emergency protection order gives authority to remove a child, and place the child under the protection of the applicant.

## Exclusion requirement

The court may include an exclusion requirement in an interim care order or emergency protection order (section 38A and 44A of the Children Act 1989). This allows a perpetrator to be removed from the home instead of having to remove the child. The court must be satisfied that:

- there is reasonable cause to believe that if the person is excluded from the home in which the child lives, the child will cease to suffer, or cease to be likely to suffer, significant harm, or that enquiries will cease to be frustrated; and
- another person living in the home is able and willing to give the child the care that it would be reasonable to expect a parent to give, and consents to the exclusion requirement.

## Police protection powers

Under section 46 of the Children Act 1989, where a police officer has reasonable cause to believe that a child could otherwise be likely to suffer significant harm, the officer may:

- remove the child to suitable accommodation; or
- take reasonable steps to ensure that the child's removal from any hospital, or other place in which the child is then being accommodated is prevented.

No child may be kept in police protection for more than 72 hours.

## **Police Reform and Social Responsibility Act 2011**

Section 1(8)(h) requires the police and crime commissioner to hold the chief constable to account for the exercise of the latter's duties in relation to safeguarding children under section 10 and 11 of the Children Act 2004.

## **Childcare Act 2006**

Section 40 requires early years providers to comply with the welfare requirements of the Early Years Foundation Stage.

## **Crime and Disorder Act 1998**

Section 38 requires local authorities, within the delivery of youth justice services, to ensure the provision of persons to act as appropriate adults to safeguard the interests of children and young persons detained or questioned by police officers.

## **Housing Act 1996**

Section 213A of the Housing Act 1996 (inserted by section 12 of the Homelessness Act 2002), housing authorities are required to refer to adult social care services homeless persons with dependent children who are ineligible for homelessness assistance, or are intentionally homeless, or may be threatened with homelessness intentionally, as long as the person consents. If homelessness persists, any child in the family could be in need. In such cases, if social services decide the child's needs would be best met by helping the family to obtain accommodation, they can ask the housing authority for reasonable advice and assistance in this, and the housing authority must give reasonable advice and assistance.

**Table A: Bodies and individuals covered by key duties**

Body	CA 2004 Section 10 - duty to cooperate	CA 2004 Section 11 - duty to safeguard & promote welfare	Ed Act 2002 Section 175 - duty to safeguard & promote welfare and regulations	CA 2004 Section 13 - statutory partners in LSCBs	CA 1989 Section 27 - help with children in need	CA 1989 Section 47 - help with enquiries about significant harm
Local Authorities and District councils	X	X	In relation to their education functions.	X	X	X
Local policing body	X	X				X
Chief officer of police	X	X		X		X
Local probation board	X	X		X		
SoS re probation services' functions under s2 and 3 of the Offender Management Act (OMA) 2007	X	X		X		
Providers of probation services required under s3(2) OMA 2007 to act as relevant partner of a local authority	X	X		X		
British Transport Police		X				
United Kingdom Border Agency		X under section 55 of the Borders, Citizenship and Immigration Act 2009				
Prison or secure training centre		X		X (which ordinarily detains children)		

Youth offending services	X	X		X		
NHS Commissioning Board	X	X		X	X	X
Clinical commissioning groups	X	X		X	X	X
NHS Trusts and NHS Foundation Trusts		X		X	X	X
Cafcass				X		
Maintained schools	X (includes non-maintained special schools)		X			
FE colleges	X		X			
Independent schools	X		X Via regulations made under section 157 of the Education Act 2002			
Academies and Free Schools	X		X Via regulations made under section 157 of the Education Act 2002			
Contracted services including those provided by voluntary organisations		X				

## Appendix C: Further sources of information

### Supplementary guidance on particular safeguarding issues

#### Department for Education guidance

[Safeguarding children who may have been trafficked](#)

[Safeguarding children and young people who may have been affected by gang activity](#)

[Safeguarding children from female genital mutilation](#)

[Forced marriage](#)

[Safeguarding children from abuse linked to faith or belief](#)

[Use of reasonable force](#)

[Safeguarding children and young people from sexual exploitation](#)

[Safeguarding Children in whom illness is fabricated or induced](#)

[Preventing and tackling bullying](#)

[Safeguarding children and safer recruitment in education](#)

[Information sharing](#)

[Recruiting safely: Safer recruitment guidance helping to keep children and young people safe](#)

[Safeguarding Disabled Children: Practice guidance](#)

[Department of Health / Department for Education: National Service Framework for Children, Young People and Maternity Services](#)

[DfE: What to do if you're worried a child is being abused](#)

[Department of Health: The Framework for the Assessment of Children in Need and their Families 2000](#)

#### Guidance issued by other government departments and agencies

[Foreign and Commonwealth Office / Home Office: Forced marriage](#)

[Ministry of Justice: Guidance on forced marriage](#)

[Home Office: What is domestic violence?](#)

[Department of Health: Responding to domestic abuse: A handbook for health professionals](#)

[NHS National Treatment Agency: Guidance on development of Local Protocols between](#)

[drug and Alcohol Treatment Services and Local Safeguarding and Family Services](#)

[Home Office: Guidance on teenage relationship abuse](#)

[Youth Justice Board: Guidance on people who present a risk to children](#)

[Department of Health: Violence against Women and Children](#)

[UK Border Agency: Arrangements to Safeguard and Promote Children's Welfare in UKBA](#)

[Department of Health: Good practice guidance on working with parents with a learning disability](#)

[Home Office: Circular 16/2005 - Guidance on offences against children](#)

[Home Office: Disclosure and Barring Services](#)

[Child protection and the Dental Team – an introduction to safeguarding children in dental practice](#)

[Ministry of Justice: Multi Agency Public Protection Arrangements guidance](#)

[Ministry of Justice: HM Prison Service Public Protection Manual](#)

[Ministry of Justice: Probation service guidance on conducting serious further offence reviews Framework.](#)

[Missing Children and Adults - a cross Government strategy](#)

[Department of Health: Recognised, valued and supported: next steps for the Carers Strategy](#)

[Department of Health: Mental Health Act 1983 Code of Practice: Guidance on the visiting of psychiatric patients by children](#)

### **Guidance issued by external organisations**

[BAAF: Private fostering](#)

[Royal College of Paediatrics and Child Health: Safeguarding Children and Young people: roles and competencies for health care staff - Intercollegiate document, September 2010](#)

[General Medical Council: Protecting children and young people - The responsibilities of all doctors](#)

[Royal College of Nursing: Looked after children - Knowledge, skills and competences of health care staff \(Intercollegiate role framework\)](#)

[NICE: Guidance on when to suspect child maltreatment](#)

## **Supplementary guidance to support assessing the needs of children**

[DfE: What to do if you're worried a child is being abused](#)

[DfE: Childhood neglect - Improving outcomes for children](#)

[NICE: When to suspect child maltreatment](#)

## **Supplementary guidance to support the Learning and Improvement Framework**

[DfE: Training in relation to the child death review processes and Serious Case Reviews](#)

[NPIA / ACPO: Guidance on Investigating Child Abuse and Safeguarding Children](#)

[Prison and Probation Ombudsman's fatal incidents investigation](#)



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