

**SAFEGUARDING CHILDREN  
INFORMATION & NEWS UPDATE - 140  
20<sup>th</sup> October 2009**

**Learning lessons from serious case reviews: year 2 (15/10/09)**

This second report covers the evaluations of 173 reviews carried out and completed between 1 April 2008 and 31 March 2009. As in *Learning lessons, taking action*, this brings together findings in relation to the practice issues arising, the process of conducting them and the emerging lessons.

This report has found that local areas are learning lessons from cases when a child dies or is seriously injured as a result of abuse or neglect – 23% of Serious Case Reviews are judged good and 43% adequate. However, weaknesses still exist with over 34% judged as inadequate. Even more needs to be done to ensure the review process improves the way children are protected from harm across the country.

This report has found evidence to suggest that LSCBs are taking a more robust approach in carrying out their Reviews to support the learning of lessons from these tragic incidents and improve their practice.

Serious Case Reviews are being carried out in more cases and by more LSCBs. They are being carried out more quickly and with greater independence, and the backlog of historic cases is largely now addressed. There is also evidence that LSCBs are co-operating more readily where a review spans more than one area.

The findings show that several weaknesses in practice still remain e.g. weak management and lack of joint working; failure to focus on the needs of the child; insufficient staff expertise; not making adequate risk

assessments; and poor identification of ethnic or social cultural issues. The 173 Serious Case Reviews relate to 219 children and include 113 cases of child deaths as a result of an incident. Of the 219 children identified, 68% were known to social care services at the time of the incident.

<http://www.ofsted.gov.uk/Ofsted-home/News/Press-and-media/2009/October/Serious-case-reviews-lessons-being-learnt-but-more-still-to-do>  
<http://www.ofsted.gov.uk/content/download/10191/117045/file/Learning%20lessons%20from%20serious%20case%20reviews%20year%202.doc>

<http://www.ofsted.gov.uk/content/download/10192/117050/file/Learning%20lessons%20from%20serious%20case%20reviews%20year%202.pdf>

**Serious case review evaluations: April 2007 onwards (07/10/09)**

The responsibility for the evaluation of Serious Case Reviews transferred to Ofsted from CSCI in April 2007. LSCBs undertake Serious Case Reviews where a serious incident occurs involving a child and abuse or neglect is known or suspected.

The list shows the Serious Case Reviews carried out by LAs that Ofsted reviewed.

[http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Statistics/Serious-case-review-evaluations-April-2007-onwards/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Statistics/Serious-case-review-evaluations-April-2007-onwards/(language)/eng-GB)  
<http://www.ofsted.gov.uk/content/download/10184/116993/file/Serious%20case%20review%20evaluations%201%20April%202007%20-%2030%20September%202009.xls>

### **Improved safeguarding arrangements go live (12/10/09)**


Children and vulnerable adults are to be better protected from today with the start of the new vetting and barring scheme (VBS).

The new scheme will be delivered by the CRB and the ISA. Its tighter regulations are at the heart of the government's strategy for increasing the protection of vulnerable members of our society.

The new VBS was created following the Bichard Inquiry into the Soham murders, which recommended a number of key improvements to the system that bars unsuitable individuals from working with children or vulnerable adults. Stricter controls will begin to replace existing arrangements that determine who can't work with children and vulnerable adults in England, Wales and NI.

New entrants and volunteers working with vulnerable groups will need to start to apply to become ISA registered from July 2010.

The following increased safeguards will be introduced from today, further enhancing protection of children and vulnerable adults:

- the existing criminal offence for barred individuals who apply to work with children or vulnerable adults will be extended to a wider range of posts. Employers also face criminal sanctions for knowingly employing a barred individual across a wider range of work
  - the 3 current barring lists (POVA, POCA and List 99) will be replaced by the creation of 2 new barred lists administered by the ISA rather than several government departments. From now on checks of these two lists can be made as part of an enhanced CRB check
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- additional jobs and voluntary positions will be covered, including moderators of children's internet chat rooms and a large number of NHS and prison service staff
  - employers, social services and professional regulators have a duty to refer information as to why they stopped or considered stopping an individual from working with vulnerable groups where they consider them to have caused harm or posed a risk
- <http://press.homeoffice.gov.uk/press-releases/improved-safeguarding>  
<http://www.dcsf.gov.uk/everychildmatters/safeguardingandsocialcare/safeguardingchildren/vettingandbarringscheme/vettingvandbarring/>  
<http://new.wales.gov.uk/topics/childrenyoungpeople/newsitems/newsafeguardschildprotection/?lang=en>

### **Support in FE colleges for learners with caring responsibilities (09/10/09)**

This report draws on a survey of 12 FE colleges inspected during 2008, to identify features of good practice in support given to learners with caring responsibilities (includes learners with children as well as learners responsible for care and support of disabled, elderly or sick partners, relatives or friends who are unable to care for themselves).

The report examines barriers faced by these groups, and the nature and effectiveness of the support to help overcome those barriers. It provides good practice case studies which might contribute to discussions about improving the engagement, retention and success of learners with caring or other continuing responsibilities.

<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Support-in-further-education-colleges-for-learners-with-caring-responsibilities>

**Mission: Possible! National Pilot**

(12/10/09)

The FSA has published an evaluation report of a UK-wide pilot scheme aimed at teaching food hygiene messages to children aged 8 to 10 (KS2).

The report concludes that the pilot (March 07 – Oct 08) was a great success and allowed children to develop a range of skills that could be applied to the wider curriculum, such as carrying out scientific investigation. It has proved to be a valuable resource, popular with children, their parents and teachers, and LAs.


The FSA is now considering options for the future development of the project which will depend on how well it can be integrated into the school science curriculum.

Based on a ‘secret agent’ theme, FSA Mission: Possible! provides a series of fun and interactive tasks, that take place in both the classroom and at home. It provides important food safety and hygiene messages to school children, and their families, based on the '4Cs' of food hygiene – cooking, chilling, cleaning and cross-contamination.  
<http://www.food.gov.uk/news/newsarchive/2009/oct/mpeval>  
[http://www.food.gov.uk/multimedia/pdfs/mp\\_evaluation.pdf](http://www.food.gov.uk/multimedia/pdfs/mp_evaluation.pdf)

**Food safety advice for childminders**

(08/10/09)

The Food Standards Agency has launched a ‘Safer food, better business’ (SFBB) pack especially for childminders. The pack gives simple, straightforward advice on food safety.

Many childminders are now covered by food safety regulations and the pack has 

been designed to help them comply with these regulations with as little paperwork as possible. It is based on the same principles as the other SFBB packs, but it is shorter, and has advice tailored to childminders, including information on feeding babies and children, cooking, cleaning, chilling and looking after a child with a food allergy.

The diary section of the childminders' pack is based on ‘reporting by exception’, which means childminders only need to write something down if they have a problem, or if something changes. A 3-monthly review sheet helps them to reflect on the past few months and identify any persistent problems with food safety.

<http://www.food.gov.uk/news/newsarchive/2009/oct/foodsafetychildminders>

**School governing bodies warned of dangers of using hazardous substances after a student was left with only two fingers** (12/10/09)

A foundation school's governing body has been fined for breaches of health and safety law after a pupil's hands were severely damaged by plaster of Paris.

The 6th form student was left with only two fingers after using plaster of Paris to make a cast of her own hands in an A-Level Art and Design class.

The Governing Body was fined £16,500 and ordered to pay £2,500 costs. They pleaded guilty to breaching both section 3 (1) of the Health and Safety at Work Act 1974 and regulation 3 (1) (c) of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995

<http://news.hse.gov.uk/2009/10/13/foundation-school-body-fined-after-student-loses-six-fingers-and-both-thumbs-in-art-class/?rss=>

### **Permanent and Fixed Period Exclusions from Schools in England 2007-08**

(08/10/09)

This Statistical First Release reports national trends in exclusions plus information on the characteristics of excluded pupils e.g. age, gender, ethnicity, free school meal eligibility, SEN and the reasons for exclusion. A breakdown of fixed term exclusions by ethnicity at LA level is now also included.

The Schools Minister said: It is positive to see the rate of exclusions decreasing indicating that behaviour in our schools is getting better. It is time to put to bed the myth that behaviour is deteriorating with teachers powerless to act. We have given teachers the powers they asked for to tackle bad discipline and today's figures, as well as the trend over the last several years, show that the action we have taken is working in improving discipline in schools.

We now have the lowest ever number of permanent exclusions since 1997 and the number of appeals lodged by parents against exclusions is down as is the number of successful appeals. This shows that headteachers' decisions to exclude are very rarely over turned – less than 1% of permanent exclusions end with reinstatement to their original school, exploding the myth that violent pupils are being returned to schools due to technicalities or appeals.

Fixed period exclusions (suspensions) are down showing that schools are tackling poor behaviour earlier and earlier. Programmes such as Social and Emotional Aspects of Learning (SEAL) ensure that young people understand the consequences of their actions and are taught how to respond to situations in a responsible way, have had a positive impact on discipline.



Home-school agreements have been strengthened to make sure the worst behaved children have clear expectations of behaviour and schools can force parents to take action if they do not live up to these expectations.

PRUs are also being reformed, to ensure they offer a better standard of education and concentrate on working with mainstream schools to tackle poor behaviour early on before it reaches the point of exclusion.

[http://www.dcsf.gov.uk/news/content.cfm?landing=vernon\\_coaker\\_time\\_to\\_put\\_to\\_bed\\_the\\_myth\\_that\\_behaviour\\_is\\_deteriorating&type=1](http://www.dcsf.gov.uk/news/content.cfm?landing=vernon_coaker_time_to_put_to_bed_the_myth_that_behaviour_is_deteriorating&type=1)

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000860/index.shtml>

### **Review of NHS children's services**

(14/10/09)

Sir Ian Kennedy is to explore the cultural obstacles that can stand in the way of sustained improvement in the provision of care for children and to consider what can be done to develop the NHS' contribution to safeguarding children.

Sir Ian will look at what needs to be done to build on action already underway and how it can be embedded and developed. He will look at areas such as:

- the care of children outside specifically paediatric settings;
- health visiting and community services;
- the pathways of care;
- primary care including A&E; and
- arrangements to safeguard children;
- management of the transition to adult care;
- how the NHS works with its partners to support children; and
- how the NHS responds to the needs of families as well as individuals.

<http://nds.coi.gov.uk/content/detail.aspx?NewsAreaId=2&ReleaseID=407552&SubjectId=2>

**Children with Special Educational Needs 2009: An analysis (08/09/09)**

The SEN Information Act (2008) required the Secretary of State to publish information about children in England with SEN to help improve the well-being of these children.

This new annual statistical publication was developed to meet those requirements. This publication includes new information on pupils with SEN alongside further interpretation of existing findings. The majority of the new analysis includes breakdowns of existing information by primary SEN type. All figures are provided at national level, with some GO Region and LA level information. The publication is divided into 7 key themes with data derived from a range of sources, including the School Census, National Pupil Database and the Tellus 3 survey:

- 1: Characteristics of pupils with SEN.
- 2 to 5: Attainment of pupils with SEN
- 6: Absence and exclusions from school of pupils with SEN.
- 7: The views of pupils with a learning difficulty from the Tellus 3 survey.

<http://www.dcsf.gov.uk/rsgateway/DB/STA/t000851/index.shtml>

**Transforming Lives: Extended services and special schools**

This 20 page publication contains information and real practice examples demonstrating how special schools, in a range of settings and contexts, are using extended services to improve outcomes for pupils and support for parents. The supplement also looks at how special schools are using consultation techniques to design services for maximum impact, accessing funding and overcoming challenges.

<http://www.tda.gov.uk/about/publicationslisting/tda0711.aspx>

**Every Child Counts Pilots (09/10/09)**

A programme for children who struggle with basic maths could save the taxpayer millions of pounds and break the link between deprivation and low-attainment, according to research into pilots of the scheme.

The scheme will go nationwide in September 2010 with 30,000 of the lowest achievers being taught annually.

The main findings include:

- 2,621 low-achieving 7 year olds in 27 LAs given 1 to 1 help with numeracy in 2008-09 made on average 13.5 months progress in Number Age in just 20 hours of teaching spread over 3 months – over 4 times the ‘normal’ rate of progress
- On entry to the programme none of these children were predicted by their teachers to reach nationally expected levels in their end of KS1 maths assessments, but nearly  $\frac{3}{4}$  achieved or exceeded this level
- The programme helped to narrow social class attainment gaps – 41% of children taught were living in poverty, compared to 16% of all primary-aged children
- The programme helped tackle the lack of confidence that is a key barrier to progress in maths – children made on average a 21% improvement in attitudes to learning
- There was significant impact on home, community and children, with parents showing increased skills and confidence
- 207 teachers undertook a full year’s professional development in early mathematics intervention, in order to qualify as Numbers Count teachers. They began to use their specialist skills to raise whole-school standards

[http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2009\\_0178](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2009_0178)

<http://www.everychildachancetrust.org/counters/index.cfm>

### **New support package for home educating families (09/10/09)**

Schools Minister Diana Johnson has announced better access to qualifications and more support for home educated children with SEN, signalling a new relationship between LAs and families who choose to educate at home. The commitment comes as Ed Balls sent the Government's full response to Graham Badman's Review of Elective Home Education to the Children, Schools and Families Select Committee.

The response sets out a new support package, including better access to GCSEs, vocational qualifications and FE. The proposed changes to monitoring arrangements will also make sure that the right checks and balances are in place so all children receive a suitable education, in a safe environment.

Key features of the support package include:

- more flexible access to public examinations and exam centres, so their parents no longer have to rely on ad hoc arrangements with schools or colleges that can be a long way from home
- more tailored support for those with SEN
- better support for home educated young people who want to go to college
- improved access to music lessons, school libraries, work experience, sports and other specialist facilities in schools and colleges
- a Govt commitment to look at arrangements for flexi-schooling, so that home educated children can have the option to attend school on a part-time basis

[http://www.dcsf.gov.uk/news/content.cfm?landing=diana\\_johnson\\_announces\\_new\\_support\\_package\\_for\\_home\\_educating\\_families&type=1](http://www.dcsf.gov.uk/news/content.cfm?landing=diana_johnson_announces_new_support_package_for_home_educating_families&type=1)

<http://www.dcsf.gov.uk/everychildmatters/download/?id=6667>

<http://www.dcsf.gov.uk/everychildmatters/et/independentreviewofhomeeducation/irhom>

### **Elective Home Education – Guidance for Local Authorities (2007) (09/10/09)**

All children and young people are entitled to a good education, and many parents choose to educate their child at home.

Wherever a child is educated, LAs need to be assured that each child is safe, well and receiving a full time education, suitable to their needs and abilities. The safety and well-being of all children is of the utmost importance and where LAs have concerns about the safety and welfare, or education of a home educated child, effective systems must be in place to deal with those concerns.

This guidance aims to support LAs in carrying out their statutory responsibilities and to encourage good practice by clearly setting out the legislative position.

A central part of the Government's commitment for all children is that, no matter what their background or circumstances, they have the right to achieve the five Every Child Matters outcomes: be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic well-being. <http://www.dcsf.gov.uk/everychildmatters/download/?id=1905>

### **Tackling Child Poverty: Guidance for Communities First Partnerships (09/10/09)**

This guide aims to support Communities First partnerships gain a better understanding of issues that impact on child poverty and identifies activity that will have a significant impact on the life experiences of children and young people.

<http://www.childreninwales.org.uk/policy/documents/guidancecircularsandstandards/12323.html>

<http://wales.gov.uk/docs/dsjlg/publications/091009childpovertyguiden.pdf>

**Children Looked After in England  
(Including Adoption and Care Leavers)  
Year Ending 31 March 2009 (13/10/09)**

Key Points in this Statistical First Release:

- There were 60,900 LAC at 31/03/09, 2% more than last year (59,400) and relatively unchanged compared to 2005 (61,000)
- There were 25,400 children who started to be looked after during the year, an increase of 9% from the previous year (23,300) and an increase of 2% from 2004-05 (25,000)
- There were 24,700 children who ceased to be looked after during the year, an increase of 1% from the previous year (24,400) and a decrease of 5% from 2004-05 (26,000)
- 3,300 LAC were adopted during the year, a 3% increase from the previous year (3,200) and a 13% decrease from 2004-05 (3,800)
- In the past 5 years the percentage of former care leavers, with whom the LAs were in touch and who were in education, employment or training around the time of their 19th birthday, had increased from 58.4% in 2005 to 64.9% in 2008, but dropped to 63% in 2009

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000878/index.shtml>

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000878/SFR25-2009.pdf>

**Child Neglect – Experiences from the front Line (13/10/09)**

11% of professionals working with children have seen an increase in suspected cases of child neglect in the last 12 months, yet 19% have had no training or information on what to do, according to new research published by Action for Children.

Child neglect is now a major issue but an overlooked area of child protection in the UK and the charity is fearful that neglected children will continue to slip through the net with potentially devastating consequences.

Studies suggest that up to 10% of children actually experience neglect. It is the biggest reason for a child having a CP plan. The charity surveyed nearly 2,000 primary school, pre-school, nursery and health professionals who come into regular contact with children and young people, to gauge understanding of child neglect and its causes.

The results reveal clear signals in schools, nurseries and hospitals that have alerted professionals to neglected children, including:

- unclean or smells -64%
- displaying worrying behaviour patterns - 50%
- receiving inappropriate care in the home - 47%
- wearing inappropriate clothes for their age or the weather -36%
- being exposed to potentially unsafe situations such as drug and alcohol abuse - 37%
- regularly late for school / nursery - 33%

Family breakdown (60%), cyclical family problems (50%) and poor parenting skills (78%) are all exposed as reasons for recent increases in cases of neglect. 15% felt the recession was partly responsible and 33% said it was due to reduced family finances.

Professionals also warn of the long-term problems that neglected children are more likely to suffer including emotional and mental health problems, poor social skills, limited school attendance, poor educational attainment, bullying and isolation.

[http://www.actionforchildren.org.uk/news\\_detail.aspx?ID=331](http://www.actionforchildren.org.uk/news_detail.aspx?ID=331)

[http://www.actionforchildren.org.uk/file\\_download.aspx?id=8202](http://www.actionforchildren.org.uk/file_download.aspx?id=8202)

[http://www.actionforchildren.org.uk/file\\_download.aspx?id=8203](http://www.actionforchildren.org.uk/file_download.aspx?id=8203)

**New Legislation**

**HMCI of Education, Children’s Services and Skills (Fees and Frequency of Inspections) (Children’s Homes etc) (Amendment) Regulations 2009 – SI2724**  
[http://www.opsi.gov.uk/si/si2009/uksi\\_2009\\_2724\\_en\\_1](http://www.opsi.gov.uk/si/si2009/uksi_2009_2724_en_1)  
[http://www.opsi.gov.uk/si/si2009/em/uksiem\\_20092724\\_en.pdf](http://www.opsi.gov.uk/si/si2009/em/uksiem_20092724_en.pdf)

**Children Act 1989, Care Standards Act 2000 and Adoption and Children Act 2002 (Miscellaneous Amendments) (Wales) Regulations 2009 SI2541 (W205)**  
[http://www.opsi.gov.uk/legislation/wales/wsi\\_2009/wsi\\_20092541\\_en\\_1](http://www.opsi.gov.uk/legislation/wales/wsi_2009/wsi_20092541_en_1)  
[http://www.opsi.gov.uk/legislation/wales/wsi\\_2009/pdf/wsi\\_20092541\\_mi.pdf](http://www.opsi.gov.uk/legislation/wales/wsi_2009/pdf/wsi_20092541_mi.pdf)

**Education (Miscellaneous Amendments relating to Safeguarding Children) (Wales) Regulations 2009 SI2544 (W206)**  
[http://www.opsi.gov.uk/legislation/wales/wsi\\_2009/wsi\\_20092544\\_en\\_1](http://www.opsi.gov.uk/legislation/wales/wsi_2009/wsi_20092544_en_1)  
[http://www.opsi.gov.uk/legislation/wales/wsi\\_2009/pdf/wsi\\_20092544\\_mi.pdf](http://www.opsi.gov.uk/legislation/wales/wsi_2009/pdf/wsi_20092544_mi.pdf)

**Education and Inspections Act 2006 (Commencement No. 4 and Transitional Provisions) (Wales) Order 2009 (SI2545) (W207)**  
[http://www.opsi.gov.uk/legislation/wales/wsi\\_2009/wsi\\_20092545\\_en\\_1](http://www.opsi.gov.uk/legislation/wales/wsi_2009/wsi_20092545_en_1)  
[http://www.opsi.gov.uk/legislation/wales/wsi\\_2009/pdf/wsi\\_20092545\\_mi.pdf](http://www.opsi.gov.uk/legislation/wales/wsi_2009/pdf/wsi_20092545_mi.pdf)

**Education (Independent Schools) (Unsuitable Persons) (Wales) Regulations 2009 (SI2558) (W208)**  
[http://www.opsi.gov.uk/legislation/wales/wsi\\_2009/wsi\\_20092558\\_en\\_1](http://www.opsi.gov.uk/legislation/wales/wsi_2009/wsi_20092558_en_1)  
[http://www.opsi.gov.uk/legislation/wales/wsi\\_2009/pdf/wsi\\_20092558\\_mi.pdf](http://www.opsi.gov.uk/legislation/wales/wsi_2009/pdf/wsi_20092558_mi.pdf)

**Safeguarding Vulnerable Groups Act 2006 (Regulated Activity, Miscellaneous and Transitional Provisions and Commencement No. 5) Order 2009 (SI2610)**

[http://www.opsi.gov.uk/si/si2009/uksi\\_2009\\_2610\\_en\\_1](http://www.opsi.gov.uk/si/si2009/uksi_2009_2610_en_1)

[http://www.opsi.gov.uk/si/si2009/em/uksiem\\_20092610\\_en.pdf](http://www.opsi.gov.uk/si/si2009/em/uksiem_20092610_en.pdf)

**Safeguarding Vulnerable Groups Act 2006 (Commencement No. 6, Transitional Provisions and Savings) Order 2009 (SI2611)**

[http://www.opsi.gov.uk/si/si2009/uksi\\_2009\\_2611\\_en\\_1](http://www.opsi.gov.uk/si/si2009/uksi_2009_2611_en_1)

**Domestic Violence, Crime and Victims Act 2004 (Commencement No. 12) Order 2009 (SI2616)**

[http://www.opsi.gov.uk/si/si2009/uksi\\_2009\\_2616\\_en\\_1](http://www.opsi.gov.uk/si/si2009/uksi_2009_2616_en_1)

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**Buddy, can you spare the time?**

RBKC has developed a ‘buddy’ scheme which encourages young people to work with youngsters with disabilities. Over 30 young people have volunteered so far. All buddies have to sign a contract outlining what is required of them and then training begins. The young buddies pair up with existing youth workers. They supervise them and complete an evaluation of their performance at each subsequent training session.

Training includes learning how the centre’s equipment works, first aid training, escort duty on the minibus, learning the centre's policies and procedures, attending meetings and helping other workers with their projects.

<http://www.idea.gov.uk/idk/core/page.do?pageId=13355528>

**EHRC - Beyond tolerance - Making sexual orientation a public matter (12/10/09)**

This report celebrates the considerable progress that has been made in tackling homophobia in the past 40 years, and sets out measures organisations could take to tackle the discrimination that persists.

Some of the advances made to date include protecting people from dismissal from work on grounds of their sexual orientation, challenging homophobic bullying, civil partnerships and adoption by same sex couples. Despite this, lesbian, gay and bisexual people still experience entrenched discrimination and disadvantage. Among the most often cited examples were experiencing bullying and harassment at school and university, fear of living in some areas, and openly homophobic verbal and physical abuse.

New research for the report found that some LGB people still don't feel they can be open about their sexual orientation without fear of prejudice or discrimination in key services and sectors. The report suggests where organisations will need to focus in order to make the changes that are needed, looking specifically at the examples of education, employment, healthcare, and the criminal justice system.

<http://www.equalityhumanrights.com/>  
[http://www.equalityhumanrights.com/uploaded\\_files/research/beyond\\_tolerance.pdf](http://www.equalityhumanrights.com/uploaded_files/research/beyond_tolerance.pdf)

**IWF Awareness Day 2009 (13/10/09)**

The IWF is marking its third Awareness Day (14/10/09) with the release of new data. More people than ever are using its Hotline to report potentially illegal content on the internet and the UK is leading the way in removing child sexual abuse images.

Despite receiving over 27,000 reports



(5% up on the same period last year) only 1 in 5 (5742) were confirmed by the IWF as images of CSA. This figure has been falling for 3 years suggesting a decrease in the availability of this content. 99% of these images were traced to servers outside the UK. In these circumstances, the IWF acts immediately to inform our partner Hotline and law enforcement agencies in the relevant country to get the images removed and those responsible investigated.

As a result of consistent efforts by the IWF and the internet industry, it is now extremely rare for CSA images to be on UK websites. When they are, the IWF works with the hosting provider and police to have them removed. During the first ¾ of this year, the IWF has issued 25 notices to companies in the UK about the abuse of their networks for the distribution of these images. Each notice was quickly complied with and every identified instance of online CSA content was removed within a day of notification.  
<http://www.iwf.org.uk/media/news.268.htm>

**Getting it right for children and families (14/10/09)**

This guide is for health visitors and their teams, provider managers, commissioners and educationalists. It sets out the contribution that health visitors and teams can make to health and wellbeing and public health.

[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_107005](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_107005)

[http://www.dh.gov.uk/prod\\_consum\\_dh/groups/dh\\_digitalassets/documents/digitalasset/dh\\_107006.pdf](http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/documents/digitalasset/dh_107006.pdf)

**Support in FE colleges for learners with caring responsibilities (09/10/09)**

This report draws mainly on a small 2008 survey of 12 FE colleges, to identify features of good practice in the support given to learners with caring responsibilities, including learners with children as well as learners who are responsible for the care and support of disabled, elderly or sick partners, relatives or friends who are unable to care for themselves. Many of the barriers presented to learners with caring responsibilities also affect those combining learning with other continuing responsibilities such as part-time or full-time employment, and much of the report applies to them also.

The report examines the barriers faced by these groups of learners, and the nature and effectiveness of the support given to help them to overcome those barriers. The report provides a number of good practice case studies which might contribute to discussions about improving the engagement, retention and success of learners with caring or other continuing responsibilities.

<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Support-in-further-education-colleges-for-learners-with-caring-responsibilities>

**Raising standards, improving lives (16/10/09)**

This booklet outlines Ofsted's work to improve outcomes for children and learners.

<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Miscellaneous/Raising-standards-improving-lives>  
<http://www.ofsted.gov.uk/content/download/10212/117199/file/Raising%20standards,%20improving%20lives.pdf>

**Raising standards, improving lives: key contacts for local authorities (16/10/09)**

This report includes information about some of Ofsted's key services and LA contacts.

<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Miscellaneous/Raising-standards-improving-lives-key-contacts-for-local-authorities>  
<http://www.ofsted.gov.uk/content/download/10211/117194/file/Raising%20standards,%20improving%20lives%20key%20contacts%20for%20local%20authorities.pdf>

**Successful crackdown on binge drinking in youth crime hotspots (16/10/09)**

New figures show how police, children's and health services work together to successfully tackle alcohol related, low level, youth crime and anti-social behaviour in 69 priority areas.

Between July and September:

- 5171 litres of alcohol were confiscated from teenagers
- 3721 actions were taken against young people attempting to consume or consuming alcohol in public places – including 500 dispersal orders
- Nearly 2000 young people were referred to support services - including 324 to alcohol treatment services
- 1829 parents were informed about their child's alcohol related anti-social behaviour and involved in follow-up action to address their behaviour
- Over 38,000 young people were identified by street based teams with 18,660 signposted to positive activities in their areas
- 2467 test purchase operations were carried out - 349 licensed premises failed a test purchase operation

[http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2009\\_0189&CID=twitterPN189](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2009_0189&CID=twitterPN189)

**Hazardous cosleeping environments and risk factors amenable to change: case-control study of SIDS in south west England (13/10/09)**

This 4 year FSID funded study by Bristol University and published in the BMJ, found that in half of all unexpected deaths, babies had died sleeping with a parent/carer.

**Results**

- The median age at death (66 days) was more than 3 weeks less than in a study in the same region a decade earlier.
- Of the SIDS infants, 54% died while co-sleeping compared with 20% among both control groups. Much of this excess may be explained by a significant multivariable interaction between co-sleeping and recent parental use of alcohol or drugs (31% v 3% random controls) and the increased proportion of SIDS infants who had co-slept on a sofa (17% v 1%).
- 1/5 of SIDS infants used a pillow for the last sleep (21% v 3%) and 1/4 were swaddled (24% v 6%)
- More mothers of SIDS infants than random control infants smoked during pregnancy (60% v 14%)
- one quarter of the SIDS infants were pre-term (26% v 5%) or were in fair or poor health for the last sleep (28% v 6%).
- The significance of covering the infant's head, postnatal exposure to tobacco smoke, dummy use, and sleeping in the side position has diminished although a significant proportion of SIDS infants were still found prone (29% v 10%).

**Conclusions**

Many of the SIDS infants had co-slept in a hazardous environment. The major influences on risk, regardless of markers for socioeconomic deprivation, are amenable to change and specific advice needs to be

given, particularly on use of alcohol or drugs before co-sleeping and co-sleeping on a sofa.  
<http://fsid.org.uk/Page.aspx?pid=667>  
[http://www.bmj.com/cgi/content/abstract/339/oct13\\_1/b3666](http://www.bmj.com/cgi/content/abstract/339/oct13_1/b3666)

**Behaviour (06/10/09)**

This guide is intended to help foster carers and others, understand how children learn their behaviour, and to think about how to support fostered children who may have learnt to behave in ways that can be challenging or difficult. £15 - £30  
<http://www.fostering.net/media/2009/new-guide-behaviour-published-top-fostering-charity>

**GTCE - Changes to Employer Access (09/10/09)**

The GTC is upgrading its EA online service All EA reports will be updated to display registration information on provisionally registered teachers. You will now be able to identify whether a teacher has full or provisional registration with the GTC.

Provisional registration is a requirement for:

- all trainee teachers on a course of initial teacher training in England
- overseas trained teachers without QTS employed in maintained schools and non maintained special schools; and
- instructors employed in maintained schools, non-maintained special schools and pupil referral units.

Other new features include:

- more information about ITT qualifications
- the induction year and restrictions
- information on teachers' involvement with the Teacher Learning Academy

[http://www.gtce.org.uk/employers/features/e\\_a\\_service1009/](http://www.gtce.org.uk/employers/features/e_a_service1009/)

### **UK children's media literacy (06/10/09)**

This interim report gives an overview of media literacy among children aged 5-15 and their parents/ carers. The report reveals that:

- 12-15s are more likely than younger children to use media away from the living room and without an adult present
- 75% of 12-15s have a games console in their bedroom – 15% say they mostly play with other people over the internet
- 63% of parents of 5-7s (8-11s 80%; 12-15s 86%) say they trust their child to use the internet safely
- 13% of parents of 5-15s say they either haven't heard of, or don't know how to set up, internet controls or filtering software
- 34% of households with multichannel television have set up access controls.
- Most parents without access controls say they trust their child to be sensible, but 14% had not heard of or could not set up such controls.
- 41% of parents are aware of mobile location services available via mobile phones
  - 75% agree that these would be useful to help locate their child, but 75% are concerned that other people could locate their child
- Parental rules for TV, the internet and games are in place for between 80-90% of 5-11s, and at a lower level for 12-15s.
- Rules for mobile phone use are in place for 66% of 8-15 year olds.
- Since 2008, there has been an increase in the use of time-based rules for television and the internet (not allowing viewing/ access to the internet after a certain time) with a decrease in some rules about access to content.
- 66% of 12-15s make some kind of check when visiting new websites, but 25% do not tend to make any checks.



- 66% of 12-15s and 19% of 8 – 11s, with home internet, say they have set up a social networking site profile
- A minority of children say they are taught about television at school, but 71% of 8-11s and 84% of 12-15s say they have lessons about the internet

Ofcom has published a guide for parents and carers on how to help keep children safe when using location based services.

<http://www.ofcom.org.uk/consumer/2009/10/more-children-have-broadband-in-the-bedroom/>

[http://www.ofcom.org.uk/advice/media\\_literacy/medlitpub/medlitpubrss/uk\\_childrens\\_ml/](http://www.ofcom.org.uk/advice/media_literacy/medlitpub/medlitpubrss/uk_childrens_ml/)

<http://www.ofcom.org.uk/files/2009/10/location.pdf>

### **Understanding the Children's Social Care Workforce (15/10/09)**

The CWDC has commissioned the University of Salford and Action for Children to conduct research into children's social care which will look at the key roles being carried out to support some of the most vulnerable children and families in England.

[http://www.cwdcouncil.org.uk/press-releases/2574\\_cwdc-announces-research-into-children-s-social-care](http://www.cwdcouncil.org.uk/press-releases/2574_cwdc-announces-research-into-children-s-social-care)

### **No regulation for reciprocal childcare between friends (12/10/09)**

The Children's Secretary has asked Ofsted to treat, with immediate effect, all childcare arrangements made between friends with no financial reward and of mutual aid as beyond regulated childcare and therefore without requirement of regulation and registration.

Ed Balls is also setting in train the process required to clarify the relevant legislation to exempt these arrangements from registration.  
[http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2009\\_0183](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2009_0183)

### **Child health and well-being (15/10/09)**

As part of its voluntary sector support programme, NCB has surveyed third sector organisations working on children and young people's health and well-being, to help give the DH an overview of the sector.

The survey found that respondents carry out a wide range of activities relating to children and young people's health and well-being. The majority of the organisations work with all children and young people, although many have a particular focus on disabled young people, those from minority ethnic groups and those with mental health needs. The organisations operate across a diverse range of themes, with emotional health and well-being most frequently mentioned.

#### **Results:**

- 33% of services working locally were being commissioned by their PCT
  - 46% believed their PCT was joined up quite/effectively with the Children's Trust
  - 27% thought that health was joined up quite/effectively with children's services.
  - Best known govt health and well being services were the child health strategy Healthy Lives, Brighter Futures, and the Healthy Schools programme.
  - Levels of involvement in shaping initiatives were generally low (under 15% )
  - Respondents were most likely to have been involved in shaping the Teenage Pregnancy Strategy, Transforming Community Services, CAMHs Review, Play Strategy and Aiming High for Disabled Children.
  - The Child Health Strategy was top of the 3 initiatives that respondents felt their organisation needed to know about, followed by the Healthy Child Programme and the You're Welcome quality criteria
- [http://www.ncb.org.uk/campaigning/media\\_news/2009\\_jul\\_to\\_dec/child\\_health\\_and\\_wel\\_lbeing.aspx](http://www.ncb.org.uk/campaigning/media_news/2009_jul_to_dec/child_health_and_wel_lbeing.aspx)

### **National Youth Agency Re-Launches (19/10/09)**

NYA is re-launching today as the leading improvement and advocacy organisation for young people. Supporting the internal changes, the NYA will be launching its new visual identity and website, which have been developed to make its products and services more accessible.

The NYA supports those involved in young people's personal and social development, working to enable all them to fulfil their potential. It promotes professionalism in the youth sector, partnering organisations seeking to secure better policies and outcomes for young people.

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

### **Future magistrates' courts service London**

This paper is a basis for engaging with local stakeholders and interested parties on what the London magistrates' courts service (including family proceedings courts) should look like. It takes into account changed needs brought about by increases in population and technological advancements e.g. possibility of virtual courts. The results will inform a consultation.

<http://www.justice.gov.uk/publications/future-magistrates-courts-london.htm>

### **New indicators on attitudes, participation and childcare (16/10/09)**

The ODI's newest disability equality indicators, covering attitudes to discrimination, participation in civic life and use of childcare, can be download from the annual report indicator section.

[http://www.officefordisability.gov.uk/workin\\_g/news/#apc](http://www.officefordisability.gov.uk/workin_g/news/#apc)

<http://www.officefordisability.gov.uk/research/annual-report.php#indicators>

**Don't get burned by 'bargains' this bonfire night (14/10/09)**

RoSPA is concerned that families looking to save money in the recession could risk serious injury by buying cheaper products, which may not meet safety standards, from unregistered sellers.

The last time firework injury figures were collected for Britain:

- 990 people went to hospital with a firework-related injury in the 4 weeks around Bonfire Night
- 48% of the injuries were sustained at family or private parties
- 1/4 happened in the street or another public place where, by law, fireworks should not be let off
- Half of the injuries were suffered by under-18s even though it is illegal to sell fireworks to under 18s

Fireworks sold by rogue traders have no guarantee of either quality or, crucially, safety. In fact, they may be poorly made and may not conform to the standard BS 7114. They may also have instructions missing or include instructions which are not written in English.

[http://www.rospa.com/news/releases/2009/pr723\\_14\\_10\\_09\\_home.htm](http://www.rospa.com/news/releases/2009/pr723_14_10_09_home.htm)

## News Articles


### **Children made 'sick with fear' in UK immigration detention centres (13/10/09)**

Medical experts have found clear evidence that children held in UK immigration centres develop mental and physical health difficulties. In the first study of its kind, a team of paediatricians and psychologists found 73% of children they examined had developed clinically significant emotional and behavioural problems since being detained. None had previously reported such problems.

All those seen by a psychologist displayed symptoms of depression and anxiety and of being disoriented, confused and frightened by the experience. One child suffered the re-emergence of post-traumatic stress disorder, related to a previous war experience.

The report raised serious concerns over child protection issues after finding that at least 12 of the children had been separated from a main carer, two placed in detention with an adult with whom they had never lived, and one mother and her 20-month-old baby separated for three weeks during an outbreak of chicken pox.

The study, published in Child Abuse & Neglect, examined 24 children 3 months - 17 years detained at an immigration removal centre. It found that:

- 8 children had lost weight since entering detention, including a 2-year-old and a 9-year-old, both of whom had lost 10% of their body weight
- 3 children had regressed and refused to feed themselves or would only take milk
- Most of the 20 children seen by a paediatrician complained of recent health problems including abdominal pain, 

headache, coughing and vomiting. 2 required hospital care.

- 10 out of 11 children examined by a psychologist had begun to experience sleep problems, including nightmares and difficulty falling or remaining asleep
- 4 children began bed-wetting, although they had previously been dry for a number of years and 2 started daytime soiling and wetting, indicators of severe stress.
- 4 children had regressed language skills, including one who had become selectively mute.
- All 9 parents interviewed reported severe psychological distress (6 out of 9 had contemplated suicide and 2 were on suicide watch)

<http://www.guardian.co.uk/uk/2009/oct/13/children-immigration-detention-health>

### **Many new schools lack sprinklers (12/10/09)**

Almost half of new school buildings in England do not have fire safety sprinkler systems, the BBC has learned.

The government issued guidance 2 years ago saying sprinklers should be fitted in almost all new schools. But 43% of schools to have been re-built or refurbished under the multi-billion pound Building Schools for the Future programme lack sprinklers.

A DCSF spokesman said some schools may be fitted with alternative methods.

<http://news.bbc.co.uk/go/em/-/1/hi/education/8301871.stm>

## Conferences

### **Tackling Bullying in the Community**

27<sup>th</sup> October 2009 Newcastle

<http://abanewcastle.eventbrite.com/>

3<sup>rd</sup> November Manchester

<http://abamanchester.eventbrite.com/>

2<sup>nd</sup> December York

<http://abayork.eventbrite.com/>


Over recent years, the Anti-Bullying Alliance (ABA) has become increasingly aware of how bullying in the wider community can impact on the well-being of children and young people. To support local practitioners to get to grips with the new DCSF Safe from Bullying guidance on tackling bullying in a range of community settings, ABA is organising a series of free conferences in each of the 9 government regions.

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

### **Online Seminar - Child Protection: learning from serious cases**

10th November, 2009 £45

Find out how the findings of serious case reviews can be made integral to reflective practice, what some of the most important lessons have been, and how they can change the way in which you work.

This online seminar gives CP workers the chance to hear 2 leading experts and put questions to them live. When a child dies or is seriously injured because of abuse or neglect, practitioners need to understand how and why so that similar incidents can be prevented wherever possible. 

Since Baby Peter, SCRs have been considered even more important as a way of learning from shortcomings in practice and inter-agency working so that the care and support of children at risk can be improved. <http://www.conferencesandtraining.com/en/Browse-Events/Community-Care/Webinar-Child-Protection/>

### **Public Law Children - An Update**

1<sup>st</sup> December 2009 £85

Butterworths in association with Harcourt Chambers is hosting a Public Child Law webinar, exploring the key decisions and developments of the last 12 months. This webinar represents an interactive and cost-effective way for you to update your knowledge regarding the practical implications of the latest changes affecting this fast evolving area of law.

Topics to be covered include:

- Interim removal
- The standard of proof
- The meaning of 'significant' harm
- The Experts' Practice Direction
- Disclosure of information relating to proceedings

The live broadcast of this webinar will enable you to ask questions to our eminent speaker faculty.

<http://www.conferencesandtraining.com/en/Browse-Events/Law/Webinar-Public-Law-Children-An-Update/>

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](mailto:keithdriver@btinternet.com)