

Literature review to support the third joint chief inspectors' review of safeguarding children and young people (2005–2008)

Introduction

The third joint chief inspectors review of safeguarding examines the progress made since the publication of the second review in 2005. This accompanying literature review, although far from comprehensive, provide a range of useful example national reference documents in relation to safeguarding. In addition, there is a wealth of local example documentation accessible via the Internet. The listing below is sorted by into three groupings as follows:

- Joint working – Government Policy and publications
- Guidance - for specific areas of safeguarding, organisations, practitioners or sectors
- Reviews and studies – research findings.

Joint working

1) Safeguarding Children, the second joint chief inspectors' report on arrangements to safeguard children (2005),

Weblink: <http://www.safeguardingchildren.org.uk/>

Key points: The report examines progress since the first review in 2002 (Safeguarding Children: A Joint Chief Inspectors' Report on Arrangements to Safeguard Children 2002) into how well children were safeguarded, focussing particularly on specific groups of children. It found improvement since the first report in 2002, but more needed to be done by some agencies to give sufficient priority to safeguarding. It noted that whilst all agencies accepted their responsibility to ensure that children were safeguarded, this was not always reflected in practice. Agencies were not always sufficiently committed to, or willing to fund, the work of Area Child Protection Committees (ACPC). Severe difficulties in recruiting and retaining professionals working in child protection and

2) Making safeguarding everyone's business, The Government's response to the second chief inspectorates' report on arrangements to safeguarding children, HM Government, (2006)

Weblink:<http://www.everychildmatters.gov.uk/files/6498272BA2C17DFC81D84BEF4D2A585D.pdf>

Key points: This document sets out the Government's response to the Report. It covers:

- The report's key findings
- The Chief Inspectors' recommendations and the Government's response to each
- Action plan (on recommendations to Government and national agencies)

3) Working Together to Safeguard Children, HM Government (2006)

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Weblink:<http://www.everychildmatters.gov.uk/files/AE53C8F9D7AEB1B23E403514A6C1B17D.pdf>

Key points: Working Together to Safeguard Children sets out how individuals and organisations should work together to safeguard and promote the welfare of children. The guidance has been updated since the previous version, which was published in 1999, to reflect developments in legislation, policy and practice.

4) Managing Serious Incidents, Protocol between Department for Education and Skills (DfES), Department of Health (DH), Commission for Social Care Inspection (CSCI), Healthcare Commission (HC), Ofsted, Strategic Health Authorities (SHAs) and Government Offices (GOs), (2006)

Weblink:<http://www.everychildmatters.gov.uk/files/77050F156639D21051889A958C8B10F4.doc>

Key points: The purpose of the protocol is to:

- ensure effective co-ordination of agencies work beyond the immediate local child protection enquiry
- facilitate strategic management which is able to pick up and deal with either policy or operational issues that have regional or national significance
- ensure that information is effectively shared between all the agencies with an interest
- ensure that all commissioning agencies, which have placed children in the institutions, exercise their responsibilities to safeguard the children they are responsible for in a timely manner
- clarify the respective roles of local authorities, NHS bodies, inspectorates, regulators and Government Departments.

5) Cross Government Action Plan on Sexual Violence and Abuse, HM

Government in association with Association of Chief Police Officers, Crown Prosecution Service, Her Majesty's Court Service, National Offender Management Service, Voluntary and Community Sector (2007)

Weblink:<http://www.homeoffice.gov.uk/documents/Sexual-violence-action-plan?view=Binary>

Key points: This action plan, which sets out how the Government plans to deliver key objectives on sexual violence and abuse represents an important step in taking forward this agenda.

6) Staying Safe: Action Plan (2008)

Weblink: <http://www.everychildmatters.gov.uk/resources-and-practice/IG00312/>

Key points: This Action Plan sets out the work which Government will take forward over the next three years to drive improvements in children and young people's safety, which will be measured by the new PSA to improve children and young people's safety. The Staying Safe Action Plan covers three main areas:

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- Universal safeguarding, involving work to keep all children and young people safe and to create safe environments for them
- Targeted safeguarding to reduce the risks of harm for vulnerable groups of children and young people
- Responsive safeguarding, involving responding effectively when children are harmed

7) Keeping Children Safe, Issue 1, Home Office, Safeguarding Vulnerable Persons team (2006)

Weblink: <http://police.homeoffice.gov.uk/news-and-publications/publication/operational-policing/keeping-children-safe-1?view=Binary>

Key points: Keeping Children Safe describes the key safeguarding policies being carried out across government which are being delivered through the government's Every Child Matters Programme.

8) Keeping Children Safe, Issue 2, Home Office, Safeguarding Vulnerable Persons team (2007)

Weblink: <http://police.homeoffice.gov.uk/news-and-publications/publication/operational-policing/keeping-children-safe-issue2?view=Binary>

Key points: This issue provides an insight into the new cross government safeguarding strategy for children, introducing the three levels of policy approach.

9) Keeping Children Safe, Issue 3, Home Office, Safeguarding Vulnerable Persons Team (2007)

Weblink: http://police.homeoffice.gov.uk/news-and-publications/publication/operational-policing/Keeping_Children_Safe_issue2.pdf?view=Binary

Key points: This issue highlights the Government changes to safeguarding responsibilities and new practical developments to assist practitioners in protecting vulnerable children.

Guidance – organisations, practitioners or sectors

10) Statutory Guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children act 2004, Department of Education and Skills, (2007)

Weblink: <http://www.everychildmatters.gov.uk/resources-and-practice/IG00042/>

Key points: Section 11 of the Children Act 2004 places a statutory duty on key people and bodies to make arrangements to safeguard and promote the welfare of children. The

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statutory guidance on the duty, which was first issued in 2005, has been updated. The revised version was published in April 2007. Part one of the guidance sets out the arrangements that are likely to be common to all or most of the agencies concerned. Part two deals with implementation in each particular agency to which the section 11 duty applies

11) What do you do if you think a child is being abused, Department for Education and Skills (2006)

Weblink:

http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/documents/digitalasset/dh_4061303.pdf

Key points: This practice guidance has been developed to assist practitioners to work together to safeguard and promote children's welfare. It is for anyone whose work brings them into contact with children and families, but particularly those who work in early years, social care, health, education, schools and criminal justice services. It is relevant to those working in the statutory or the independent sector, as well as to members of the wider community, and applies to all children and young people irrespective of whether they are living at home with their families and carers or away from home. This includes young people over the age of 16 years who are members of the Armed Forces, in hospital, prison or Young Offenders' Institutions

12) Safeguarding Children from abuse linked to belief in spirit possession, HM Government (2007)

Weblink: <http://www.everychildmatters.gov.uk/files/02469E1FF4089D7030FBD0E11815C511.pdf>

Key points: This non-statutory good practice guidance is intended to help practitioners and their managers apply *Working Together* to the particular needs of children abused or neglected because of a belief in spirit possession.

13) Safeguarding children who may have been trafficked, Department for children, schools and families (2007)

Weblink: <http://publications.everychildmatters.gov.uk/eOrderingDownload/DCSF-ChildTraffic-Complete.pdf>

Key points: This guidance document is intended to help agencies and their staff safeguard and promote the welfare of children who may have been trafficked. It is supplementary to, and should be used in conjunction with, the Government's statutory guidance 'Working Together to Safeguard Children' (2006).

14) Information sharing: Practitioners Guide Integrated working to improve outcomes for children and young people, Department for Education and skills, (2006)

Weblink:

<http://www.everychildmatters.gov.uk/files/ACB1BA35C20D4C42A1FE6F9133A7C614.pdf>

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Key points: The aim of this cross-Government guidance is to improve practice by giving practitioners across children's services clearer guidance on when and how they can share information legally and professionally. This document:

- summarises, in one page, six key points for practitioners to remember on information sharing in respect of children and young people (**Section 2**);
- sets out core guidance for practitioners on information sharing (**Section 3**);
- sets out further information to inform practitioners' decisions on information sharing

15) Safeguarding Children and safer recruitment in education, Department for Education and Skills (2007)

Weblink: [http://publications.teachernet.gov.uk/eOrderingDownload/Final 6836-SafeGuard.Chd bkmk.pdf](http://publications.teachernet.gov.uk/eOrderingDownload/Final%206836-SafeGuard.Chd%20bkmk.pdf)

Key points: The Safeguarding Vulnerable Groups Act 2006 will introduce a new vetting and barring scheme for all those working with children and young people from 2008. Ahead of the new scheme, the Secretary of State for Education and Skills announced in June 2006 that regulations would be tightened and new guidance introduced to clarify responsibilities for safer recruitment. This guidance document is a consolidated version of earlier guidance material. It looks at the recruitment and selection processes, recruitment and vetting checks, and duties for safeguarding and promoting the welfare of children in education. This publication also looks at dealing with allegations of abuse against teachers and other staff.

16) Safe to Learn – Embedding anti-bullying policy in schools Department for Children, Schools and Families (2007)

Weblink: <http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/>

Key points: Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods. This guidance provides an overall framework for schools in managing all types of bullying behaviour. It also includes advice on more specific types of bullying

17) Good practice Guidance for the moderation of interactive services for children; Home Office Task Force on Child Protection on the Internet, (2005)

Weblink: <http://police.homeoffice.gov.uk/news-and-publications/publication/operational-policing/moderation-document-final.pdf?view=Binary>

Key points: This guidance has been produced in response to public concern about the safety of children using interactive communication services, such as the Internet. While these services offer huge opportunities for children to communicate and learn, experience has shown that there are some individuals who will use them to contact children in order to "groom" and abuse them. It is, therefore, important to consider child safety issues when providing these types of services. There are a number of tools and processes that can be implemented to address child safety concerns, one of which is moderation.

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18) Cyberbullying – Part of Safe to Learn: Embedding anti-bullying work in schools, Department for Children, Schools and Families (2007)

Weblink: <http://www.kidscape.org.uk/assets/downloads/dcsfcyberbullying.pdf>

Key points: As more and more schools are having to respond to the growing challenge of cyber bullying, it is vital that schools understand the issue, know how to prevent and respond to incidents, and are updated on the legal issues surrounding this challenging subject. The DCSF has worked with children's charity Child net International to provide this guidance, which forms part of the anti-bullying guidance *Safe to Learn: Embedding Anti-Bullying Work in Schools*

19) Safeguarding children on-line, Becta, 2007

Weblink: <http://publications.becta.org.uk/display.cfm?resID=35446>

Key points: This publication has been designed as a toolkit to support local safeguarding children boards (LSCBs) and local authority personnel develop an e-safety strategy. It comprises suggested guidance including strategy contents; outlines personnel who should be involved; and aspects that should be covered. Case studies, activities and exemplar materials kindly provided by local authorities help to illustrate practical steps to take.

20) Statement on the duties of doctors and other professionals in investigations of child abuse

Weblink: <http://www.everychildmatters.gov.uk/files/81DC7A1D5C54553F9817493FD7705621.doc>

Key points: In order for children to be safeguarded from abuse and neglect it is essential that medical staff and other practitioners are willing to take action where they have concerns about a child's welfare. However, some practitioners have faced legal action as a result of actions taken to protect children and there is a risk that professionals' behaviour in dealing with some cases of suspected child abuse, and recruitment to specialist roles, could be affected by a concern for personal consequences. As this note seeks to explain, the Government's view is that where professionals are undertaking child protection work, their first duty is to the children concerned. As far as the children's parents are concerned, professionals must simply act in good faith, exercising reasonable skill and care.

21) Safeguarding Children and Young People, Roles and competencies for Healthcare Staff, Intercollegiate group - Royal College of Paediatrics and Child health (2006)

Weblink: http://www.rcm.org.uk/info/docs/safeguarding_children.pdf

Key points: This document identifies the need for NHS organisation to have clear guidance on role definition and specification. It is a valuable tool for NHS and others clarifying the competencies required by Doctors, Nurses, Midwives and all other staff to safeguard children.

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22) Child Protection and the Anaesthetist: protecting Children in the operating theatre, Intercollegiate group - Royal College of Paediatrics and Child Health (2007)

Weblink:http://www.rcoa.ac.uk/docs/child_protection1.pdf

Key points: The primary aim of this document is to advise what to do if signs of abuse are manifest in the peri-operative period. It also deals with anesthesia for formal examination when signs of child abuse are to be confirmed.

23) Child Protection Companion, Royal College of Paediatrics and Child Health (2006)

Weblink:

http://www.ich.ucl.ac.uk/website/ich/academicunits/Centre_for_evidence_based_child_health/CustomMenu_02/ChildProtCompRCPCH.pdf

Key points: The aims of this document are:

- To raise awareness that safeguarding children is everyone's business.
- To assist doctors in their daily practice, so they are able to recognise and manage child abuse and neglect in order to safeguard children's welfare.
- To assist with the process of management of children who have been abused or neglected.
- To promote multi-disciplinary and multi-agency working.

We hope that it will thereby contribute to the following broader objectives:

- To promote and safeguard the welfare of children.
- To improve the well being of children.
- To increase knowledge.
- To support professionals in this difficult area of work.

24) "Keep Me Safe" The Royal College of General Practitioners Strategy for Child Protection, Royal college of General Practitioners (2005)

Weblink:http://www.ich.ucl.ac.uk/website/ich/academicunits/Centre_for_evidence_based_child_health/CustomMenu_02/GP_doc_Corp_childprotectionstrategy.pdf

Key points: The purpose of this document is to:

- Examine child protection as it relates to general practice in the current policy and research context
- Describe college activity so far, with especial reference to the Victoria Climbié Inquiry
- Propose a college strategy for child protection

25) Safeguarding children and young people in football, The Football Association, (2007)

Weblink:<http://www.thefa.com/NR/rdonlyres/12007E2A-C1CF-4003-855D-3DC379FAFA47/86067/ChildProtectionPolicyProceduresandImplementationGu.pdf>

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Key points: The FA continues to be committed to ensuring all necessary steps are taken to protect from harm those children and young people who participate in football at all levels. This policy together with the Child Protection and Best Practice Guidelines and educational programme sets out The FA's position, role and responsibilities, and clarifies what is expected of other organisations and individuals involved in football.

26) Strategy for safeguarding children and young people in sport, play sport stay safe 2006-2012, Sport England & NSPCC, 2006

Weblink: <http://www.thecpsu.org.uk/Documents/SafeguardingStrategy.pdf>

Key points: The Strategic Framework identifies the evidence that sports should be able to demonstrate. This framework should inform the child protection in sport implementation or action plans stakeholders should produce. The framework will necessitate the creation of systems and processes capable of capturing and analysing relevant data.

27) Play England Making Space for Play, National Children's Bureau, (2006)

Weblink:<http://www.playengland.org.uk/downloads/pdf/pb02-safeguarding-children-play.pdf>

Key points: A brief for people working in the play sector with managerial responsibility for safeguarding children and young people and for those who work directly, whether paid or unpaid with children and young people on a regular basis.

28) Safeguarding- Protecting children in your organisation, The Regulators for charities in England and Wales, (2006)

Weblink: [Safeguarding Children](#)

Key points: Children are an especially vulnerable group and therefore the Charity Commission is concerned to stress the importance of charities having proper safeguards in place for their protection.

Reviews and studies

29) Understanding the contribution of sure start local programme to the task of safeguarding children's welfare, Prof Jane Tunstill & Debra Allnock (Sure Start) (2007)

Weblink:<http://www.dfes.gov.uk/research/data/uploadfiles/NESS2007SF026.pdf>

Key points: This study explores the existing and planned contribution of SSLPs (now Sure Start Children's Centers) to the objective of staying safe, and examines their strategic and operational interrelationships with social services departments, in order to identify existing good practice.

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30) The response of child protection practices and procedure to children exposed to domestic violence or parental substance misuse, Hedy Cleaver, don Nicholson, Sukey Tarr & Deborah Cleaver, (2006)

Weblink: http://www.dfes.gov.uk/research/data/uploadfiles/RW89_r.pdf

Key points: The focus of the research concerns children referred to children's social care where there are safeguarding concerns and evidence of domestic violence and/or parental and substance misuse

31) Child abuse linked to "possession" and "witchcraft"; Eleanor Stobart, (2006)

Weblink: <http://www.dfes.gov.uk/research/data/uploadfiles/RR750.pdf>

Key points: This report concerns the frequency and severity of child abuse linked to accusations of "possession" and "witchcraft". It identifies key features common to these cases, draws conclusions and makes recommendations.

32) Safer Children in a Digital World: The Report of the Byron Review (2008)

Weblink: <http://www.dcsf.gov.uk/byronreview/>

Key points: This independent review looks at the risks to children from exposure to potentially harmful or inappropriate material on the internet and in video games. In order to improve children's online safety, Dr Byron makes a number of recommendations in this review which includes the creation of a new UK Council for Child Internet Safety, setting in place sustainable education and initiatives in children's services and education to improve the skills of children and their parents in e-safety and reforming the classification system for rating video games.

33) Safeguarding Children and Young People a shared responsibility,
The Healthcare Commission (2007)

Weblink: http://www.healthcarecommission.org.uk/db/documents/Safeguarding_Children.pdf

Key points: This first Healthcare Commission report on safeguarding children and young people records the work in the area of safeguarding over the last three years. It also places children's safeguarding in the perspective of decisive changes that are now occurring across government agencies and inspectorates – changes in which we have a vital role.

34) A life like no other. A national audit of speciality in patient healthcare services for people with Learning Difficulties in England Healthcare Commission (2007)

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Weblink:

http://2007ratings.healthcarecommission.org.uk/_db/_documents/Learning_difficulties_audit_report.pdf

Key points: The national audit in 2006 followed two formal investigations into NHS services for people with learning difficulties carried out by the Healthcare Commission. The audit provides the first detailed information on the extent and nature of services provided to people with learning difficulties by the specialist healthcare sector and includes those organisations that care for adolescents with learning disabilities.

35) Investigation into the service for people with Learning Disability provided by Sutton & Merton Primary Care Trust Healthcare Commission (2007)**Weblink:**

http://www.healthcarecommission.org.uk/_db/_documents/Sutton_and_Merton_inv_Main_Tag.pdf

Key points: An investigation was conducted during 2006 into the service provided for people with a learning disability at Sutton and Merton Primary Care Trust. Most services were for adults, but the investigation also examined care and systems at a short-break unit for children and adolescents with learning disability, and following the review changes were made to the management and support for the unit.

36) Joint Investigation into the provision of services for people with Learning Disability at Cornwall Partnership NHS Trust, Healthcare Commission & Commission for Social Care Inspection (2006)

Weblink: http://www.healthcarecommission.org.uk/_db/_documents/cornwall_investigation_report.pdf

Key points: This investigation was triggered by allegations of abuse and inappropriate care for adults with a learning disability. Whilst the report primarily relates to adults, the investigation team also identified a number of areas for improvement in the respite hospitals for children operated by the trust, including the staffing and training arrangements and the availability of suitable information for parents, carers and young people.

37) Child Death Review - CEMACH (Confidential Enquiry Into Maternal and Child Health (April 2008)

Weblink: <http://www.cemach.org.uk/getdoc/3b19a636-2a7a-4877-974f-bb4235f53862/Child-Death-Review.aspx>

Key points: The Child Death Review provides an overview of all child deaths occurring between 1 January and 31 December 2006 from 28 days to 18 years in the South West, West Midlands and North East of England and in Wales and Northern Ireland. The work was also used to inform the development of a minimum data set for use by Local Safeguarding Children Boards (LSCBs) when they took up their child death review functions in April 2008.

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38) Narrowing the Gap Inspection of Children's Services, Ofsted (2007)

Weblink:http://www.ofsted.gov.uk/assets/Internet_Content/Shared_Content/Files/2007/apr/narrowingthegap.pdf

Key points: This report focuses on the outcomes of the children's services inspection resulting from the first 37 joint area reviews, which began in September 2005, and the annual performance assessment process undertaken in 2006. It draws together the findings from across each of the five Every Child Matters outcomes and judgements of all the inspectorates that work in partnership to deliver children's services inspections in accordance with the Children Act 2004.

39) Safeguarding Children an evaluation of procedures for checking staff appointed by schools, Ofsted (2006)

Weblink:http://www.ofsted.gov.uk/assets/Internet_Content/Publications_Team/File_attachments/safeguarding2467.doc

Key points: Safeguarding children reports the findings of a survey to investigate schools' and other education providers' systems for checking the staff they appoint. It identifies confusion about procedure and problems with record keeping and guidance, while also including examples of good practice. This report will be of particular interest to schools, colleges, local authorities, parents and governors.

40) Safeguarding children in family proceedings Inspection of the children and family court advisory and support service and review visits to care centres and magistrates courts, HM Inspectorate of Court Administration (HMICA) (2005)

Weblink:http://www.ofsted.gov.uk/assets/Internet_Content/Shared_Content/Migration/hmica/sfchinpro_hmica.pdf

Key points: A 2005 report examining how well current CAFCASS arrangements work in safeguarding those children who are involved in family proceedings. The report draws together key issues around children's safeguards arising from MCSI's general programme of inspection of CAFCASS, and a specific programme of review visits to six care centres and linked magistrate's courts. It highlights areas for suggested action, although no formal recommendations are made.

41) Truth Hurts, Report of the National Enquiry into self-harm among young people, Dr Marcia Brophy, Mental Health Foundation and Camelot Foundation (2006)

Weblink: <http://www.mentalhealth.org.uk/publications/?EntryId5=38712&p=15>

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Key points: This Inquiry set out to try and find the definitive answers to the key questions: what is self-harm, How common is it among young people, Can it be prevented, How can we respond better to young people who self-harm.

42) Safeguarding children: working with parental alcohol problems and domestic abuse. Sarah Galvani, The Parenting Fund & Alcohol Concern (2006)

Weblink: <http://www.alcoholandfamilies.org.uk/briefings/13.8.pdf>

Key points: The briefing paper discusses the practice and policy challenges faced by alcohol professionals working with parents and families where there is also domestic abuse. It highlights the impact of domestic abuse and parental alcohol problems on children and summarises the fragmented policy framework in which these overlapping issues sit. To conclude it offers some building blocks from which to formulate practice responses and practice development.

43) Safeguarding Children online: Core business for local safeguarding children's boards? Chris Atkinson (Partnerships Liaison Officer, Child Exploitation and Online Protection (CEOP) centre), - November 2006

Weblink:

http://www.nspcc.org.uk/Inform/publications/Serials/Exchange/safeguardingchildrenonline_wda47946.html

Key points: This is an extended version of an article that originally appeared on page 1 of exchange issue 2 (November 2006) the emergence and uptake of new technologies pose new challenges for those charged with the welfare of children and young people. It puts the issue of safeguarding children and the delivery of local children's services into a global context.

44) Dealing with a problem that Doesn't Exist? Professional responses to female-perpetrated child sexual abuse (2007) Lisa Bunting, Child Abuse Review 16 (4), pp 252-267

Weblink: <http://www.rip.org.uk/rpu/2007/detail.asp?id=10>

Key points: This article draws on a larger piece of work by the same author, *Women Who Sexually Offend Against Children*, published in 2005 by the NSPCC. It helps to bring some clarity to an otherwise very murky area by offering a literature review and an electronic survey of Multi-Agency Public Protection Panels (MAPPPs). Bunting's contention is that because child sexual abuse, on the basis of what we know now, is perceived as essentially a male-offender issue, female perpetrators have been seriously neglected. Perhaps the most telling illustration of this is the finding in the MAPPPs' survey that there is no validated risk assessment tool for female offenders. So even when female perpetrators have been identified, there is no consistent measure for assessing their level of dangerousness – and this inevitably leads to problems in managing whatever risks they may pose.

45) Emergency Powers for Child Protection Judith Masson, Journal of Children's Services 1(2),pp 31-40 (2006)

Weblink:<http://www.rip.org.uk/rpu/2007/detail.asp?id=2>

Emergency intervention predominantly concerns young children and is a route into permanent care, especially for babies. There are wide differences in the use of emergency powers. Most emergency intervention by local authorities relates to children known to be at risk. Earlier care proceedings or partnership working may avoid the need for emergency action. Paradoxically, restrictions on bringing care proceedings may increase the use of emergency powers. Good decision-making in emergency intervention requires close collaboration between police and local authorities. Safeguarding boards have a role in facilitating the development of arrangements between agencies for the use of emergency protection powers.

46) Meeting the Needs of Sexually Exploited Young People: The challenge of conduction policy- relevant research ; Sara Scott and Zoe Harper, Child Abuse Review 15 (5), pp 313-325 (2006)

Weblink:<http://www.rip.org.uk/rpu/2007/detail.asp?id=2>

Key points: Sexual exploitation at the individual level is often characterised by secrecy so it should be no surprise that assessing need at the community level is likely to face formidable problems. How do you count people who are reluctant to be counted? This study focused on London. It used information from key professionals – child protection co-ordinators, police, health, specialist sexual exploitation services, voluntary organisations, youth offending teams and secure units. The authors argue not only that these workers are likely to be closest to the scale and reality of the issues but are also best placed for using the findings of the study.

47) Risk Factors for Recurrence of Maltreatments: A systematic review N Hindley, PG Ramchandani and DPH Jones, Archives of Disease in Childhood 91 (9), pp 744-752) (2006)

Weblink:<http://www.rip.org.uk/rpu/2007/detail.asp?id=2>

Key points: The most important predictors for recurrent maltreatment are:

- the number of episodes of previous maltreatment
- neglect (as opposed to other forms of maltreatment)
- parental conflict
- parental mental health problems.

48) Aim Higher, Aim safer, Safeguarding Children and young adults in higher education Burke, J. & Ingram, A.M (2005)

Weblink:<http://www.londonaimhigher.ac.uk/docs/Aimsafer.pdf>

Key points: Partners who have been delivering widening participation

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programmes have become aware that universities need to update their approaches. This guidance will help them to ensure that universities operate a safe environment – one in which staff are comfortable working with young people, and which will reassure parents that sensible precautions are being observed. With government encouraging a wide range of out-of-school opportunities, and universities themselves wishing to be better understood in an era of fair access, there are increasing numbers of school-age children visiting campuses. Although this handbook has been conceived with summer schools specifically in mind, we believe that the guidance will be highly relevant for a broad range of activities, which involve universities and their staff and students.

49) Responding to change a survey of local educational authorities' responses to the changing policy context of child protection, Mary Baginsky (2006)

Weblink: http://www.nspcc.org.uk/Inform/publications/Downloads/respondingtochange_wd48075.pdf

Key points: This study was designed to examine how education services within local authorities were responding to the significant changes that were transforming children's services and those that were proposed for the future. Recent changes included Sections 157 and 175 of *Education Act 2002* which placed statutory responsibilities on these authorities, along with schools and colleges, to safeguard and protect children.

50) Vision for services for children and young people affected by domestic violence, Women's Aid, Leaders in Social Care, Cafcass, Local Government Association (2006)

Weblink: <http://www.cafcass.gov.uk/publications/policies.aspx> Policies

Keypoint: The purpose of this commissioning guidance is to assist Children's Strategic Partnerships (and/or Children's Trusts) to assess the needs of children affected by domestic violence using the framework of Every Child Matters, the National Service Framework for Children, Young People and Maternity Services and the Children Act 2004 to design, or redesign, services to address those needs as an integral part of implementing the provisions in the Children Act 1989.

51) Safeguarding Framework, CAF/CASS, (2006)

Weblink: <http://www.cafcass.gov.uk/publications/policies.aspx> Policies

Keypoints: Cafcass values the importance of safeguarding and promoting the welfare of children, including their active involvement, in all aspects of our work, throughout the organisation and in partnership with children and young people and their families, and with other safeguarding agencies. We want all the children with whom we work to have a secure identity and a safe base, from which they will be able to flourish throughout their childhood. All of the organisation's activities, policies and procedures will contribute to these objectives

52) Schools, Social Services and Safeguarding Children, past practice and future challenges, Mary Baginsky, (2007)

Weblink:http://www.nspcc.org.uk/Inform/research/Findings/SchoolsSocialServicesFullReport_wdf54280.pdf

Key points: This research was intended to add both to the understanding of how teachers and social workers worked together to protect children and how decisions taken by professionals impinged on subsequent inter-agency and cross-professional contacts. It was also designed to focus on the reality of schools' involvement in the child protection process, which up until this point has been based more on speculation and deduction than empirical investigation.

53) Exchange, working together to keep children safe issue 2, Safeguarding children online (2006)

Weblink:http://www.nspcc.org.uk/Inform/publications/Serials/Exchange/exchange2_wdf47951.pdf

Key points: Children and young people's access to new technology, particularly the internet, continues to grow in a range of settings, including schools, libraries, family support projects and after-school care. This poses new challenges for those charged with the welfare of children and young people. Do we have appropriate policies about the acceptable use of technology in place across all children's services? How can LSCBs best safeguard children online? Who are the key partners in the online world?