

# Safeguarding and the role of CAMHs and Community Paediatrics, working with schools and Children's Services

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# Introduction

- Neurodevelopmental  
/neurodisability
- Safeguarding service
- Looked after children

# Children and safeguarding in UK

- UNCRC
- Children's act (and updates)
- Education act
- Working together

# A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD



## ARTICLE 1 (definition of the child)

Everyone under the age of 18 has all the rights in the Convention.

## ARTICLE 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

## ARTICLE 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

## ARTICLE 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

## ARTICLE 5 (parental guidance and a child's evolving capacities)

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

## ARTICLE 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

## ARTICLE 7 (birth registration, name, nationality, care)

Every child has the right to be registered as

## ARTICLE 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

## ARTICLE 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

## ARTICLE 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

## ARTICLE 16 (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

## ARTICLE 17 (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

## ARTICLE 18 (parental responsibilities and state assistance)

Both parents share responsibility for looking after their child and should share

## ARTICLE 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

## ARTICLE 25 (review of treatment in care)

If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

## ARTICLE 26 (social security)

Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

## ARTICLE 27 (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

## ARTICLE 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

## ARTICLE 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

## ARTICLE 37 (inhumane treatment and detention)

Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

## ARTICLE 38 (war and armed conflicts)

Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

## ARTICLE 39 (recovery from trauma and reintegration)

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

## ARTICLE 40 (juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be

# UNCRC

3 - best interests of the child

9 - separation from parents

18 - parental responsibilities and state assistance

19 - protection from violence, abuse and neglect

# UNCRC

23 - children with a disability

25 - review of treatment in care

28 - right to education

33/34 - drug abuse and sexual exploitation

39 - recovery from trauma and reintegration

# Children's act 1989 and 2004

Allocates duties to local authorities, courts, parents, and other agencies in the United Kingdom, to ensure children are safeguarded and their welfare is promoted.

## Some important sections

- emergency protection
- agreed placement (section 20)
- children in care
- investigation of possible abuse (Section 47)



Department  
for Education

# Keeping children safe in education

Statutory guidance for schools and  
colleges



# Working Together

- Health
- School
- Children Services
- As a whole



# What is the role of community paediatrics?

- Significant roles in child protection (CP including sexual abuse, Child deaths, ALTEs, Perplexing presentations)
- To add information about health and presentation to health
- To consider development
- To take part in MDT/Multi-agency meetings

# Case Study

- 9 year old boy
- Otherwise fit and well
- Referred by GP to community paediatric service – behaviour, active, oppositional
- ?ADHD – no family history of note

- Achenbach questionnaires and school information reveal no difficulties in school
- Impression – behaviour ?cause

# 18 months later

- Referral for alleged kick to leg
- Social care information – risk factors for behaviour and emotional abuse
- Lots of thoughts about communication and information sharing.
- Lots of reflection for me!

# Case Study – Looked After Child

- 16 year old girl on FCO
- On 15<sup>th</sup> placement
- History of antenatal alcohol use and early trauma
- Pending placement breakdown - MDT
  - SLT – receptive and expressive delay
  - Attachment difficulties and full assessment for ASD
  - Spiky cognitive profile
  - Previous diagnosis of ADHD rescinded
  - Coordination difficulties
  - Processing difficulties

# MDT

- Virtual school lead MDT
- Plan to reassess ADHD
- OT
- Consider FASD

# Safeguarding MDT

- Social care
- School
- Health (school nurse/ health visitor)
- Police
- Health (treating/ assessing health professionals) - paediatrician/ CAMHs



# Neurodevelopmental MDT

- ~~Social care~~
- School
- Health (school nurse/ health visitor)
- ~~Police~~
- Health (treating/ assessing health professionals) - paediatrician/ CAMHs/ SLT/ psychology/ OT

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# MDT

- Neglect
- Socioeconomic deprivation
- Perplexing cases
- Looked after children
- Foetal alcohol spectrum disorder

# What now?



# Recommendations

- Safeguarding issues should always be explored with every patient – referral/ND history/ school observation
- Multi disciplinary work should be the aim in a multifactorial diagnosis and assessment
- Objective assessments

# Take home message

- It should be noted that abuse is one of the most common childhood conditions at about 20% of the childhood population. This is more common than asthma, ADHD and autism put together.