



CVAA Practice Workshop

03.12.19

Edinburgh

**Safeguarding in Family
Placement Work**

SSSC Post Registration Training and Learning (PRTL) Requirements

At least 5 days (30 hours) of this training and learning activity shall focus on working effectively with colleagues and other professionals to identify, assess and manage risk to vulnerable groups. This is in order to ensure that they are assisted to meet their primary responsibility of protecting children and adults from harm.

Child Protection/Safeguarding in Family Placement



Aim of this Session

- 1. To explore this important and complex area of practice.**
- 2. To analyse the complexities of balancing safeguarding and adoption support, both pre and post Adoption Order.**
- 3. To consider what constitutes 'good practice' when responding to safeguarding issues in adoption support.**

As agencies that place children in adoptive homes we have two broad areas of responsibility:

- Ensuring and monitoring that children are safe and secure in the families we place them with.**
- Helping these families overcome the results of poor care and mistreatment experienced by their children (some known about, some not) by supporting them to provide a nurturing and therapeutic environment.**

Child Protection/Safeguarding in Family Placement



- **Preparation and Assessment**

 - Check and references

- **Safer Caring Policies**

 - Preparation for placement

- **Support to placement**

 - Helping families interpret behaviour and respond in a safe way

- **Support after legalisation**

 - Long term impact of previous abuse and trauma

Child Protection/Safeguarding in Family Placement Supportive Working Relationships



It is the formation of early support, strong relationships and openness which are effective in managing the intricate balance of support and safeguarding.

This safeguarding should not shy away from the complexities between support and safeguarding and clear thresholds should be explored and understood by adopters and workers.

Child Protection/Safeguarding in Family Placement Triggers for Children



- **Triggers – smells, sounds, places, postures or tone of voice of adults.**
- **Anxiety about one thing may play out in another area of the child's life. For example, being anxious about school may trigger memories of being anxious as a prelude or reaction to abuse so may be hard to read for adults.**
- **Some children will go through life ready to 'fight' or 'flee'. Can we help adults recognise this, explain it to their children and help them anticipate triggers?**

3 groups

- **Can we recognise these things in any of the children we are supporting?**
- **What examples have we used in our practice to help families cope with this?**
- **Have we had any potential or actual child protection concerns in our recent practice and how did we respond?**

- **The life history of children who are in, or have been in the looked after care system makes them more vulnerable, and at greater risk, than children living in safe and loving birth families.**
- **These children deserve to fulfil their potential and their safety and well-being are central to this.**
- **Prospective adoptive/Adoptive family members can be at risk of complaints about the standards of the care they provide and sometimes of allegations of abuse.**

Child Protection/Safeguarding in Family Placement Safer Caring Policies



- **The names you use**
- **Showing affection**
- **In the bathroom**
- **The way you dress**
- **Playing**
- **Your bedroom**
- **The child's bedroom**
- **Bedtime**
- **When you go out**
- **When the child goes out**
- **Taking photos or videos**
- **Travelling by car**
- **Education about sexual matters**
- **Family Pets**

3 Groups

Supporting families to create safer caring strategies

- **What does it include?**
- **When is it done?**
- **Is it reviewed?**

