

**SAFEGUARDING CHILDREN
INFORMATION & NEWS UPDATE - 149
14th January 2010**

Serious case review evaluations: April 2007 onwards (13/01/10)

LSCBs undertake serious case reviews where a serious incident occurs involving a child and abuse or neglect is known or suspected.

This list show the serious case reviews carried out by local authorities that Ofsted reviewed since it took over responsibility for the evaluation of SCRs from the Commission for Social Care Inspection in April 2007.

<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Statistics/Serious-case-review-evaluations-April-2007-onwards>
<http://www.ofsted.gov.uk/content/download/10668/127493/file/Serious%20case%20review%20evaluations%201%20April%202007%20-%2031%20December%202009.pdf>

Guidance on Looked After Children with Special Educational Needs Placed Out-of-authority (Jan 2010)

As a group, LAC are 9 times more likely to have a statement of SEN than the general pupil population. The majority of LAC have SEN and it is important that all children with SEN receive the educational provision which meets their needs.

LAC can be placed to live with foster carers or in a children's home away from where they would normally live. Often this will be outside the area of the LA which looks after them. Because they are placed "out-of-authority" there can sometimes be confusion as to the responsibilities that LAs have towards the child if the child needs to be assessed for a statement of SEN or already has one.



This guidance aims to outline LAs' responsibilities for meeting the SEN of LAC who are placed out-of-authority, and explains how these responsibilities operate. It does not create any new obligations, but decisions made in relation to individual children should be consistent with the operation of the law as described.

<http://publications.everychildmatters.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00060-2010&>

<http://publications.everychildmatters.gov.uk/eOrderingDownload/00060-2010DOM-EN.pdf>

Promoting the emotional health of children and young people: Guidance for Children's Trusts partnerships, including how to deliver NI50 (January 2010)

This non-statutory guidance:

- aims to help leaders and commissioners across children's services to plan and develop services to promote the emotional health of children and young people
- sets out to assist senior managers with leadership or commissioning responsibilities in developing a strategic approach to promoting emotional health
- considers emotional health across the age range, and how it can be supported in a number of environments
- contains a detailed service specification that sets out the core support and services for children, young people and families, representing a comprehensive, strategic approach to promoting emotional health.

<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00639/>

<http://www.dcsf.gov.uk/everychildmatters/download/?id=7244>

Campaign to boost confidence of children with special educational needs (06/01/10)

Ed Balls has launched a campaign focused on improving attitudes towards children with SEN and building their self-esteem.

The 'My Way!' campaign will run in First News, the children's weekly newspaper and will be fronted by Henry Winkler. Henry's dyslexia wasn't picked up until he was 30 and this has motivated him to change perceptions of SEN and inspire young people. The campaign will:

- Raise awareness of learning differences among children, teachers, schools, and parents. Around 1 in 5 school aged children need additional help in school of some form. Needing help with learning is not unusual and many children receive some additional support during their time at school.
- Improve attitudes towards children with learning differences among children who do not have SEN. Many children with special learning needs can feel different and become isolated at school and socially – bullying is a particular issue.
- Encourage and allow pupils to share their experiences of learning, to talk about how they like to learn, what they like about their school, and the differences and similarities that they notice.
- Inspire young people with SEN. Many successful people, both those who have become famous and those in everyday lives have experienced learning difficulties at school. 'My Way!' will share their experiences and those of successful schools, education professionals, parents and pupils.

http://www.dcsf.gov.uk/news/content.cfm?landing=henry_winkler_leads_campaign_to_boost_confidence_of_children_with_special_educational_needs&type=1

Keeping Children and Young People In Mind (07/01/10)

Children's Minister Delyth Morgan and Care Services Minister Phil Hope have reinforced the clear expectation for all local areas to deliver good quality mental health services for all children, including 24 hour cover for urgent mental health problems and child-only facilities for under-16s.

'Keeping Children and Young People In Mind' is the Government's full response to the 20 recommendations in the independent review of CAMHS last year. It sets out their commitment to support local areas to deliver effective and high quality mental health services for children and young people, drawing upon existing evidence and good practice. Stopping emotional and mental health problems escalating to problems later in life will help young people achieve their full potential, and also help cut the cost to society of poor health, poverty, crime and low educational attainment.

A package to support local delivery includes:

- £58m to support co-location of health services incorporating mental health provision alongside schools and other places where children and young people already go;
- the roll-out of the £60m Targeted Mental Health in Schools programme to every LA from April 2010;
- a new programme of action to support the workforce, including new training support in relation to the mental health needs of children with learning disabilities and children at risk of self harming; and
- enhanced expert support for the local areas that need it most via a new National Support Team

http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2010_0009

<http://www.dcsf.gov.uk/CAMHSreview/>

Commissioning Early Intervention Support Services: Guidance for commissioners (January 2010)

The public service agreement 12 set out a commitment that, by 2008/2009, four CAMHS proxy measures would be used:

- 1.the development and delivery of CAMHS for children and young people with learning disabilities
- 2.appropriate accommodation and support for 16- and 17-year-olds
- 3.availability of 24-hour cover to meet urgent mental health needs
- 4.joint commissioning of mental-health promotion and early-intervention support.

The purpose of the 4th proxy guidance is to provide clarity to LAs and PCTs about what this new indicator (point 4 above) is intended to monitor and how it should be rated, and to build on current technical guidance.

The guidance also aims to pull together good practice and provide guidelines for LAs, PCTs, GOs and SHAs to support the delivery of quality advice, support and guidance on the delivery of the 4th proxy, specifically on joint commissioning of early-intervention support.

With the 4th proxy, the DCSF is anticipating the delivery of improvements to the provision of mental-health support in universal and targeted services, and in so doing promote local areas to deliver against the current proxy measures and increase joint commissioning of services.

<http://www.dcsf.gov.uk/everychildmatters/sources-and-practice/IG00640/>
<http://www.dcsf.gov.uk/everychildmatters/download/?id=5716>

What is the law on physical punishment in the UK? What do we know about attitudes to physical punishment? (Dec 2009)

This NSPCC factsheet looks at the legal aspect of physical punishment and summarises the reasons why people are for or against it.

http://www.nspcc.org.uk/Inform/research/questions/physical_punishment_law_attitudes_wda70205.html

Children, Schools and Families Committee First Report: School Accountability (07/01/10)

This report concludes that the complexity of the school accountability and improvement system in England is creating a barrier to genuine school improvement based on the needs of individual schools and their pupils.

The committee said it received evidence that schools feel coerced and constrained by the outcomes of Ofsted inspection and programmes, such as National Challenge. It adds that they consistently noted the adverse effects of targets on education of children and young people.

The report recommends that the Government should:

- refrain from introducing frequent reforms and allow schools a period of consolidation
- revisit the proposals for reform of the school accountability and improvement system set out in the 21st Century Schools White Paper with a view to giving more substance to its claims that schools are responsible for their own improvement.
- seek means of delivering support and challenge to schools without what many witnesses perceived as a harmful 'naming and shaming' approach endemic in the current system

<http://www.publications.parliament.uk/pa/cm/200910/cmselect/cmchilsch/88/8802.htm>

Safer Internet Day - 9th February 2010

European Safer Internet Day is supported by countries throughout Europe and during the week, a range of activities will be taking place across the continent to help protect young people online.

The theme for SID10 is 'Think Before You Post' and CEOP hope to make the whole week (8th February – 12th February 2010) a week of action in the UK.

Thinkuknow's Safer Internet Day 2010 website will help to identify regional and national activities that you may wish to promote or get involved with, as well as highlight various resources that will help you raise awareness in your area.

<http://www.thinkuknow.co.uk/saferinternetdayuk/default.aspx?AspxAutoDetectCookieSupport=1>

<http://www.thinkuknow.co.uk/saferinternetdayuk/default.aspx?AspxAutoDetectCookieSupport=1>

All-Wales Survey of Bullying in Schools, (07/01/10)

This document gives a brief summary of some of the key findings from the first all-Wales survey of bullying in schools which took place in the summer of 2009. The survey gathered information from over 7,000 children and young people.

The aim of the research was to establish the different types of bullying going on in schools and their frequency.

Year 4-15% of pupils reported being bullied "all the time". The way bullying was measured in year 4 was different, as other studies have shown that care has to be taken with younger pupils reporting bullying, as their understanding of what bullying

means may not be as clear as for older pupils. In line with other studies bullying was seen to decline with age:


- Year 6-32% of pupils reported being bullied in the last 2 months
- Year 7-30% of pupils reported being bullied in the last 2 months
- Year 10-15% of pupils reported being bullied in the last 2 months


<http://www.childreninwales.org.uk/policy/documents/researchandreports/12754.html>

<http://wales.gov.uk/docs/dcells/publications/091221allwalesen.pdf>

Multi-agency safeguarding audit tools

Government Office for London and the London Safeguarding Children Board have created this pack of multi agency safeguarding audit tools for LSCBs to use as part of their quality assurance activity. The work was requested by London DCSs and was the subject of five consultation workshops. The pack consists of:

 [Purpose Of multi agency auditing](#) – which describes the rationale for this approach to auditing and how it fits into the LSC improvement cycle

 [Guidance On Use Of The Audit Tools](#) – which describes how to scope and set up multi agency audits.

 [A Multi Agency Early Intervention Audit Instrument.](#)

 [Early intervention grading guidance](#)

 [A Multi Agency Child In Need Audit Instrument.](#)

 [Child in need grading guidance](#)

 [A Multi Agency Child Protection Audit Instrument.](#)

 [Child protection grading guidance](#)

 [A Multi Agency Looked After Children Audit Instrument.](#)

 [Looked after children grading guidance](#)

 [An Example Of A Completed Overview Report.](#)

<http://www.londonscb.gov.uk/>

Plans unveiled for free laptops for low income families (11/01/10)

Thousands of families will be able to claim free computers and internet access under a Government drive to boost the achievements of children from lower income families.

The Home Access programme, which is being rolled out nationally today after pilots in Suffolk and Oldham, will allow 270,000 families with children in years 3 to 9 to apply for grants to buy computers and broadband connections from approved suppliers.

Research has shown that pupils could improve by two grades at GCSE if they have a computer at home, and ministers hope the scheme will narrow the educational divide between children receiving free school meals and their peers.

Low income families in receipt of certain benefits could qualify for a grant to buy a computer and/or a minimum of 1 years' internet access. The programme is aimed at those that need it most and targets families that do not have access to a computer or the internet at home.

Depending on what is needed, the grant allows eligible applicants to buy one of the following packages:

1. Full package (a computer, one year's internet access, service and support)
2. A computer with service and support only
3. One year's internet access only

<http://www.number10.gov.uk/Page22100>

<http://www.homeaccess.org.uk/>

Home Education – registration and monitoring proposals: Public Consultation Response (11/01/10)

The responses to the proposals mirrored the views of home educators, home educating organisations and LAs. Home Educators were largely against registration, but LAs agreed with the need for a national register.

The Government remains clear that changes should be made in order to guarantee every child a suitable education, wherever they are educated. However, taking account of the strong views, it has tailored the legislation e.g. LA officers will not have power to insist they see the home-educated child alone, and new monitoring system will be light touch.

Home education is a well established part of our education system and there are no plans to change that position. England is and will remain one of the most liberal countries in the degree of state regulation of home education.

The Children, Schools and Families bill will ensure better support for home educated children with SEN and access for all to facilities that will enrich their education e.g. FE College courses, school libraries, sports facilities and music lessons. Registration will allow these services to be offered to all home educating families.

http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2010_0013

<http://www.dcsf.gov.uk/consultations/index.cfm?action=conResults&external=no&consultationId=1643&menu=3>

<http://www.dcsf.gov.uk/consultations/downloadableDocs/DCSF%20Public%20Consultation%20Response%20on%20Home%20Education%20final%20for%20publication%20on%2011%20January%20%202010.doc>

Children and families experiencing domestic violence - Police and children's social services' responses (Jan 2010)

In England and Wales, the Adoption and Children Act 2002 amended the definition of significant harm provided by the Children Act 1989, adding a new category of "impairment suffered from seeing or hearing the ill-treatment of another".

Since domestic violence and children's exposure to it represent a widespread social problem, this amendment has acted to draw a potentially large group of families within the remit of children's social services. The growing mountain of police notifications to social services of domestic violence incidents where children are involved and the pressures that this has created have been noted by a range of commentators in the UK, North America and Australia.

The notification system has emerged against what is acknowledged to be a background of fragmented services for children and families experiencing domestic violence, and represents an attempt to improve communication and coordination between universal and highly targeted services.

This research examined both the notification process itself and the subsequent service pathways followed by families brought to the attention of children's social services in this way. It also explored which other agencies contributed to services for families experiencing domestic violence and captured young people's, survivors' and perpetrators' views of services.

http://www.nspcc.org.uk/Inform/research/Findings/children_experiencing_domestic_violence_wda68549.html

http://www.nspcc.org.uk/Inform/research/Findings/children_experiencing_domestic_violence_report_wdf70355.pdf

A training course to help practitioners consider the issue of neglect and its impact upon children

9th – 10th February 2010 Leicester
£170 per day (non-res) £220 per day (res)

This course aims to enhance knowledge of neglect in order to aid effective multi-agency assessments and interventions with neglected children and neglectful families. By the end participants will be able to:

- identify the signs and indicators of neglect
- recognise how values and beliefs may influence working with neglect
- outline current legislation and guidance
- apply contemporary research and theoretical approaches to assessment
- identify tools that will aid assessment
- describe the impact of neglect on children's development and on their capacity to achieve the 5 ECM outcomes
- recognise blocks to effective engagement with families where neglect is a concern
- develop strategies for working in a multi-agency context to achieve positive outcomes for children and families
- identify models of good practice for early intervention to prevent long term harm
- recognise the impact of working in this field and develop strategies for personal and professional support.


The programme covers:

- what is neglect? why neglect? why now?
- signs, indicators and impacts on child development
- parenting capacity and factors linked to child's father
- assessment and models of interventions
- barriers to multi-agency working together
- strategies for multi-agency working and models of good practice.

http://www.nspcc.org.uk/Inform/trainingandconsultancy/Training/TrainingCourses/childneglect_wda57565.html

Ofsted Inspection Documents - Revised January 2010

[http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/\(sort\)/date](http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/(sort)/date)
[General guidance for inspectors on s162A independent school inspection procedures, timelines and tariffs](#)
[Guidance on evaluating independent schools' action plans following s162A inspection](#)
[Guidance for inspectors on writing the report \(independent schools\)](#)
[Guidance for the completion of the record of inspection evidence and judgements \(ROIEJ\) \(independent schools\)](#)
[Handbook for the inspection of further education and skills from September 2009](#)
[Framework for the inspection of maintained schools in England from September 2009](#)
[Conducting school inspections: guidance for inspectors of schools from September 2009](#)
[Evaluation schedule of judgements for schools inspected under section five of the Education Act 2005, from September 2009](#)
[Letter to parents for maintained school inspections from September 2009](#)
[School inspections: a guide for parents and carers for inspection from September 2009](#)
[Pre-inspection briefing for school inspections from September 2009](#)
[Report template for inspections of all-through, primary, secondary and special schools and pupil referral units](#)
[Report template for inspections of nursery schools](#)
[Report writing guidance for school inspections: autumn 2009](#)
[Evidence form for school inspections from September 2009](#)
[Evidence forms - guidance on use for school inspections from September 2009](#)
[Form 1 - confirmation that a school is causing concern or is no longer causing concern](#)



Tackling the new SEF

[Guidance for schools on the distribution of pupil and staff questionnaires](#)
[Inspection questionnaire for boarding pupils](#)
[Inspection questionnaire for pupils in Key Stage 2](#)
[Inspection questionnaire for pupils in Key Stage 3, Key Stage 4 and school sixth forms](#)
[Inspection questionnaire for school staff](#)

The Education (Information About Children in Alternative Provision) (Wales) Regulations 2009 SI.3355 (W.294) (from 12/01/10)

These Regulations apply in relation to—

- a) funded education provided under arrangements made by a relevant LA;
- b) education provided at an independent school arranged and funded by a LEA in Wales pursuant to s19 of the 1996 Act; and
- c) education provided in a PRU funded by a relevant LA

http://www.opsi.gov.uk/legislation/wales/wsi/2009/wsi_20093355_en_1

http://www.opsi.gov.uk/legislation/wales/wsi/2009/pdf/wsi_20093355_mi.pdf

The National Child Measurement Programme Regulations 2008 SI3080 (from 05/01/10)

These Regulations which apply only to England provide for the functions of the Secretary of State to make arrangements with local education authorities and proprietors of independent schools to provide for the weighing and measuring of children in schools, to be exercisable by PCTs. The Regulations make provision for the gathering and further processing of information under the NCMP (an annual programme under which PCTs weigh and measure children in schools).

http://www.opsi.gov.uk/si/si2008/uksi_2008_3080_en_1

Pupil and parent guarantees (11/01/10)

Parents and pupils were today given full details of the currently existing and new guarantees they can expect from schools, as Ed Balls launched a consultation alongside the second reading of the Children, Schools and Families Bill.

The Guarantees are based on key ambitions. For pupils they are:

- every pupil will go to a school
 - where there is good behaviour, strong discipline, order and safety;
 - where they are taught a broad, balanced and flexible curriculum including skills for learning and life;
 - where they are taught in a way that meets their needs, where their progress is regularly checked and where particular needs are spotted early and quickly addressed;
 - where they take part in sport and cultural activities; and
 - which promotes their health and well-being, where they have the chance to express their views, and where they and their family are welcomed and valued.

For Parents the ambitions are:

- for all parents to have opportunities to exercise choice with and on behalf of their children, and to have the information and support they need to help them do so;
- for there to be, for all parents, Home School Agreements outlining their responsibilities, and those of the school, for their children's schooling;
- all parents to have opportunities to be engaged in their children's learning and development, and to have the information and support they need to help them do so;
- all parents to have access a variety of activities, facilities and services, including support and advice with regard to parenting.

The new guarantees are:

- extra support and catch-up lessons for pupils falling behind at Key Stage 1;
- 1-to-1 catch up tuition for KS2 pupils who are behind and falling further behind;
- 1-to-1 or small group catch up for Year 7 pupils who are behind and falling further behind;
- personal Tutors for all secondary school pupils;
- the opportunity for pupils to study triple sciences at GCSE;
- parents of Gifted & Talented pupils will get a letter setting out support and challenge their children will receive;
- stronger home-school agreements;
- every pupil to receive PSHE education.

http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2010_0013

SEE CONSULTATIONS

CEOP Training 2010-2011 Course Timetable

Similar to last year, CEOP are offering training courses designed to give delegates a better understanding of the nature of child sexual offending and to impart the skills and knowledge that can better equip professionals to deal with this area of crime.

Courses are available to professionals who:

- Conduct criminal investigations where the sexual abuse of children is a factor;
- Manage offenders in the community; and/or
- Take responsibility for safeguarding children from child sex offenders.

<http://www.ceop.police.uk/training/>

Government backs sunbed ban (13/01/10)

Andy Burnham will call for tanning salons to be banned from allowing under 18s to use sunbeds. He will announce that Government is backing a Private Member's Bill seeking to introduce the ban at a photo call with Cancer Research UK and Julie Morgan, the MP introducing the Bill, later today.

The Secretary of State for Health said: "The scientific evidence is clear - sunbeds increase your risk of getting skin cancer. It is far too easy for young people to use sunbeds and I am determined to take action to protect them. "I fully support this Bill which will force tanning salons to ban access for people under 18 years old."

A Cancer Research UK report Nov 09) showed worrying levels of sunbed use amongst under 18s. The report showed that:

- Overall, 6% of children 11-17 years in England said that they had used a sunbed
- There was significant variation across the regions with the "North" having 11% of children having used a sunbed compared with 4.2% in both the "Midlands" and in the "South"
- In a study of 6 different UK cities, sunbed use was significantly higher in Liverpool at 20% and Sunderland at 18% than in the other 4 "cities" for 11-17 year olds combined

<http://nds.coi.gov.uk/content/detail.aspx?NewsAreaId=2&ReleaseID=410265&SubjectId=2>

Safeguarding through Audit (Dec 09)

This is an updated edition of a guide to help LSCBs audit recommendations of serious case reviews.

http://www.nspcc.org.uk/Inform/trainingandconsultancy/Consultancy/SupportingProductsAndResources/safeguardingthroughaudit_wda47786.html

Managing concerns about poor practice or abuse of children within sport, by adults or other young people (13/11/09)

This review addressed issues including:

- what happens when a sports body becomes aware that a coach, referee or other official is a possible risk to children in the sport?
- how does the sports body respond initially, how are the concerns investigated and what are the procedures for managing the risk and for sanctioning the individual?
- how are children and young people being treated in these processes?

The survey found that:

- 12% of organisations, between them, responded to more than 500 safeguarding concerns over the past 12 months leading to over 50 individuals being sanctioned under disciplinary procedures
- the other 88% reported an estimated total of 200 cases, resulting in disciplinary sanctions for fewer than 30 individuals
- Almost half of organisations expected the number of reported cases to increase

Sports bodies appeared well prepared, with all reporting procedures in place for responding to concerns.

Apart from larger governing bodies employing professional staff, most organisations relied on volunteers, stretched for time or too close to individuals to deal with serious and complex allegations.

Sports bodies identified a need for improved support and services for children who may have been harmed or affected, and for the member of staff or volunteer concerned.

http://www.nspcc.org.uk/Inform/cpsu/NewsAndEvents/cpsu_sports_resolutions_survey_overview_wda69621.html

http://www.nspcc.org.uk/Inform/cpsu/NewsAndEvents/managing_concerns_survey_resu

Consultations

Online survey into Early Years Professionals (07/01/10)

More than 4,000 EYPs in England are being called on to take part in an online survey about the impact their graduate status is having on the quality of early years settings.

The CWDC is interested in finding out more about EYPs' career development needs and aspirations and what EYPs have been doing since achieving the status. We also want to hear practitioners' views about their roles and the impact and effect that gaining EYPS is having on their working life.

The survey will inform a larger 3-year academic research study on EYPs being undertaken by Wolverhampton University on behalf of CWDC. The study will collect evidence through an online survey of all EYPs as well as a number of in depth case studies from around the country.

Closing Date: 19th February 2010

http://www.cwdcouncil.org.uk/news/2925_cwdc-launches-online-survey-into-early-years-professionals

<http://www.cwdcouncil.org.uk/eyps/i-am-an-eyp/early-years-professional-online-survey>

Considering pupils' views (11/01/10)

This consultation seeks opinions on new regulations that will set out the minimum set of matters on which governing bodies of maintained schools must invite and consider their pupils views. This relates to a new duty on maintained schools to invite and consider pupils' views on matters to be prescribed in regulations.

Closing Date: 29th March 2010

<http://www.dcsf.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1618&external=no&menu=1>

Public Consultation on the Introduction of the Parent and Pupil Guarantees (11/01/10)

The PPG bring together the key components of a good education. They will help to ensure that parents and pupils know what they can expect from schools. They also spell out what schools can expect from parents and pupils in terms of their responsibilities to support schools.

This consultation sets out the full text of the Pupil and Parent Guarantees and seeks views on whether the requirements for pupils, parents, schools and LAs are clear and understandable, whether all the 'musts' and 'shoulds' detailed in the guarantees are correct and whether the responsibilities and entitlements for schools, pupils and parents are correctly balanced.

Closing Date: 5th April 2010

<http://www.dcsf.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1692&external=no&menu=1>

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00067-2010&>

<http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00067-2010.pdf>

Conferences

Family Futures Conference - What's next for services supporting children and families?

24th February 2010 London
£195 - £595 + VAT

This conference will debate the need to integrate and improve public services to support children, young people and families.

Issues to be discussed include:

- Finding the balance between universal and targeted services for families
- Strengthening the children's workforces
- Improving outcomes for families particularly those with parents in prison
- Improving services for disabled children and their families
- Transitioning and personal budgets for young people with disabilities
- Improving housing families with disabled children
- Engaging with young people: Have we taken them out of the context of the family?
- Family recovery - a unified public approach to family intervention
- Tackling poverty - children's services and economic regeneration

<http://www.guardian.co.uk/familyfutures>

Data: making the case for children and young people in the next decade

2nd March 2010 London
£175 - £300 + VAT

Improvements in children's services over the next decade will be led by knowing more about existing needs, and using resources better. The key will be turning the data which are already collected into performance information in order to assist local decision making and national accountability exercises.

The conference will explore what national and local government and their partner bodies are doing to improve the quality of children's services through using data better to make the case for children. There will be a theme of integrating data sets which will be reflected in a CSN/NFER survey on behalf of PIRGE which challenges local government to use data better to make the case for children and young people.

<https://member.lgiu.org.uk/events/Pages/020310.aspx>

Support Care Conference

9th February 2010 Bristol Free

The conference will include speakers from Support Care schemes in Hull, Birmingham and Wales. Time will also be spent discussing pre-approval training and induction standards/ training with speakers from both Wales and England to look at what is happening in both countries. There will also be up-to-date information available about the CWDC Standards and Workbook. Workshops will cover topics such as working with panels, education, endings, setting up a support care scheme from scratch and family group conferencing. There will be networking opportunities as delegates have indicated how useful this is for them.

We are keen to see some Support Carers themselves at this event; please extend this invitation to all support carers in your area. We will ensure they have a specific opportunity to talk to each other about their roles and what, if anything, could help them carry out their roles even more effectively! Please bring examples of support care literature which you are willing to share.
<http://www.fostering.net/events/support-care-conference>

Conferences (continued)

Staying Safe – Risk and vulnerability

4th March 2010

Walshford, Near Wetherby

£75 - £100

This conference will be of particular interest to:

- Teachers and others responsible for safeguarding and promoting the welfare of children and young people
- Practitioners who work with children and young people in both statutory and non-statutory settings
- Managers and Policy makers responsible for the delivery of special and universal services
- Governors
- Safeguarding Children Trainers
- CP Officers in Early Years, FE, Private, Independent and Voluntary Settings

Topics include:

- Risk Assessment in relation to Domestic Abuse
- Risk of Sexually Harmful Behaviour
- Vulnerability due to Disability
- Vulnerability due to Human Trafficking
- Vulnerability due to Race

Tel: 01709 366651

E-mail: Christine@cgould9.wanadoo.co.uk

Closing date: 5th February 2010

<http://www.cape.org.uk/events.php>

http://www.cape.org.uk/files/dat_events_file_1-2.pdf

http://www.cape.org.uk/files/dat_events_file_2-2.doc

Teenage pregnancy: a free event to support Lead Members for Children's Services and other councillors in leading progress in their areas

23rd March 2010 London Free

The inclusion of teenage pregnancy in so many LAAs reflects the high priority you give to reduce under-18 conception rate and improving the life chances and economic prosperity of young people in your area.

Nationally the decline of 10.5% has reversed the previous upward trend, with teenage births at the lowest level for 15 years. In some areas, there have been reductions of over 25%, showing that achieving change in this complex issue is possible. But there is much more to do.

As a key issue of child poverty, health inequalities and safeguarding, teenage pregnancy will remain a priority for us all. Building on and learning from the achievements so far will be critical to strengthening the Strategy in its next phase.

This event will give you the opportunity to hear about the next phase of the National Strategy, learn about good practice from local areas and share opportunities and challenges with other Lead Members. We are inviting you to bring your Teenage Pregnancy Coordinator to enable you to consider together any further actions you need to take.

<http://www.lga.gov.uk/lga/events/display-event.do?id=6621652>

This weekly newsletter collates information from various sources that is relevant to safeguarding children. Anyone working in this area who would like to be added to the circulation list can forward their details to – keithdriver@btinternet.com