



**ANGUILLA**

**CHILD SAFEGUARDING  
NATIONAL ACTION PLAN**

# CHILD SAFEGUARDING NATIONAL ACTION PLAN

## FORWARD

Children are Anguilla's future and most precious resource. We are therefore obligated to take the actions contained within this Child Safeguarding National Action Plan (C-SNAP) to ensure all children living in Anguilla have the best possible outcomes in life.

This C-SNAP sets out the future direction of safeguarding our children and, in so doing, will help us to meet the responsibilities detailed in Anguilla's 'Interagency Child Protection Protocol (ICPP)', which ensures all agencies engaged in the protection of children are guided by best practice in identifying, intervening, and managing cases of child abuse.

The actions specified here also guide Anguilla's commitment to guaranteeing that children grow up in an environment that provides safe and effective care, which prevents impairment of their health and development.

## STRATEGIC ACTIONS

Priorities within the C-SNAP are based around the following seven key objectives that were identified by child safeguarding stakeholders<sup>1</sup> during the C-SNAP consultation phase.

- Legislative reform
- A national institutional framework (child safeguarding, juvenile justice)
- Governance of the ICPP
- 'Working Together' capacity building
- Raising awareness of child safeguarding
- Juvenile Justice
- Child-friendly schools
- Data management and data sharing

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<sup>1</sup> Stakeholders from: Ministry of Health and Social Development; Governor's Office; Attorney General's Office; Court Assessors; Department for Social Development (Family and Social Services Unit, Child Maintenance Unit, and Elderly and Disabled Unit); Probation and Juvenile Care Workers (including those from the Zenaida Haven Residential Home); Royal Anguilla Police Force (RAPF); RAPF's SIU; Early Childhood Development (ECD) Practitioners from Preschools; Albena Lake Hodge Comprehensive School; primary and secondary school counsellors; service provider for children with disabilities and after care programmes for children; NGOs; 10 parents; and 8 children.

## ANGUILLA CHILD SAFEGUARDING NATIONAL ACTION PLAN (C-SNAP)

### PRIORITY ACTIONS

#### 1. LEGISLATIVE REFORM

Respondents' Recommendation	Resources required	Estimated cost	Lead Agency (in bold) and supporting agencies	Time Frame
<p>The Attorney General's Chambers to recruit an additional legislative drafter.</p> <p>This should provide the additional capacity required to draft the remaining OECS Model Bills (<i>Status of Children Bill; Maintenance of Children Bill; Child Justice Bill; and Children [Care and Adoption] Bill</i>) as Anguilla-specific legislation. Thereby supporting the Attorney General's Chamber to achieve its mission of giving effect to Government safeguarding policies.</p>	An additional Legislative Drafter	To be funded by the FCO	<b>Attorney General Chambers</b>	To be expedited

#### Justification/Evidence

The Anguilla Government (through its OECS Family Law Reform Project team) is committed to the passage of all the OECS Model Bills (adapted to the Anguillan context) as demonstrated by the enactment of the Domestic Violence Act (2015)

However, all stakeholders agreed that there is still a dearth of pertinent legislation for the protection of children's rights and stressed the need to speed up the drafting and passage processes of the pending legislation (based on the remaining OECS Model Bills).

Health practitioners spoke of their serious concerns re early/child marriage and the associated serious health risks of sexual activity and early

pregnancies – some of which they had personally witnessed. They stressed the need for legislation to be consistent regarding the age of sexual consent (currently 16 with certain exceptions) and marriage (currently 18, 16 and 15 years dependent on the circumstances).

Additionally, UNICEF's 2015 research (*Current State of Legislation in the British Overseas Territories from a Children's and Women's Rights Perspective* prepared by Morlachetti) buttresses the views of the stakeholders, as it has identified the following main areas of legislative need in Anguilla, which should be met by the Anguillan-specific enactment of the OECS Model Bills:

- Abolish all discrimination in legislation regarding migrant children and children born in Anguilla of migrant parents
- Prevent statelessness of children
- Combat all discrimination in the education system
- Adopt legislation providing a Proper juvenile justice system
- Raise age of criminal responsibility
- Abolish unequal status of children born within and outside marriage
- Approve pending bills (including OECS Family Model Bills)
- Ratify (have extended) pending human rights treaties relevant to children rights

The 2017 OECS research (*Assessment of Child Protection Services* – prepared by Sealy Burke, J.) also supports this action when it asserts that: *'Anguilla has embarked on a very deliberate yet delayed process to ensure that the OECS Model Bills reflect the local context. It is now critical that the Children (Care and Adoption) Bill and the Child Justice Bill be reprioritised and a date for both pieces of legislation to take effect expressly stipulated'*. It then recommends:

- Increasing the capacity of the Drafting Department within the Attorney General's Office through increased hires and a review of current staff workloads plus assigning Bills to specific qualified staff.
- Legislation is gazetted and a date from which the legislation is to take effect is provided.
- Implementing specific child protection laws that addresses the reporting, investigation, placement and overall management of child abuse cases.

## 2. DEVELOP A NATIONAL INSTITUTIONAL FRAMEWORK FOR CHILD SAFEGUARDING

Safeguarding children includes: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

### 2.1 Create and implement a long-term plan for the development of a national framework for child safeguarding

Respondents' Recommendation	Resources required	Estimated cost	Lead Agency (in bold) and supporting agencies	Time Frame
<p>To bring together all the current child protection and wider safeguarding agencies and initiatives into one clear 'national framework' covering all safeguarding aspects such as: child protection; justice for children including juvenile justice; safe and effective care environments at school, home and any other establishments; ensuring children's health and development; and achieving the best outcomes for all children living in Anguilla.</p> <p>Specific recommendations to be included in such a framework were: a separate, highly specialised cadre of multi-agency personnel to deal with child abuse and neglect cases to ensure confidentiality and prevent conflicts of interest; behaviour assessment teams in schools to appropriately address and modify inappropriate behaviour; and a diversion mechanism.</p>	<p>This is a long term overarching action, which will require a project management approach with clear intent, set objectives and scope, work streams, milestones, deliverables and timelines.</p>	<p>To be estimated as part of the initial project management process</p>	<p><b>Ministry of Health and Social Development</b>  <i>Royal Anguilla Police Force (RAPF)</i>  <i>Social Development Planner</i>  <i>Health Authority of Anguilla</i>  <i>Department of Social Development (DSD)</i>  <i>Department of Probation (DoP)</i>  <i>Her Majesty's Prison (HMP)</i>  <i>Department of Education (DoE)</i></p>	<p>Long term staged process that commences with 2.2 to 2.5 of this C-SNAP</p>

**Justification/evidence**

The best practice components of such a framework include many of the initiatives that are already in place (or pending) in Anguilla – consequently these positive child safeguarding assets can be built on to ensure a comprehensive framework. Best practice models include, but are not limited to:

- A set of laws and policies that safeguard children by: protecting them from maltreatment; preventing impairment of their health or development; ensuring they grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable them to have the best outcomes – including coordinated responses in the best interests of the child when abuses and exploitation occur;
- A dedicated child safeguarding committed workforce with relevant competencies and mandates;
- A central government coordination mechanism, that brings together government departments and key stakeholders at all levels;
- A centralised management information system that ensures regular information on both prevalence and knowledge of child safeguarding issues;
- Services and responses that are effectively regulated, including accreditation and licensing of care providers;
- Adequate and appropriate resource allocation;
- Effective regulation systems such as set standards, codes of conducts etc.; and
- Appropriate inspections (such as inspections of children’s residential homes), monitoring and evaluation; and **i)** opportunities for children to express their views and be involved.

**2.2 Review and clarify roles and responsibilities of Departments with current safeguarding roles and responsibilities**

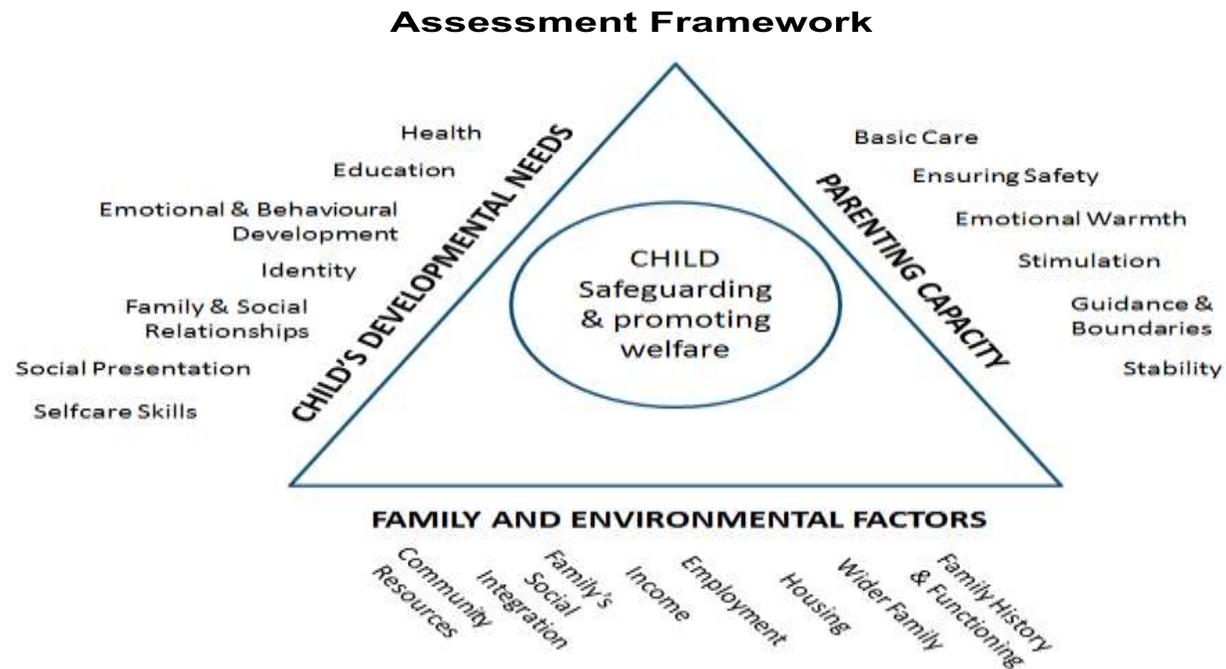
<b>Respondents’ Recommendation</b>	<b>Resources required</b>	<b>Estimated cost</b>	<b>Lead Agency (in bold) and supporting agencies</b>	<b>Time Frame</b>
Respondents specifically suggested the Department for Social Development’s and the Department of Probation’s roles and responsibilities should be clarified in accordance with child safeguarding best practice. Other departments could be considered within the wider agenda of 2.1 above.	This could be completed by managers within the departments	Within current budgets	<b>DSD and DoP</b>	Immediate

<b>2.3 Enhance early help practices for at risk families</b>				
<b>Respondents' Recommendations</b>	<b>Resources required</b>	<b>Estimated cost</b>	<b>Lead Agency (in bold) and supporting agencies</b>	<b>Time Frame</b>
<p>To have in place effective ways of identifying emerging problems and unmet needs for individual children and families in order to provide 'early help' and prevent further and more serious problems arising through the following steps:</p> <ul style="list-style-type: none"> <li>• An inter-agency assessment process, such as the UK's Common Assessment Framework (CAF - see below) to identify what help the child and family require to prevent needs escalating</li> <li>• All professionals, including those providing services to adults with children, to understand their role in identifying emerging problems and sharing information with other professionals to support early identification and assessment.</li> <li>• Professionals should, in particular, be alert to the potential need for early help by children of: families with low or no salaries; single-parent households; and migrant families. Children with disabilities and/or special needs may also require 'early help'.</li> <li>• Identification of a range of effective, evidence-based services to address assessed needs early. The early help on offer should draw upon the local assessment of need. Local early help services will typically include family and parenting programmes, assistance with health issues and help for problems relating to drugs, alcohol and domestic violence.</li> </ul>	<p>Facilitator to:</p> <ul style="list-style-type: none"> <li>• Support the design and implementation of a CAF</li> <li>• Brief professionals on the CAF</li> <li>• Support the identification, implementation and evaluation of services to address needs</li> </ul> <p>Additional staffing to address early help</p>	<p>To be estimated as part of the initial project management process</p>	<p><b>Ministry of Health and Social Development</b>  <i>Social Development Planner</i>  <i>DSD</i>  <i>RAPF</i>  <i>DoE – including all levels of educational establishments</i>  <i>Health Authority of Anguilla</i>  <i>DoP</i>  <i>HMP</i></p>	<p>Early 2018</p>

<p>Services may also focus on improving family functioning and building the family's own capability to solve problems, which includes regular reviews to ensure that real progress is being</p> <ul style="list-style-type: none"> <li>When early help services are delivered to parents they must be evaluated to demonstrate the impact they are having on the outcomes for the child.</li> </ul>				
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**Justification/evidence**

Providing early help informed by an Assessment framework (see example below) is more effective in promoting the welfare of children than reacting later.



<b>2.4 Develop standards for Foster Care</b>				
<b>Respondents' Recommendation</b>	<b>Resources required</b>	<b>Estimated cost</b>	<b>Lead Agency (in bold) and supporting agencies</b>	<b>Time Frame</b>
The development of Foster Care Standards is a key element of the National Framework for Safeguarding that can be implemented in the short term.	Adapting the Regional Minimum Standards (detailed below) for the Anguillan context could be agreed and developed by the MoHSD and DSD supported by NCSB members  If required, e-support could be available from external partners such as UNICEF.	Within current national budgets  USD 5,000 for e-support	<b>Ministry of Health and Social Development</b>  DSD  NCSB	Mid to late 2017
<p><b>Justification/evidence</b></p> <p>Respondents and 2017 OECS in-country research (Assessment of Child Protection Services) revealed that foster care standards should be developed to ensure children grow up in circumstances consistent with the provision of safe and effective care that enables them to have the best possible outcomes. The identified issues included:</p> <ul style="list-style-type: none"> <li>• The Anguillan foster care system currently caters for 15 children who are in the homes of 12 foster care providers.</li> <li>• Most of the children in foster care are the children of 1 woman who has 13 children. Over the years, nearly all of them were removed from her care and placed with various foster homes – consequently contact between these siblings is an important issue.</li> <li>• The stipend for foster care providers is \$400 per month per child and the State provides school uniforms, schoolbooks and a medical exemption card.</li> <li>• Many of the foster parents are not people of significant financial means. They rely heavily on these contributions and would significantly benefit from more support.</li> <li>• There is only 1 emergency placement foster care provider who keeps children for short periods of time, whilst other foster parents want children in their care for long terms.</li> </ul>				

- There is a National Standards for Foster Care (2003) manual, which can inform the new standards as it covers a range of areas, including recruitment, training, supervision and family contact

### **Regional Guidance**

The OECS/UNICEF Regional Minimum Standards (2012) prepared by Headley Gay, M. C. provides important information on standards for alternative care services for children including 22 standards that relate to foster care. It is available at

[https://www.unicef.org/easterncaribbean/ECAO\\_Regional\\_Minimum\\_Standards\\_for\\_Alternative\\_Care\\_Services\\_for\\_Children.pdf](https://www.unicef.org/easterncaribbean/ECAO_Regional_Minimum_Standards_for_Alternative_Care_Services_for_Children.pdf)

The Regional Minimum Standards' acknowledge that the family is the natural environment for the development and well-being of children; that parents have the primary responsibility for the upbringing of their children; and that children have, as far as possible, the right to know and be cared for by their parents. However, in line with the Convention on the Rights of the Child, the Regional Minimum Standards' foresee the appropriate use of substitute care when children are deprived of their family environment or where in their best interests, children cannot be allowed to remain in their family environment.

Alternative care can be rendered through temporary foster care or permanent placement through adoption, and **use of residential services as a last resort**.

The regional guidance was developed in response to the United Nations Committee on the Rights of the Child concerns for children deprived of parental care in the Eastern Caribbean region, including:

- The number of children coming into alternative care essentially due to their families' material poverty
- An over-reliance on institutional care
- No or limited use of Codes of Standards for alternative care services
- In some cases, the very outdated physical conditions of children's homes
- Insufficient attention paid to establishing and maintaining contact with families
- A lack of independent complaints mechanism for children in alternative care.

### **Areas that can be covered by Foster Care standards**

### ***Child Focused Standards***

- Safeguarding children
- The child's wishes and feelings and the views of those significant to them
- Promoting a positive identity and valuing diversity through individualised care
- Promoting positive behaviour and relationships
- Promoting good health and wellbeing
- Leisure activities
- Promoting educational attainment
- Promoting and supporting contact
- Providing a suitable physical environment for the foster child
- Preparing for a placement
- Promoting independence and moves to adulthood and leaving care
- Children Missing from Care

### ***Standards for the agency providing fostering services***

- Recruiting and assessing foster carers who can meet the needs of looked after children
- Emergency placements
- Fostering panels and the fostering service's decision-maker
- Matching the child with a placement that meets their assessed needs
- Statement of purpose and children's guide
- Fitness to provide or manage the administration of a fostering service
- Financial viability
- Suitability to work with children
- Learning and development of foster carers
- Supervision and support of foster carers
- Handling allegations and suspicions of harm

- Learning, development and qualifications of staff
- Staff support and supervision
- Managing effectively and efficiently and monitoring the service
- Record keeping
- Fitness of premises for use as fostering service (including retention and confidentiality of records)
- Payment to carers
- Notification of significant events
- Family and friends as foster carers
- Placement Plan and reviews

**2.5 Design and implement a licensing and routine inspection system for all current and proposed residential institutions for children**

<b>Respondents' Recommendation</b>	<b>Resources required</b>	<b>Estimated cost</b>	<b>Lead Agency (in bold) and supporting agencies</b>	<b>Time Frame</b>
<p>To design and implement licencing and routine inspection systems for the: Zenaida Haven Juvenile Centre; White Cedar (when it has transitioned into a centre for girls); and any other planned residential facilities such as places of safety (as discussed in Carty, A. [2015] 'Assessment Tools and Recommendations Re: Anguilla Temporary Place of Safety').</p> <p>The inspections should include, but not be limited to: a) a review of the appropriateness and suitability of the location and premises of the home, at least once a year – including the identification of any risks and opportunities presented by the home's location and</p>	<p>Resources to be identified and costs estimated as part of the initial project management process</p>		<p><b>Ministry of Health and Social Development</b> DSD NCSB</p>	<p>Late 2017 to early 2018</p>

<p>strategies for managing these; and b) a review of the quality of care provided by the home at least every six months, the experiences of children living there and the impact the care is having on outcomes and improvements for the children.</p> <p>This will ensure that the centres remain fit for purpose and the care provided meets the requirements of residential care standards.</p>			
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**Justification/evidence**

Whilst residential care is a 'last resort' it remains an important element of the range of services that are required for some children who come into public care. As corporate parent, Governments needs to provide appropriate residential services for children who cannot be brought up by their birth families and for whom non-institutional placement is not a viable option. Children, who are in need of a secure and structured environment or intense therapy, and those who are refugees from other countries, may also require residential care.

Those with responsibility for safeguarding children have a key role in informing legislation and advocating for the development and implementation of the various Government policies, guidance, standards and procedures which direct the operations of children residential homes.

The aforementioned OECS/UNICEF Regional Minimum Standards (2012) prepared by Headley Gay, M. C. supports the need for this action.

**3. GOVERNANCE OF THE INTERAGENCY CHILD PROTECTION PROTOCOL (ICPP)**

<b>Respondents' Recommendation</b>	<b>Resources required</b>	<b>Estimated cost</b>	<b>Lead Agency (in bold) and supporting agencies</b>	<b>Time Frame</b>
<p>The 'ownership' and governance of the ICPP by the National Child Safeguarding Board (NCSB) should be clarified through the implementation of an agreed 'Governance Handbook' to outline the governance</p>	<p>This could be agreed and developed by the NCSB members, with limited e-support from</p>	<p>Within current national budgets</p>	<p><b>Co-Chairs of the NCSB (PS Ministry of Health and Social Development and Commissioner of the</b></p>	<p>To commence during the next</p>

<p>arrangements of the NCSB, clarify accountability, and identify its key purposes, functions and tasks. It could also detail membership requirements and the expectations placed on the NCSB and its members. The aim is to ensure that all NCSB constituent partner agencies:</p> <ul style="list-style-type: none"> <li>• Ensure the ICPP remains contemporary and embraces safeguarding in its widest form</li> <li>• Are aware of the role, remit and responsibilities of the Board;</li> <li>• Have an informed understanding about how the Board will manage its core business;</li> <li>• Are clear about the expectations placed upon their organisation by virtue of their Board membership;</li> <li>• Fully understand the expectations regarding their role as a Board member.</li> </ul> <p>The Handbook can build on the current Terms of Reference by covering issues such as:</p> <ul style="list-style-type: none"> <li>• Objectives and Functions;</li> <li>• Structure;</li> <li>• Secretariat;</li> <li>• Membership: Roles and Responsibilities</li> <li>• A Communication Strategy</li> </ul> <p>Potential annexes include:</p> <ul style="list-style-type: none"> <li>• Role Profile for Board Members</li> <li>• Role Profile for Lay Members</li> </ul>	<p>external partners such as UNICEF.</p>	<p>USD \$3,000 for e-support</p>	<p><b>RAPF)</b>  <i>Social Development Planner</i>  <i>Representatives from:</i>  <i>DSD</i>  <i>DoE</i>  <i>DoP</i>  <i>HMP</i>  <i>Other RAPF departments</i></p>	<p>monthly meeting</p>
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<ul style="list-style-type: none"> <li>• Terms of Reference</li> <li>• Memorandums of Understanding with other relevant agencies/boards (such as the Health Authority of Anguilla's Board of Directors).</li> </ul>				
<p><b>Justification/evidence</b></p> <p>In keeping with best practice, the Terms of Reference of Anguilla's National Child Safeguarding Board stress that all agencies involved in Child Protection must be held accountable for guaranteeing the best interest of the child. Consequently, the multi-disciplinary Child Safeguarding Board has been established to improve the safeguarding of children in Anguilla through effective information sharing and coordinated policy and procedural development. The following objectives make it best placed to 'own' the ICPP and be responsible for its governance:</p> <ul style="list-style-type: none"> <li>• To undertake strategic planning of services relevant to the safeguarding of children</li> <li>• To hold all partner agencies to account for their safeguarding practice.</li> <li>• To ensure services are co-ordinated.</li> </ul>				
<p><b>4. ENACTING SAFEGUARDING LEGISLATION AND OPERATIONALISING THE ICPP THROUGH CAPACITY BUILDING &amp; AWARENESS RAISING ACTIVITIES</b></p>				
<p><b>4.1 Identify the appropriate level of capacity building and awareness raising required</b></p>				
<p><b>Respondents' Recommendation</b></p>	<p><b>Resources required</b></p>	<p><b>Estimated cost</b></p>	<p><b>Lead Agency (in bold) and supporting agencies</b></p>	<p><b>Time Frame</b></p>
<p>Identify the categories of stakeholders to ensure that capacity building and awareness raising activities are at the appropriate level. The following example is for guidance only and should be tailored to</p>	<p>The Social Development Planner has a current stakeholders register, which can be adapted to identify the</p>	<p>Within current budgets</p>	<p><b>Ministry of Health and Social Development (Social Development Planner)</b></p>	<p>August to September 2017</p>

<p>Anguilla's situation.</p> <p><b>Category 1:</b> Child Safeguarding Board members</p> <p><b>Category 2:</b> Agencies with specific child safeguarding roles and responsibilities. For example DSD, RAPF, DoE, HAA and DoP.</p> <p><b>Category 3:</b> Mandated reporters working specifically with children (child-specific NGOs, school 'bus drivers, youth and sports club officials and child trauma/drug/alcohol counsellors etc.)</p> <p><b>Category 4:</b> Parents and children</p> <p><b>Category 5:</b> Mandated reporters who do not work directly with children but may engage with them during their work such as the media, dentists and NGOs.</p>	<p>categories of stakeholders in Anguilla</p>			
<p><b>Justification/evidence</b></p> <p>It is important that capacity building and awareness raising activities are specific to the needs of the identified categories of stakeholders.</p> <p>For example, the proposed 'Darkness to Light Stewards of Children' training activity is most appropriate for Category 3 – but may also assist Category 5 and parents from category 4 – because it is designed to 'teach <b>adults</b> practical actions to prevent child sexual abuse or intervene if abuse is suspected and is designed for <b>parents, concerned individuals, and any adult that works with youth</b>'.</p> <p>Equally, awareness raising activities regarding the ICPP can be targeted at all stakeholder categories <i>in a manner suitable for that group</i>.</p> <p>Whereas 'Achieving Best Evidence Investigative Interviewing' training is best suited for specific Category 2 stakeholders and workshops on the Governance of the ICPP would be targeted at Category 1.</p> <p>Consequently, an identification of stakeholder categories ensures that training and other development opportunities can be more easily be matched to the appropriate stakeholders.</p>				

## 4.2 Design and implement a simple Self Audit process

Respondents' Recommendation	Resources required	Estimated cost	Lead Agency (in bold) and supporting agencies	Time Frame
<p>For agencies and groups of mandated reporters to carry out a simple Self Audit process to identify development and training needs that are required to implement both the Inter-Agency Child Protection Protocol (ICPP) and all other aspects of safeguarding children.</p> <p>A generic e-example is available at <a href="https://www.keepingchildrensafe.org.uk/self-audit/en/process">https://www.keepingchildrensafe.org.uk/self-audit/en/process</a>. Members of the Child Safeguarding Board can undertake this on behalf of their organisations as a <i>trial</i>, which will enable members to develop an Anguilla-specific Self Audit tool.</p>	<p>This could be agreed and developed by the NCSB members, with limited e-support from external partners such as UNICEF.</p>	<p>Within current national budgets</p> <p>USD \$3,000 for e-support</p>	<p><b>DSD</b></p> <p><i>RAPF</i></p> <p><i>Education Department</i></p> <p><i>Probation Department</i></p> <p><i>Health Authority of Anguilla</i></p> <p><i>Mandated reporters</i></p>	<p>August to September 2017</p>
<p><b>Justification/evidence</b></p> <p>Self Audit tools range from simple to complex and illustrate the stage an organisation has reached in relation to its child safeguarding roles and responsibilities and identify what further action is needed. Self Audits asks the organisational representative to think about different areas of their organization – such as: Policy; People; Procedures; and Accountability.</p> <p>There are a number of statements/standards within each child safeguarding area (between 4 and 6). For example a standard could be: <i>‘There is a designated lead with overall responsibility for safeguarding throughout your organisation’</i> or <i>‘E-safety awareness training is available for staff working with children and young people’</i>. The representative decides whether each statement is:</p> <p style="text-align: center;">  Green for in place         </p>				

-  Amber for partially done
-  Red for not in place

The organisational representative then marks the appropriate coloured box for each statement.

**The Audit would need to be Anguilla-specific and suitable to the level of organisation undertaking it.**

#### 4.3 Plan, implement, monitor and evaluate the ICCP Modular Training Programme

Respondents' Recommendation	Resources required	Estimated cost	Lead Agency (in bold) and supporting agencies	Time Frame
Plan, implement, monitor and evaluate the ICCP and child safeguarding Modular Training Programme <b>See Appendix 1 for full details of the proposed modules</b>	<ul style="list-style-type: none"> <li>• Venue</li> <li>• Facilitator/s (international facilitator/s with extensive knowledge and experience of implementing multi-agency child safeguarding legislation and protocols - <b>Anguillans with the required knowledge/skills should co-facilitate to support sustainability</b>)</li> <li>• Resource persons to support the training process on a rotation</li> <li>• Food and refreshments</li> <li>• Logistical and administrative support including training materials and training equipment</li> </ul>	See estimated cost for each module below	<b>Ministry of Health and Social Development</b> <b>NCSB</b>	Begin planning in September 2017

<p><b>Module 1:</b> Raising Awareness and Practical Application of The Interagency Child Protection Protocol (1 – 2 Days) Plus the implementation of a post-course Action Plan</p>	<p>See above</p>	<p>USD 19,311</p>	<p><b>Participants:</b> DSD <i>RAPF</i> <i>MoE, ECD professionals</i> <i>Health</i> <i>Department of Probation</i> <i>Private health care providers</i> <i>Private schools/Home schools</i> <i>NGOs, CSOs and community members working directly with children – including media, churches, parents and sports clubs/officials</i></p>	<p><b>September 2017</b> (planning) <b>October 2017</b> (delivery) Rotating delivery over 4 weeks</p>
<p><b>Module 2:</b> Joint Investigation In Child Protection (5 Days) Plus the implementation of a post-course Action Plan</p>	<p>See above (facilitators must be highly experienced, skilled child protection practitioners and trainers from police <b>and</b> social work children’s services - and Anguillans with the required knowledge/skills should co-facilitate to support sustainability).</p>	<p>USD 10,000</p>	<p><b>Participants:</b> DSD and RAPF HAA/Doctors</p>	<p>Follows on from above</p>
<p><b>Module 3:</b> Investigative Interviewing of Children: Achieving Best Evidence (ABE) (5 Days) Plus the implementation of a post-course Action Plan</p>	<p>See above</p>	<p>USD 10,000</p>	<p><b>Participants:</b> DSD and RAPF HAA /Doctors</p>	<p>Follows on from above</p>

<p><b>Module 4: Best Practice In Court (2-5 Days)</b> Plus the implementation of a post-course Action Plan</p>	<p>As above Facilitators must be highly experienced, skilled child protection practitioners and trainers from social work/Cafcass or probation children's services (Anguillans with the required knowledge/skills should co-facilitate to support sustainability).</p>	<p>USD 8,000</p>	<p><b>Participants:</b> DSD DoP RAPF/SIU</p>	<p>Follows on from above</p>
<p><b>Final Module: Multi-Agency Advanced Table-Top Case Study Workshop For Participants Of All Previous Modules (1 Day)</b> plus the implementation of a post-course Action Plan</p>	<p>As above</p>	<p>USD 8,000</p>	<p>Participants from all previous Modules</p>	<p>Follows on from above</p>

#### 4.4 Implement child safeguarding awareness raising activities

Respondents' Recommendation	Resources required	Estimated cost	Lead Agency (in bold) and supporting agencies	Time Frame
<p><b>Aim:</b> To set up a website that offers web support and web tools as a resource and training aid for both professionals involved in safeguarding and families including children</p>	<p>Access to computers/laptops Licence fees</p>	<p>See 'details' below for licence costs</p>	<p><b>DSD</b></p>	<p>Begin process in September/October 2017</p>

Various e-training providers were tested over a period of two days, whilst all had pros and cons, the Virtual College (VC) appears to be the most experienced and cost-effective safeguarding provider as explained below. The VC has been providing safeguarding and child protection e-learning for over ten years in the UK to more than a million safeguarding professionals and other stakeholders - making it the UK's leading

provider. It has recently partnered with a leading Safeguarding Agency in the Middle East and is currently working on new safeguarding partnerships in Africa and Australasia. The VC currently works with government agencies in St Helena and the Cayman Chamber of Commerce for digital skills. The VC supplies both generic and bespoke training - working with its partners to ensure its training is organisationally, country and culturally specific. All the UK courses are developed in partnership with Child Safeguarding Boards and are UK Continuing Professional Development (CPD) accredited. The VC has worked on high profile courses with UK Governmental Departments including the Foreign and Commonwealth Office (FCO) and the Home Office, to deliver e-learning courses to thousands of people. For example, it supported the Home Office's proactive approach to help women living with the consequences of FGM in the UK by creating a high class free resource for frontline safeguarding professionals – to date over 110,000 learners have passed the course. The VC was also commissioned by the FCO to create a course aimed at forced marriage awareness for professionals dealing with this highly sensitive issue.

**Cost:** Typically, £30 + VAT per licence – 1 licence allows 1 person to complete 1 course

Licences	Discount
0-9	0%
10-49	10%
50-99	20%
100-249	33%
250-499	50%
500-999	60%
1000-1999	75%

For more than 2000 licences, the VC discusses a package that suits best.

**The VC contact person is:**

Cameron Glennon (email: [cameron.glennon@virtual-college.co.uk](mailto:cameron.glennon@virtual-college.co.uk)) who states *"I have been at Virtual College for nearly 2 years and have a degree from Lancaster University in Politics, Philosophy, and Economics. My main role is to support our international partners as well as dealing with bespoke e-learning development. I have worked on a number of large contracts, designing end-to-end solutions and enjoy being heavily involved in relationship management"*.

5. JUVENILE JUSTICE				
5.1 Develop a Diversion Strategy in preparation for the law being enacted				
Respondents' Recommendation	Resources required	Estimated cost	Lead Agency (in bold) and supporting agencies	Time Frame
<p>I. <b>Organise and facilitate a juvenile justice multi-agency workshop/think-tank</b> in partnership with community members/ civil society groups.</p> <p>II. The workshop participants will have the opportunity to examine the Anguillan Child Justice Bill and/or the OECS Diversion Model (contained within the OECS Model Family Legislation on Child Justice).</p> <p>III. Following this they will be in a position to discuss the concept of diversion in the Anguillan context, then draft an Anguillan Diversion Strategy.</p>	<ul style="list-style-type: none"> <li>Venue</li> <li>Facilitator/s (international facilitator/s with extensive knowledge and experience of designing and implementing Diversion Strategies in accordance with best practice) supported by Anguillans with the required knowledge</li> </ul> <p><i>Suggest Ingrid Van Welzenis</i></p> <ul style="list-style-type: none"> <li>Food and refreshments</li> <li>Logistical and administrative support including training materials and training equipment</li> </ul>	<p>USD 10,000</p>	<p><b>Attorney General and Ministry of Health and Social Development</b></p> <p><i>Other participants:</i></p> <p><i>Director of Public Prosecutions</i></p> <p><i>Probation Department</i></p> <p><i>Police</i></p> <p><i>Family Law Reform Committee</i></p> <p><i>Magistrates</i></p> <p><i>DSD</i></p> <p><i>Department of Education</i></p> <p><i>Community members/civil society groups who are keen be involved in 'community conferencing' and oversee diversion activities and community based post-charge options for children in conflict with the law.</i></p>	<p>Prior to the enactment of the legislation</p>

### Justification/evidence

Anguillan agency and community respondents confirmed the findings of previous reports and assessments that, in line with the OECS Diversion Model, the use of diversion strategies is beneficial to both the child and the person/s who have been affected by the harm the child has caused.

Respondents also noted that some potential diversion services are already available. In that regard, an audit of existing services could be carried out at the workshop/think-tank to take stock of those services that can perform particular roles.

### 5.2 Pilot the Diversion Strategy *mechanisms* before the law is enacted

Respondents' Recommendation	Resources required	Estimated cost	Lead Agency (in bold) and supporting agencies	Time Frame
<p>As the legislation has not been enacted this will not be 'pure diversion' as <b>it should only be instigated from the time of apprehension (before arrest) up to any point before the first trial hearing.</b></p> <p>However, the mechanisms to implement the Diversion Strategy can still be piloted <i>by utilising the current legislation re bail conditions</i> – as long as they are genuinely in the child's best interests (not simply for the sake of the pilot). For example, a child can be bailed with conditions that include potential community-based measures including, but not limited to: <i>the performance of a service without remuneration to the benefit of the community under the supervision of a community organisation</i> identified by the probation service; and referral to vocational training within the community.</p>	<p>Community-based measures must be in place</p> <p>Five or six children who admit the offence and give their informed consent.</p> <p>UNICEF's Evaluation Technical Note 1 of 2002 entitled '<i>Children Participating in Research, Monitoring and Evaluation: Ethics and Your Responsibilities as a Manager</i>' to provide guidance and ensure that the child's consent is informed.</p>	USD 10,000	<p><b>Attorney General</b></p> <p><i>DPP</i></p> <p><i>Probation Department</i></p> <p><i>Police</i></p> <p><i>Magistrates</i></p> <p><i>DSD</i></p> <p><i>Community members/civil society groups who are keen to be involved in 'community conferencing' and oversee diversion activities and post-charge options for children in conflict with the law.</i></p>	Prior to the enactment of the legislation

<b>5.3 Provide legal advice and assistance to the young people of Anguilla who come into conflict with the law</b>				
<b>Respondents' Recommendation</b>	<b>Resources required</b>	<b>Estimated cost</b>	<b>Lead Agency (in bold) and supporting agencies</b>	<b>Time Frame</b>
<p>Previous reports and respondents of this assessment stressed that there was a need for juveniles to receive legal aid when they come into conflict with the law.</p> <p>The Eleos Centre (a voluntary outreach ministry of the Methodist Church in Anguilla) could partner with the Anguilla Bar Association to obtain legal advice and assistance for young people who are in conflict with the law.</p>	<p>The Eleos Centre and the Bar Association have written a proposal requesting support from UNICEF for the first five years of this project then report to the Ministry of Social Development on the use of the funds on a quarterly basis in such form as the Ministry and the Eleos Centre may agree. The Eleos Centre has prepared a budget based on the assumption that representation will be required in the first year for a total of 50 matters involving young persons at a maximum cost to the Service of per case.</p>	<p>EC\$1,350.00 per case</p>	<p>Eleos Centre <i>The Anguillan Bar Association (the Assessment Team has not spoken to any representative to date)</i></p>	<p>Mid 2018</p>

**Justification/evidence**

This is in keeping with the proposed policy that for lawyers to practice in Anguilla they must complete a certain number of pro-bono hours per year.

Between 2010 and 2014 juvenile arrests totalled 227 and statistics show that for the period 1 January to 31 December 2015 of the 30 children who appeared before the Juvenile Court, only 4 had legal representation and 3 of those were *pro bono* cases.

Morlachetti (2014) stated: *'In Anguilla, there is no legal aid for anyone, save in the case of murder. Therefore, there is no legal aid for children charged before the Juvenile Court. The children of poor parents cannot afford legal representation in the Juvenile Court or on appeal. The lack of legal representation in a criminal proceeding constitutes a serious breach of the due process of law and compromises the possibility of a fair trial and the right to have a remedy or recourse. As a former Magistrate stated: 'No juvenile has appealed any sentence or treatment in the Juvenile Court of Anguilla.'*

**5.4 Department of Probation Training Intervention to Support Anger Management Among Juvenile Offenders**

<b>Respondents' Recommendation</b>	<b>Resources required</b>	<b>Estimated cost</b>	<b>Lead Agency (in bold) and supporting agencies</b>	<b>Time Frame</b>
<p>Department of Probation officers noted that offenders tend to “fall back into the old ways, once they return home” due to a lack of follow up that could facilitate reintegration and rehabilitation.</p> <p>The offender’s skills in “anger management”, impulsive behaviour, problem-solving skills, communication skills, and attitudinal change(s) are still lacking.</p>	<ul style="list-style-type: none"> <li>• Work to take place inside the office</li> <li>• Resource person with substantive expertise in increasing offender skills base to enhance rehabilitation and reintegration;</li> <li>• The expertise also includes developing a training intervention that is consistent with the Anguillan context;</li> <li>• The training intervention includes evaluation tools designed to document how many offenders experience the</li> </ul>	USD 9,595	<p><b>Department of Probation</b>  <i>Zenaida Haven Staff</i>  <i>Department of Education (particularly teachers)</i>  <i>Department of Social Development</i>  <i>RAPF</i></p>	Mid to late 2018

	<p>programme, measure the quality of the intervention, and determine longitudinal impact of intervention over time (if warranted)</p> <ul style="list-style-type: none"> <li>• Process to take place over three (3) weeks</li> </ul>			
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**Behavioural outcomes include** (but are not limited to):

- (1) Decreased frequency and intensity “acting out” behavioural incidents (e.g., less impulsiveness);
- (2) Improved social behaviour (e.g., better knowledge of social skills);
- (3) Improved anger management (e.g., e.g., responding to anger appropriately, less likely to initiate a fight, more likely to respond to group pressure appropriately); and
- (4) Stronger willingness to achieve personal goals.

## 6. CHILD FRIENDLY SCHOOLS

Respondents' Recommendation	Resources required	Estimated cost	Proposed Agency	Time Frame
<p><b>To implement Child Friendly Schools (CFS) in all Anguillan schools</b> with an emphasis on positive discipline and positive child-rearing practices. <b>At the Ministry level this includes:</b></p> <ul style="list-style-type: none"> <li>• Research on Degree of Adolescents Connectedness to School (understanding from students' perspective)</li> <li>• National disciplinary policy in place</li> </ul>				

<ul style="list-style-type: none"> <li>• National school safety policy in place</li> <li>• Adjustments made to the Teacher Preparation programmes at Community College to include rights-based education and positive behaviour management</li> <li>• Public awareness campaign on positive interactions with children and adolescents aimed at changing social norms around discipline.</li> </ul> <p><b>At the school level this includes:</b></p> <ul style="list-style-type: none"> <li>• The implementation of day-to-day behaviour management and modification tools such as: specialist Behaviour Assessment Teams or Conduct Boards; the development of guidelines/procedures on dealing appropriately with negative behaviour incidents and training in those guidelines/procedures</li> <li>• Training in the 'Diversion' process as schools have a major role to play</li> <li>• In-service training for all pre-primary, primary and secondary school principals, teachers, coaches, ancillary staff on Effective/Child Friendly school programming with emphasis on Positive Behaviour Management</li> <li>• Support for all pre-primary, primary and secondary schools in the adoption of school-wide Positive Behaviour Support system which includes: School-wide behavioural expectations; Teaching of the expected behaviours; System for rewarding expected behaviours; and Establishment of classroom and office managed-behaviours and consequences.</li> </ul>				
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## 7. ENHANCED CASE/DATA MANAGEMENT AND DATA SHARING THROUGH A COMPUTERISED SYSTEM AND AGENCY CAPACITY BUILDING

Respondents' Recommendation	Resources required	Estimated cost	Proposed Agency	Time Frame
Upgrade case management through a management information system, using a suitable software package.	Budgeting to cover the annual fee	US\$ 3,000 annually	<b>Ministry of Health and Social Development</b>	
<p>Recruit a facilitator to enable all relevant stakeholders to learn and understand their role(s) in the case/data management system by:</p> <ul style="list-style-type: none"> <li>• Facilitating an understanding of the <b>architecture of the software system</b>.</li> <li>• Helping to develop an overall <b>Implementation Strategy</b>.</li> <li>• Supporting the team to identify the <b>Organisational Hierarchy</b>.</li> <li>• Supporting the modification of staff job description to include their <b>access to the system</b>.</li> </ul>	<p>Experienced and qualified facilitator</p> <p>A facilitator's fee, travel, DSA, and materials for 5 days and some follow-up, mentoring, and technical assistance in software maintenance after (s)he has left.</p>	US\$ 9,560	<p><b>NCSB</b></p> <p><i>All other child safeguarding agencies should have an appropriate level of access</i></p>	

**APPENDIX 1: DRAFT MODULAR TRAINING & DEVELOPMENT PROCESS**  
**FOR THE**  
**ANGUILLA CHILD SAFEGUARDING NATIONAL ACTION PLAN (C-SNAP)**  
**‘WORKING TOGETHER – TRAINING TOGETHER’**

**MODULE 1: RAISING AWARENESS OF THE INTERAGENCY CHILD PROTECTION PROTOCOL (1-2 Days)**

*‘Towards a multidisciplinary approach to protecting children from abuse’*

A one-day workshop held on several occasions to cover as many stakeholders as possible

**AIM & OBJECTIVES**

**Aim:** To provide participants with a comprehensive view of the new child protection and safeguarding processes within the Interagency Child Protection Protocol and its practical application.

**Objectives:** At the end of the event participants from each stakeholder group, including mandated reporters, will be able to:

- Explain the purpose, objectives guiding principles and guidelines of the Interagency Child Protection Protocol (ICPP);
- Summarise the International and Regional Legal Framework;
- List the key agencies and mandated reporters;
- Determine ‘reasonable suspicion’;
- Recognise and detail the signs and types of abuse to be reported;
- Detail their own specific roles and responsibilities;
- Explain the ‘general roles and responsibilities’ and the roles and responsibilities of all other stakeholders including the Protocol Monitoring Committee;
- Discuss diverse scenarios where their roles and responsibilities in partnership with others (working together) are

**PARTICIPANTS**

65 stakeholders  
 Including the following government sectors:  
 DSD  
 DoP  
 RAPF  
 Ministry of Education  
 ECD professionals  
 Health, including private health care providers  
 Private schools/home schools  
 NGOs, CSOs and community members

<p>elaborated in detail;</p> <ul style="list-style-type: none"> <li>• Take part in the dissemination of the ICCP and/or public awareness campaigns</li> </ul> <p>NB. Each stakeholder group will be given contact information for the focal points within other stakeholder groups</p>	<p>working directly with children including churches, parents and sports clubs/officials.</p>
<p><b>MODULE 1a: POST-WORKSHOP ACTIVITIES</b></p>	
<p><b>Aim:</b> To implement the Module 1 Action Plan agreed during the workshop, for example: a) holding public awareness raising activities; b) if signatories, posting the ICCP on their agency website; c) developing internal guidelines/protocols</p> <p><b>Facilitators should follow-up and support post-course activities through coaching and mentoring via telephone calls, on-site visits and /or observing the implementation of Action Plan activities</b></p>	
<p><b>MODULE 2: JOINT INVESTIGATION IN CHILD PROTECTION (5 DAYS)</b>  <b>‘Towards a multidisciplinary approach to protecting children from abuse’</b></p>	
<p><b>Facilitators:</b> Highly experienced, skilled child protection practitioners and trainers from police and social work children’s services</p>	
<p><b>Day 1:</b> Introduction to the course; making judgements in child protection; and diversity, ethics and confidentiality.</p> <p><b>Day 2:</b> Recognition of child abuse; and child protection assessment, initial intake and response, investigation and intervention.</p> <p><b>Day 3:</b> Child protection assessment, initial intake and response, investigation and intervention continued.</p> <p><b>Day 4:</b> Communicating with children, corroborating a child’s statement and child sexual abuse.</p> <p><b>Day 5:</b> Perpetrators; safe practice; and joint agency action planning for post-course activities such as creating joint protocols.</p>	<p>16 Practitioner investigators from:  DSD  RAPF SIU</p>
<p><b>Aim:</b> Participants will have the skills and knowledge to investigate child abuse within a multi-agency context and seek justice for children</p> <p><b>Objectives:</b> At the end of the event participants will be able to:</p> <ul style="list-style-type: none"> <li>• Work together within a multi-agency context to effectively protect children from actual or likely significant harm</li> <li>• Analyse and evaluate child protection investigations and interventions</li> <li>• Work within the key principles of: the child’s best interests being paramount; partnerships with families/carers; and anti-oppressive</li> </ul>	

practice

Recognise the emotional impact of the work and the importance of safe working environments

## MODULE 2a: POST-COURSE ACTIVITIES

**Aim:** To implement the Module 2 Action Plan agreed during the course, for example creating a joint policy on looking for injuries under children's clothes that provides for the least intrusive means, while maintaining privacy and preserving the dignity of the child

**Facilitators should follow-up and support post-course activities through coaching and mentoring via telephone calls, on-site visits and /or observing the implementation of Action Plan activities**

## MODULE 3: INVESTIGATIVE INTERVIEWING OF CHILDREN: ACHIEVING BEST EVIDENCE (ABE)

**Facilitators:** Highly experienced, skilled child protection practitioners and trainers from police and social work children's services

**Day 1:** Achieving best evidence: the context.

**Day 2:** The phases of the interview: introduction and rapport; free narrative; questioning; and closure - within the PEACE police method of interviewing (**p**reparation and planning; **e**ngage and explain; **a**ccount; **c**losure; and **e**valuation).

**Day 3:** Interview preparation and planning.

**Day 4:** Practising through role plays.

**Day 5:** Reflection on interview practice; and multi-agency action planning for post-course activities such as additional practice interviews and/or agreeing to observe and evaluate colleagues/partners live interviews to ensure continuing professional development (CPD).

**Aim:** Participants will develop strategies for planning and executing ABE interviews with children and vulnerable adults and recognise the emotional impact of this type of work, in line with good practice guidance.

**Objectives:** At the end of the event participants will be able to:

- Describe the principles of Achieving Best Evidence (ABE) and how this relates to the Investigating Officers' Role.
- Explain how a child-centred interview is in the best interests of a child
- Explain the difficulties children may face in the interview process
- Effectively plan and prepare a forensic interview

16 Practitioner investigators from:  
RAPF SIU  
DSD  
HAA/Doctors

- Explain the correct questioning method for the forensic interview of a child
- Complete a forensic interview of a child using the appropriate guidelines
- Apply the principles of ABE within the PEACE model of interviewing when planning and undertaking interviews
- Identify the different sources of evidence and explain how to gather these during a safeguarding investigation.
- Demonstrate ways of 'multi-agency working together' when undertaking an investigation

### MODULE 3a: POST-COURSE ACTIVITIES

**Aim:** To implement the Module 3 Action Plan agreed during the course, for example additional practice interviews, observing and evaluating colleagues and partners' live interviews to ensure continuing professional development

**Facilitators should follow-up and support post-course activities through coaching and mentoring via telephone calls, on-site visits and /or observing the implementation of Action Plan activities**

### MODULE 4: BEST PRACTICE IN COURT FOR (2 - 5 days)

**Facilitators:** Highly experienced, skilled child protection practitioner-trainer from social work children's services (perhaps Cafcass?)

**Aim:** To instil delegates with the core competencies to operate practically within the legal frameworks, and give them the confidence to be able to carry out their work effectively and to best practice standards, including court appearances.

**Objectives:** At the end of the event participants will be able to:

- Understand relevant legislation, court procedures and processes;
- Recognise different types of evidence, including oral, documentary, hearsay, circumstantial and real;
- Collect reliable and admissible evidence;
- Distinguish between facts, inference and opinion;
- Understand the difference between notes and reports;
- Create, maintain and enhance best practice standards in record keeping and note-taking;
- Be aware of key points about report writing; and

DSD,  
Social Workers  
DoP  
RAPF/SIU

- Observe cross-examination to reinforce the importance of record keeping and how to collect evidence.
- Create a personal development action plan

## MODULE 4a: POST-COURSE ACTIVITIES

**Aim:** To implement the participants individual Module 4 Action Plan to ensure continuing professional development (CPD)

**Facilitator or Social Work Manager should follow-up and support the participants post-course activities through coaching and mentoring via telephone calls, on-site visits and /or observing the implementation of Action Plan activities**

**Other Modules can be developed and inserted here on a needs basis**

## MODULE 5: MULTI AGENCY ADVANCED CASE STUDY WORKSHOP FOR PARTICIPANTS OF ALL PREVIOUS MODULES (1 DAY)

*Note: An Advanced Tabletop Exercise is a discussion guided by a facilitator based on a simulated child protection situation in which details (information) and a series of messages (requiring response) are fed to the relevant participant i.e. the person or agency that would receive the message in a genuine situation (see **UK examples of a paper feed at end of this table**)*

**Facilitators:** Highly experienced, skilled child protection practitioners and trainers from police and social work children's services

**Aim:** To improve interagency coordination and communication in support of the effective and efficient implementation of the Interagency Child Protection Protocol (ICPP)

**Objectives:** At the end of the event participants will be able to:

- Identify successes and strengths in the implementation of the ICPP that can be maintained and built upon
- Identify weaknesses in the implementation of the ICPP that can be rectified or reduced
- Detail any further plans, policies, procedures and/or resources that are required
- Evaluate the multi-agency response to child abuse and neglect cases
- Evaluate their own response to child abuse and neglect cases

- Create Action Plans (individual, agency, dual agency or multi-agency as highlighted during the exercise)

## **MODULE 5a: POST-COURSE ACTIVITIES**

**Aim:** To implement the Final Module Action Plan agreed during the course

**Facilitators should follow-up and support post-course activities**

## **SELF-PACED MODULES: E-LEARNING ON CHILD PROTECTION ONLINE SENSITIZATION/TRAINING**

**Aim:** To set up a website that offers web support and web tools as a resource and training aid for both professionals involved in safeguarding and families including children

## EXAMPLE OF AN 'INFORMATION FEED' FOR A MULTI AGENCY ADVANCED TABLE-TOP CASE STUDY

Childhood Neglect: Improving Outcomes for Children



"Our life is pretty rubbish at the moment..."

...there is just not enough money to go around and that makes me feel guilty but I can't do anything about it.

I love my kids but they don't make things easy... especially Liam. He brings nothing but trouble to my door and I've told Fiona that if it carries on I'm leaving. I have done my best with him but at the end of the day he is her son and not mine and he is at an age where he can go it alone - sometimes I tell her 'it is him or me'...

Shireen and Lewis are good kids but they seem to think that money grows on trees... Shireen is going through a stage where she won't get out of bed in the mornings and that is causing stress because the school are always on Fiona's back - I leave her to get on with it because she knows how to deal with them.

Fiona deals with all the family stuff and the school stuff... she does it that way.

I bring in a bit of extra cash when I get can a bit of work in the local pizza place and that is the only thing that keeps me going at the moment - the extra money means that I can get down to the social club and have some time away from the family - without this I would go crazy but Fiona doesn't understand that and it causes a lot of rows... she is always winding me up.

The house is a real mess, but what is the point in keeping it tidy if it is all falling apart... we avoid letting anyone in the house because it looks so bad and the upstairs is even worse...

It would be good if I could get back in with my family, because I know that they would just love the kids if they got to know them... they would be able to help us out with all sorts of things... babysitting, and help with the kids home work, that kind of thing... but Fiona won't hear of it because she thinks they look down on her.

I want a better life for Fiona and the kids but we are trapped and...

...I can't see a way to make things better."

Steve Evan's story

**F1.2**

Childhood Neglect: Improving Outcomes for Children



"When I grow up I want to be like my dad...big and strong..."

My favourite thing is watching wrestling on telly... sometimes me and Liam watch the cage fighting... I want to be a cage fighter when I grow up... I practice on Shireen but she doesn't like it! (laughs). We sometimes do wrestling in the school playground - I get in to trouble but I don't care. My dad says that I need to know how to look after myself and I don't want the others calling me a wimp. They used to call me names like smelly and stinky, but they don't come near me now 'cos I stand up for myself. I can't be bothered to go to school and my dad says that I don't have to go if I don't want... it's all boring and it won't help me in real life. Sometimes my dad takes me on taxiing jobs to the airport instead of going to school and the people give me tips - it's great!

Sometimes I sneak out at night to meet my mate Danny and they don't notice that I have gone until ages after... my cousin works in the pizza takeaway and he passes us stuff out of the back door so me and Danny get a real feast!

I sneak back in the house when it's late and go up to my bedroom and I get away with it without anyone noticing. I once got caught though because me and Danny thought it would be fun to steal some of Liam's cider and we got drunk and forgot to go home. A police woman found us, took us home and gave my mum and dad a warning...

... they gave me what for the next day!

Sometimes at the weekend I stay at Danny's house and it is great, I like it there because they have nice beds with soft sheets on them - they all get a bed each and they don't have to share like we do. The first time that I stayed at Danny's I didn't know what was going on, when I woke up I thought that it was still night 'cos it was dark and I realised it was because they had curtains up at the bedroom windows...

Lewis Evan's story

**F1.5**

Childhood Neglect: Improving Outcomes for Children



"I know that I am not the perfect parent but my kids do ok..."

...they get a lot more than I did when I was a kid. The main problem is Liam... he is not a bad kid but he just seems to cause problems between me and Steve all the time, so he is better off out of the house. Because those two can't stand the sight of each other... but even when he is out of the way, he still brings trouble to my door with the police and the ASB team as the neighbours are always complaining about him. He's nearly 16 now and it's time he stood on his own two feet... started his own life, he has got lots of older mates with places of their own, so he won't end up on the streets. He's got a lot more going for him than I did at his age - he knows where I am if he needs me.

My other two - Shireen and Lewis are doing just fine. The problem is that people keep poking their noses in to our business - neighbours, school and probation. Yes, they have missed some time off school and they don't always make it to the school trips but so what? Their school is rubbish anyway and all the teachers look down their noses at us because some of them know me from when I was a kid and remember me being taken into care... and you see we won't have our kids being pushed around and we tell them to stand up for them selves with the others... if school don't like it then that's tough. School are always saying that Shireen has got nits and that she is passing them on to the others, but how do they know it is her? I have done her hair loads of times and she just keeps getting them again so I don't bother now... we can't afford to keep buying the lotion.

I don't go down to the school much because I like to keep myself to myself. My mum made the mistake of selling our business to the school and the social workers and it didn't do her any good - I ended up in care as a kid and I don't have anything to do with my family now.

Steve and I have our tough times and sometimes I push Steve too far - but we are as bad as each other, especially when we have had a drink.

Steve brings in a bit of extra money doing the taxiing, but we are broke most of the time and we just can't afford that expensive stuff that kids want these days. The house is a mess - I know, but when you can't afford to do it up, what is the point in keeping it nice - I just can't be bothered...

I used to go round to the local community centre once a week for a coffee when the kids were younger, so they could play with the other kids but I stopped once they were both a full time school. I know that they do courses down there but it is not for me... I would feel daft going there on my own now... I would love a job but who would employ me? I wouldn't know where to start!

Fiona Evan's story

**F1.1**

