

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. Where the threshold for a Child Safeguarding Practice Review is not met, learning and effective practice may still be identified. The purpose of this briefing is to share messages for practice identified locally through the work of the Learning and Inquiry Group.

Identified Effective Practice

- a) Using concise chronologies and comprehensive case summaries supports the sharing of significant information, especially when working with complexity and over time.

- b) Where safeguarding concerns persist, be persistent in making referrals for services to support and to share information.

- c) Using the child's words and how they present in our recording demonstrates their voice, experience and uniqueness. Supporting us to "know the child well".

- d) Tailoring our support and intervention to the child's developmental age and understanding works well.

Identified Learning

- a) Care should be taken in our assessments of children and families to understand the child's place in the family. We should assess each child's experience of parenting to

understand the child's individual lived experience. Individual children hold different meanings for parents, and this can impact both positively and negatively.

b) [The Family Approach Guidance and Toolkit](#) is being updated. It contains a number of useful resources for those working with adults who may be parents/carers and those working with children. This resource encourages us to 'think family' and understand the importance of sharing information where there may be concerns that parent orientated issues, such as mental health issues, may impact on the wellbeing of the child.

c) Use your opportunities to access safeguarding supervision, support and advice.

d) Revisit the definition of sexual abuse from [Working Together to Safeguard Children 2018](#). It states:

“Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.”

e) We need to consider contextual safeguarding approaches for younger children where extra familial safeguarding risks are present, alongside assessing whether parental supervision is sufficient and effective.

f) When working as part of a child protection core group we should remember any changes to actions identified for us as individual practitioners must be discussed with and agreed by the social worker for the child and communicated to the core group.

g) While it is important to understand whether a child meets the diagnosis for attention deficit hyperactivity disorder (ADHD) or autistic spectrum condition (ASC), their presentation cannot be viewed solely through this lens. We have to consider and respond to the impact of the child's lived experience and any neurodiversity.

What else are we doing as a partnership?

- The HSCP offer a range of training about sexual abuse. The [training offer can be found here](#). This includes [training in using the Brook Traffic Light tool](#) which helps us identify, understand and respond appropriately to sexual behaviour in young people.
- We have published and launched the Hampshire, Isle of Wight, Southampton and Portsmouth (HIPS) [Child Sexual Abuse Strategy and Toolkit](#).

If you do one thing:

Understand that a [child's voice](#) spans everything they say and do, their expressions, behaviour, presentation. Be aware of all the ways in which a child's voice can be expressed and communicated.



Resources to support practice

HIPS Procedures

[Child Exploitation Risk and Child Exploitation Risk Assessment Framework \(CERAF\)](#).

Training

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

- Child exploitation
- Supporting children of substance misusing parents
- Safeguarding adolescents
- Disguised compliance
- Having honest conversations
- Child sexual abuse

Strategies & Toolkits

- Hampshire and Isle of Wight Safeguarding Children Partnerships' [Safeguarding Adolescents Strategy and Toolkit](#)
- HIPS [Child Sexual Abuse Strategy and Toolkit](#)
- Hampshire Safeguarding Children Partnership's [Managing Self-Harm Toolkit](#)
- Hampshire Safeguarding Children Partnership's [Adopting A Family Approach Guidance and Toolkit](#)
- Hampshire Safeguarding Children Partnership's [Strengthening Parental Relationships Toolkit](#)
- Hampshire and Isle of Wight Safeguarding Children Partnerships' [Neglect Strategy and Toolkit](#)

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