

Safeguarding Children and Young People: Roles and Competencies for Healthcare Staff

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- an understanding of the importance of children's rights in the safeguarding/ child protection context,^{xliii} and the awareness of relevant legislation and guidance (For example Children Acts 1989,^{xliv} 2004^{xlv} and Children and Social Work Act 2017,^{xlvi} and Sexual Offences Act 2003;^{xlvii} Sexual Offences (Scotland) Act 2009;^{xlviii} Sexual Offences (Northern Ireland) Order (2008);^{xlix} Children and Young People (Scotland) Act 2014^l and National Risk Framework (2012);^{li} The Social Services and Wellbeing Act (Wales) 2014,^{lii} Violence Against Women Domestic Abuse and Sexual Violence (Wales) Act 2015;^{liii} Mental Capacity Act 2005^{liv} and Mental Capacity Act (Northern Ireland) 2016^{lv} and in respect of Adult Safeguarding- the Care Act 2014^{lvi}).
- awareness that a child not being brought to a health appointment may be a potential indicator of neglect or other forms of abuse
- awareness of the potential significance on the wellbeing of children of parents/ carers not attending or changing health appointments, particularly if the appointments are for mental health, alcohol or substance misuse problems (where appropriate to role)
- taking appropriate action if they have concerns, including appropriately seeking advice, documenting^{lvii} and reporting concerns safely
- staff working in agencies that use a flagging/ coding system for children at risk are familiar with the flagging/coding system as appropriate to role
- awareness of professional abuse and raising concerns about conduct of colleagues.

Knowledge, skills, attitudes and values

All staff at level 1 should be able to demonstrate the following:

Knowledge

- Know about child maltreatment in its different forms:
 - physical, emotional and sexual abuse, and neglect
 - child trafficking, FGM, forced marriage, modern slavery,
 - gang and electronic media abuse
 - sexual exploitation, county lines (young people involved in organised crime who are coerced to traffic drugs or other illegal items around the country)

xliii UK Core Skills Training Framework – Subject Guide [2018; version 1.4.2 page 47] www.skillsforhealth.org.uk/index.php?option=com_k2&view=item&id=677:statutory-mandatory-cstf-download&Itemid=121

xliv www.legislation.gov.uk/ukpga/1989/41/contents

xlv www.legislation.gov.uk/ukpga/2004/31/contents

xlvi www.legislation.gov.uk/ukpga/2017/16/contents/enacted

xlvii www.legislation.gov.uk/ukpga/2003/42/contents

xlviii www.legislation.gov.uk/asp/2009/9/contents

xlix www.legislation.gov.uk/nisi/2008/1769/contents

l www.legislation.gov.uk/asp/2014/8/contents/enacted

li www.gov.scot/Publications/2012/11/7143/0

lii www.legislation.gov.uk/anaw/2014/4/pdfs/anaw_20140004_en.pdf

liii www.legislation.gov.uk/anaw/2015/3/contents/enacted

liv www.legislation.gov.uk/ukpga/2005/9/contents

lv www.legislation.gov.uk/nia/2016/18/contents/enacted

lvi www.legislation.gov.uk/ukpga/2014/23/part/1/crossheading/safeguarding-adults-at-risk-of-abuse-or-neglect/enacted

lvii www.cqc.org.uk/sites/default/files/documents/safeguarding_children_review.pdf

with a patient in which they were acting in their normal professional capacity.^{xcvii}

- Have an understanding of the management of the death of a child or young person in the safeguarding context (including, where appropriate, structures and processes such as rapid response teams and child death overview panels/PRUDIC in Wales).

Clinical knowledge

- Understanding of what constitutes, as appropriate to role and context, forensic procedures and practice required in child maltreatment, and how these relate to clinical and legal requirements.^{xcviii}
- Understand the assessment of risk and harm, including the importance of early help.
- Understand the effects of parental behaviour on children and young people, and the interagency response.
- Have an understanding of fabricated or induced illness (FII).
- Know how to escalate and when to liaise with expert colleagues about the assessment and management of children and young people where there are concerns about maltreatment, working as part of a multidisciplinary approach to concerns.
- Know what to do when there is an insufficient response from organisations or agencies.
- Understand the principles of consent and confidentiality in relation to young people under the age of 18 including the concepts of Gillick Competency and Fraser Guidelines. Professionals working with children need to consider how to balance children's rights and wishes with their responsibility to keep children safe from harm.
- Know how to share information appropriately, taking into consideration confidentiality and data-protection issues. Is aware that the Data Protection Act 1998, GDPR legislation^{xcix} and human rights law are not barriers to justified information sharing,^c but provide a framework to ensure that personal information about living individuals is shared appropriately.
- Have knowledge of the Mental Capacity Act 2005 (England and Wales)/Adults with Incapacity (Scotland) Act 2000 and how it applies to everyone involved in the care, treatment and support of people aged 16 and over living in England and Wales/Scotland who are unable to make all or some decisions for themselves.
- Understand the impact of a family's cultural and religious background when assessing risk to a child or young person, and managing concerns.
- Know about models of effective clinical supervision and peer support where appropriate to role.
- Understand processes for identifying whether a child or young person is known to professionals in children's social care and other agencies.
- Knowledge of, where relevant to role, resources and services that may be available within health and other agencies, including the voluntary sector, to support families.
- Know the long-term effects of maltreatment and how these can be detected and prevented, as appropriate to role.
- Know the range and efficacy of interventions for child maltreatment as appropriate to role.
- Understand procedures, as appropriate to role, for proactively following up children and young people not brought to health

xcvii Giving evidence as a professional witness: www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/protecting-children-and-young-people/doctors-giving-evidence-in-court

xcviii Child protection and the anaesthetist. Safeguarding in the operating theatre. July 2014. www.aagbi.org/sites/default/files/CHILD-PROTECTION-2014%20FINAL%5B1%5D.pdf

xcix <http://gdpr-legislation.co.uk/>

c HM Government (2018) Guidance on Information Sharing: www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice