

HSCP Briefing for Multi-Agency Practitioners



About the HSCP and the Learning and Inquiry Group

The Hampshire Safeguarding Children Partnership (HSCP) fulfils a number of statutory functions including co-ordinating the multi-agency safeguarding system in Hampshire and undertaking reviews of serious safeguarding cases. The HSCP Learning and Inquiry Group works on behalf of the partnership to identify learning and effective practice from serious safeguarding cases. The purpose of this briefing is to share messages for practice identified locally through the work of the Learning and Inquiry Group.

Key Messages for Practitioners

a) Revisit the HSCP [Understanding Unidentified Adults Toolkit](#) - check out the resources and case studies.

b) Use the [signs and indicators template from the Centre for Expertise for Child Sexual Abuse](#). This can support you to structure concerns regarding signs and indicators of child sexual abuse and enables those concerns to be effectively shared.

c) The HIPS [Child Sexual Abuse Toolkit](#) includes links and information about [Sarah's Law \(Child Sex Offence Disclosure Scheme\)](#), so you can feel confident in supporting families with their 'right to ask' if someone who has contact with their child poses a risk. Anyone who is worried about someone's behaviour towards a child can apply. Find out more about this.

d) Recognise the value of multi-agency chronologies of significant events, in making sure critical events and risks are analysed and responded to. Remember, effective multi-agency chronologies always begin with effective single agency chronologies, so revisit your agency guidance where this is in place.

If you do one thing, take the time to:

Routinely enquire about who has caring responsibilities or unsupervised contact with the children you are working with.

The Jones and Taylor Children*

The Learning and Inquiry Group received two separate referrals to consider for learning for the multi-agency safeguarding system.

The referrals related to two sibling groups of infants and young children. It was identified that some of the learning themes across the two referrals were similar, in particular child abuse images being found on electronic devices of connected adults or parents and carers. It was agreed to consider the learning collectively. A multi-agency chronology of significant events was compiled for both sibling groups and three multi-agency senior managers reviewed all the information collectively to identify any learning and effective practice.

*Please note, all names used are pseudonyms.

Effective Practice Highlighted

Children's Services correctly identified ongoing risk and continued to work with, and support, the Taylor children after other investigations had ceased. There was clear evidence that the children's voices had been heard and responded to.

Identified Learning

a) The importance of sharing information in a timely manner with multi-agency partners to allow for effective analysis of risk. [Working Together to Safeguard Children](#) gives clear guidance about sharing of information for the purpose of safeguarding children. Where it is indicated that a child may be at risk of harm, professionals should not assume that other agencies are involved and will share the information. We should act on our own duty to share information. Remember, it may be new information or it may allow for current information to be confirmed.

b) The importance of professional curiosity was identified. For the Jones and Taylor children, it was shown that where there are concerns that an adult may present a risk to children, we should be professionally curious about any children the adult may be having contact with. This extends, of course, to services that may work mostly with adults. Equally, where there are potential indicators of child sexual abuse, we need to be curious, gaining a full picture of all adults that are involved in the care of the child.

c) We need to know about [Sarah's Law' \(Child Sex Offence Disclosure Scheme\)](#). This gives parents the power to find out if their child is at risk from someone so they can make an informed decision about their contact with that person.

d) Neglect indicators can sometimes be overlooked when working with parents/carers who have multiple and complex needs. Neglect can signify parents/carers prioritising something else over the children.

Resources to Support Practice

Strategies & Toolkits

HIPS [Child Sexual Abuse Strategy and Toolkit](#)

HSCP [Understanding Unidentified Adults Toolkit](#)

Training

The [HSCP Virtual Offer](#) provides training on:

- Child sexual abuse
- Unidentified adults
- Professional curiosity and disguised compliance
- Having honest conversations

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