# Trainer notes – Module: Section 2c – CYP – Initial discussion to making a report

* PowerPoint for module
* Wales Safeguarding Procedures App on phone or tablet to refer to throughout the module
* Handouts: Information to include in a report and scenario activities

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| Slide | References | Notes |
| 1 | **This module picks up from:**  Section 2 – Children and young people – The duty to report  **Unless otherwise stated, all information comes directly from:**  Section 2 The duty to report a child at risk of abuse, neglect and/ or harm > **Seeking advice**  Section 2 The duty to report a child at risk of abuse, neglect and/ or harm > **Gathering information to make a report** |  |
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| 3 | Glossary | The [designated safeguarding person](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/c2/c2.p13.html) (DSP) is the identified person within the organisation who:   * is available to discuss safeguarding concerns * should be consulted, when possible as to whether to raise a [safeguarding](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/c2/c2.p13.html) concern with the [local authority](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/c2/c2.p13.html) * will manage any immediate actions required to ensure the individual at risk is safe from [harm](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/c2/c2.p13.html) * all practitioners must know who to contact in their agency for advice and they should not hesitate to discuss their concerns no matter how insignificant they may appear. |
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| 5 |  | **Trainer to stress:**   * The need to seek advice must never delay any emergency action needed to protect a child * Any [practitioner](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/c2/c2.p13.html) who is hesitant or is unsure as to whether a [child is at risk of harm](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/c2/c2.p13.html), should seek advice rather than wait for further evidence to confirm or refute these [concerns](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/c2/c2.p13.html) * All practitioners **must** know who to contact in their agency for advice and they should not hesitate to discuss their concerns no matter how insignificant they may appear. |
| 6 |  | **Trainer to stress:**  Any [practitioner](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/c2/c2.p13.html) who is hesitant or is unsure as to whether a [child is at risk of harm](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/c2/c2.p13.html), should seek advice, as outlined below, rather than wait for further evidence to confirm or refute these [concerns](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/c2/c2.p13.html).  **Document:**  Write it down/record it – for example, in the daily log or database of your organisation. If possible, link it to any record your organisation has on the child. |
| 7 |  | When seeking advice from social services, **it is important to recognise**:   * the responsibility to decide whether to make a report remains **with the report-maker** * seeking advice **does not of itself constitute a report** * it is the **responsibility of the report-maker** to make clear that they want to make a report. |
| 8 |  | **Trainer to point out:**  Any practitioner with concerns about a child must document their concerns – whether further action is or is not taken. |
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| 10 |  | A referral to social services that the child requires an assessment to consider if they have any care and support needs under **Part 3 of the Social Services and Well-being (Wales) Act 2014**. |
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| 12 |  | Any discussion about the welfare of a child at risk of harm – both those that occurred within the agency and those with social services – must be recorded in writing. |
| 13 | You may redirect to the previous module on **Duty to report**, which covers **immediate concerns**. | **Trainer:**    Where time is of the essence, phone ahead of making a written report. |
| 14 | **Note:**  See separate modules:  **Sources of concerns:** how to handle reports of concerns from other parties  **Consent:** aspects of consent | **All reports must be made immediately by practitioners to social services**, and/or the police where it is suspected that a crime has been committed or is being committed.  **Where a report is made by telephone** to local authority social services, the practitioner making the report must confirm the report **in writing within one working day**. |
| 15 | **For further guidance, see:**  [Working Together to Safeguard People: Information sharing to Safeguard Children](https://socialcare.wales/hub/statutory-guidance)  [Pointers for Practice](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/cp/c2p.p6.html?nocache=0.2690333395494455): Making a Report:  [Pointers for Practice: How to Apply the Safeguarding Process to Practice](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/chi/cp/c1p.p3.html?nocache=0.04426640644029711) | **Trainer to stress:**  **Lack of detail must not prevent reporting a safeguarding concern**.  Remember that a failure to share information can place a child at increased risk of harm and is a common feature of child practice reviews. Whilst information in isolation may seem insignificant, when put together with information from other sources it may become important to safeguarding the child at risk. |
| 16  17  18  19  20 | **Handout:**  Information to include in a report | **Practitioners must use the report forms provided by the local authority.**  A report to social services should include the information available about the child, family and their circumstances, considering the role of the individual and their agency.    Provide as much specific detail and evidence as possible.  **Example**  *“Karl is six years old and comes to school every morning complaining of hunger. He eats what he can at school.”*  This account provides a general overview but does not give an indication of the nature and severity of the hunger. It is important to be specific as in the following:  *“Karl arrives in the morning and immediately asks what is for lunch. He keeps telling his teacher he is hungry and has not eaten since the he had his school dinner yesterday. We have found him in morning break going through the children’s lunch boxes taking out their snacks. At lunchtime he not only eats his dinner but asks for seconds and then tries to eat the leftovers on the other children’s plates.”* |
| 21  22  23  24 | The process following a report:  <https://safeguarding.wales/chi/c2/c2.p18.html> |  |
| 25 | **Handout:**  Scenario activities | **Activity:**  This handout provides two different discussion activities – you may use one or both.  Scenario 1 – looks at making a report  Scenario 2 – examines three reports about the same situation   1. Divide participants into groups 2. Distribute scenario 1 or 2 3. Ask everyone to read the information on their own 4. Encourage everyone to use the app and discuss the questions as a group 5. Ask for feedback from everyone |
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