



This work has been submitted to **NECTAR**, the **Northampton Electronic Collection of Theses and Research**.

Conference or Workshop Item

Title: Changing landscapes in safeguarding babies and children in England

Creators: Lumsden, E.

Example citation: Lumsden, E. (2014) Changing landscapes in safeguarding babies and children in England. Invited Keynote presented to: *Early Years Professional Status Conference 2014, Hilton Hotel, Northampton, 04 March 2014.*

Version: Presented version

<http://nectar.northampton.ac.uk/6570/>





Changing landscapes in safeguarding babies and children in England

Dr Eunice Lumsden

Early Years Professional Status Conference 2014

Graduate Leadership – Moving Forward

Tuesday 4th March

Hilton Hotel, Northampton





Key Messages

- Workforce reform in the early years is making an impact.
- Those with Early Years Professional Status or Early Years Teacher Status are new partners in safeguarding.
- The new Profession **must** take on its responsibility to ensure their knowledge, skills and training is used proactively to help shape a new landscape in safeguarding.





What we know

- The importance of safeguarding children from violence is internationally recognised (UNCRC, 1989; Wave, 2013).
- Detecting, intervening and protecting children from abuse both within the family and in institutions is complex (Munro, 2011).





- There is some excellent work undertaken by agencies and practitioners across England.
- This needs to be recognised and lessons learnt and shared.





Some important facts and figures

National Society of Cruelty for Children (NSPCC):

For every one child who has a Child Protection Plan because they are at risk of abuse, approximately eight cases go undetected (*Harker et al., 2013*).





In the early years...

National Statistics on 31 March 2012 indicate that:

880 unborn children and 4850 under the age of one in England were subject to a Child Protection Plan because of concerns about their carers' ability to protect them from harm (NSPCC, 2013).





- 26.1% of the 382,400 children deemed in need of social care services, mainly because of abuse, were under five years old (DfE, 2012).
- Another 39,000 children under the age of one were reported as living in families with domestic violence in 2012 (Wave Trust, 2013).





Ofsted

The inspection data for the period 1st September 2011 to 31st August 2012

- 16,955 early years providers inspected.
- 2,454 (14%) of providers were outstanding in safeguarding
- 449 (3%) were actually deemed inadequate.





Equally concerning are...

The statistics focusing on how 'safe' children felt in settings.

- 2604 (15%) were given 'outstanding' in this area,
- 3324 (20%) were 'satisfactory'
- 387 (2%) were 'inadequate



Serious Case Reviews

Plymouth and Birmingham highlighted factors which created an environment where children could be sexually abused:

- leadership and management;
- staff recruitment and training;
- concerns about the standard of practice by the local authority concerns expressed by students not being acted upon;
- proper checks of students undertaken during the training process.





- The Plymouth Report (2009) led to calls for the role of Ofsted to be strengthened and highlighted the lack of knowledge about sexual abuse.
- Four years later the Wonnacott Review (2013) highlighted that Ofsted had not taken concerns seriously about the perpetrator and lacked knowledge about sexual abuse.





Focus areas for the Early Years

Setting

Developing the quality of early years provision to ensure children experience a safe environment.





Practice

The knowledge and skills required to work with young children and their families to support more positive outcomes for babies, young children and families who are 'in need' or where the children are at risk of significant harm or abuse has occurred.





Working with others

Knowledge and skills to work with other professionals and organisations in all aspects of the safeguarding agenda.





Methods

Research Aim

Early Years Professionals perspectives about proposed national changes to graduate leaders in the early years' workforce included in Foundations for Quality (Nutbrown, 2012).





Survey questions

Likert Scales

National Early Years Professional
Community and Early Years
Teacher (QTS)





1114 responses to the survey

83% of participants were classified as 'EYPS' and 17% were 'Non-EYPS'.





Analysis

For the purposes of this paper, the findings were considered in relation to the three areas of safeguarding:

- Settings
- Practice
- Working with Others

They were analysed descriptively and using chi-square test of independence





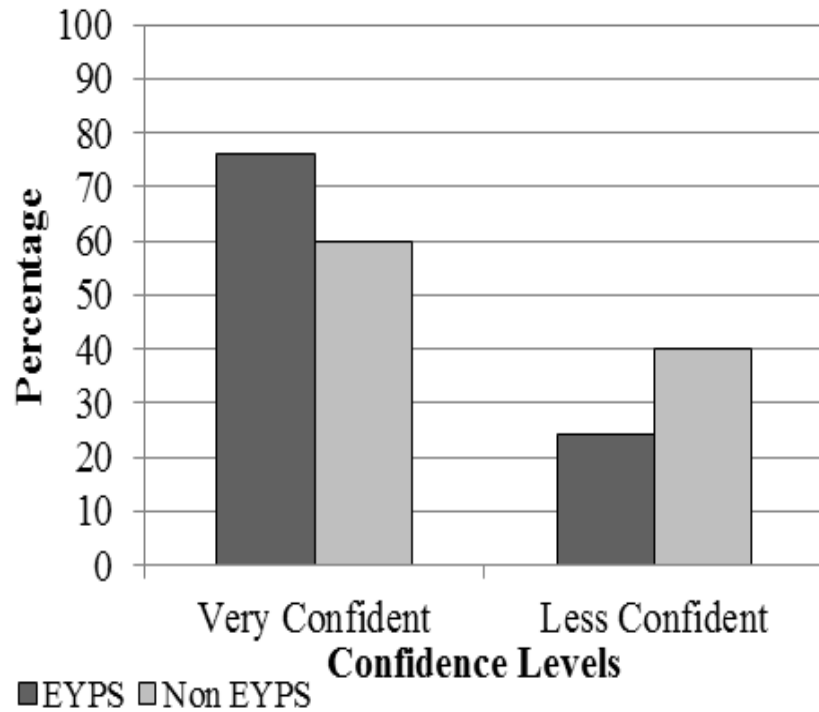
Findings

Settings

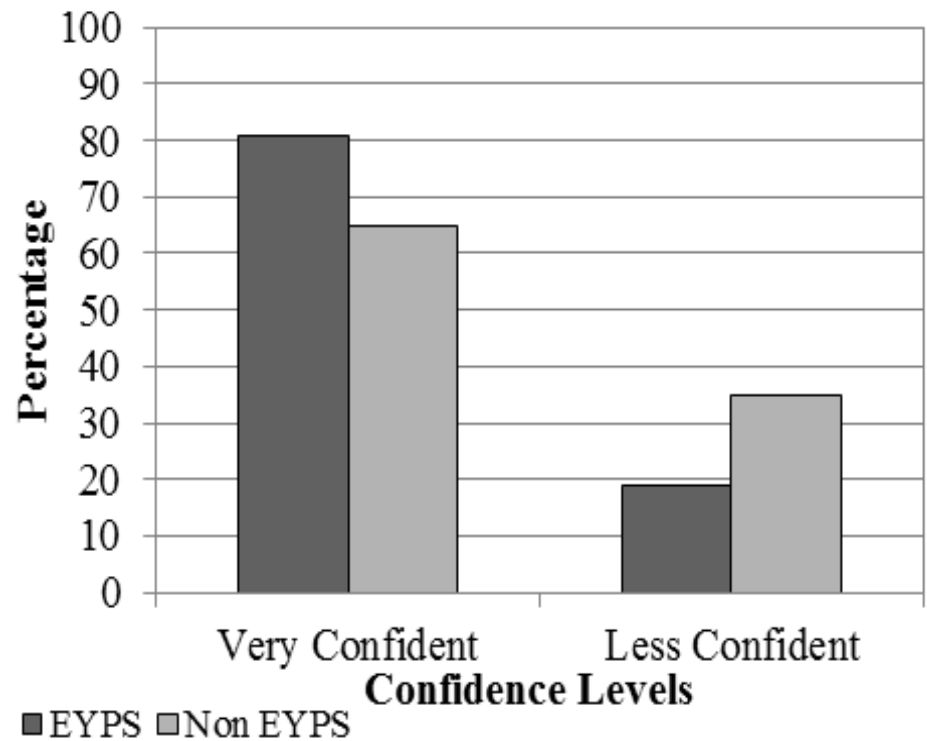




Developing high quality environments



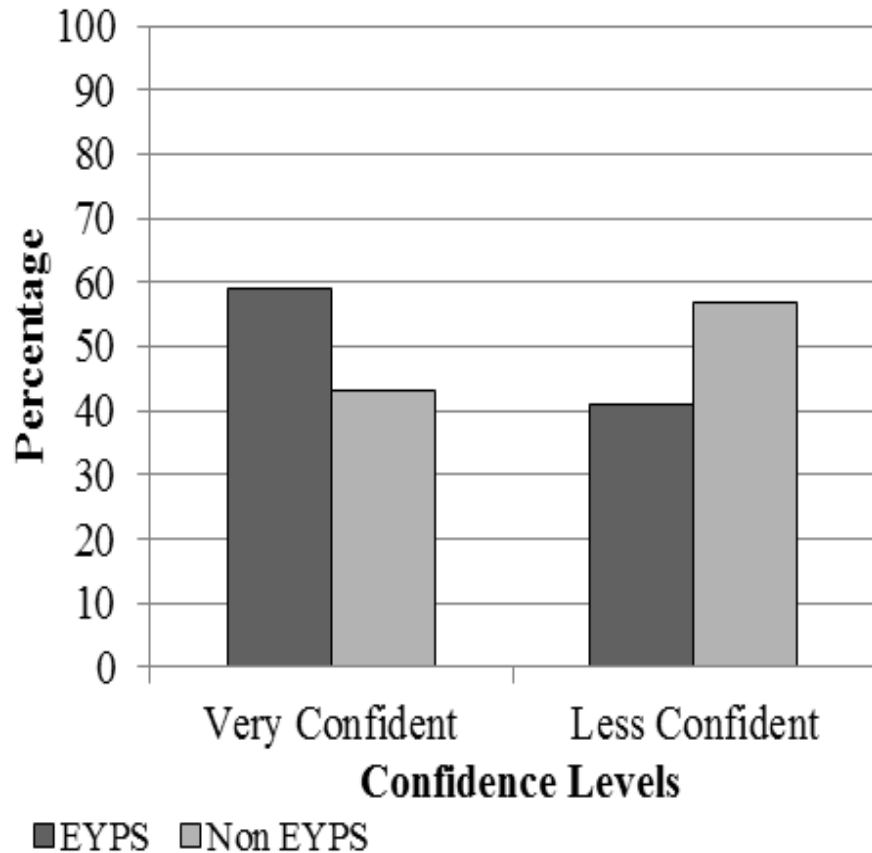
EYFS areas of learning



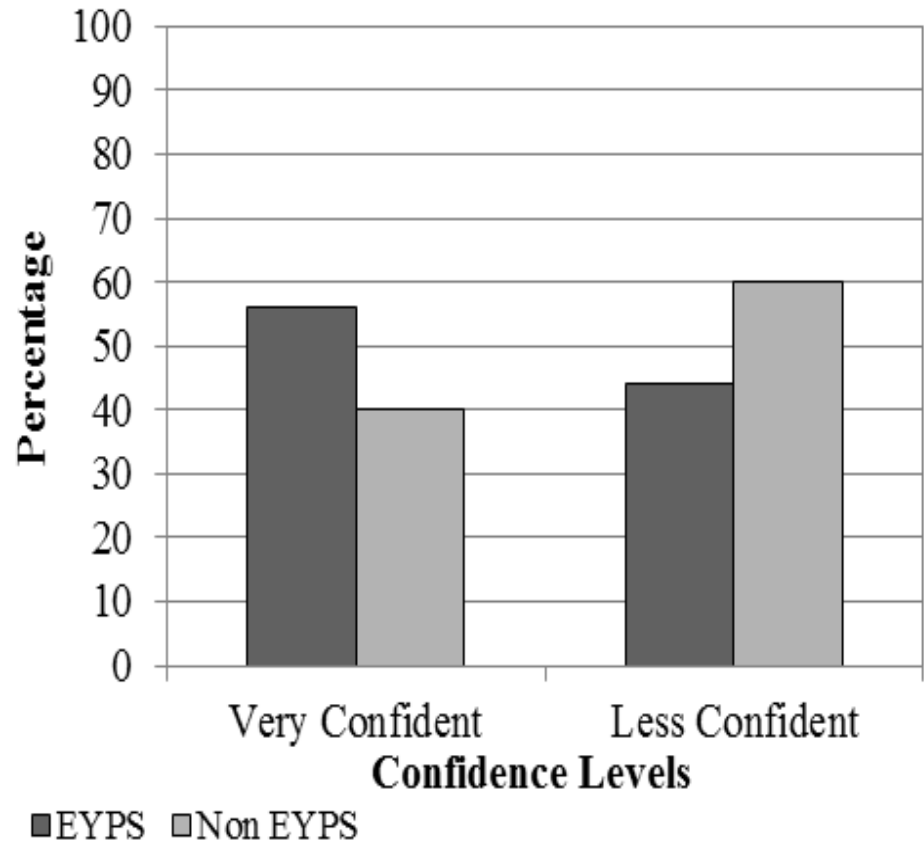
Highly Significant confidence levels were recorded in developing high-quality environments and implementing the Early Years Foundation Stage (EYFS) areas of learning.



Policy and procedures



Health/safety/risk assessments



Highly significantly more confident in Developing Policies and Procedures, Health and Safety Legislation and Conducting Risk Assessments.

Perceived Impact of EYPS on Setting Practice

| | High Impact | Impact | No Impact | Respondents |
|---|--------------|--------------|-------------|-------------|
| Implementing the EYFS areas of learning | 75% (677) | 22% (197) | 3% (26) | 900 |
| Improved safeguarding practices | 70% (631) | 25% (226) | 5% (40) | 897 |
| Developing high quality early years environments | 80% (716) | 17% (149) | 3% (31) | 896 |
| Improved policies and procedures in the setting | 71% (633) | 24% (220) | 5% (40) | 893 |
| Improved Ofsted rating | 60% (529) | 27% (233) | 13% (40) | 875 |



THE UNIVERSITY OF
NORTHAMPTON

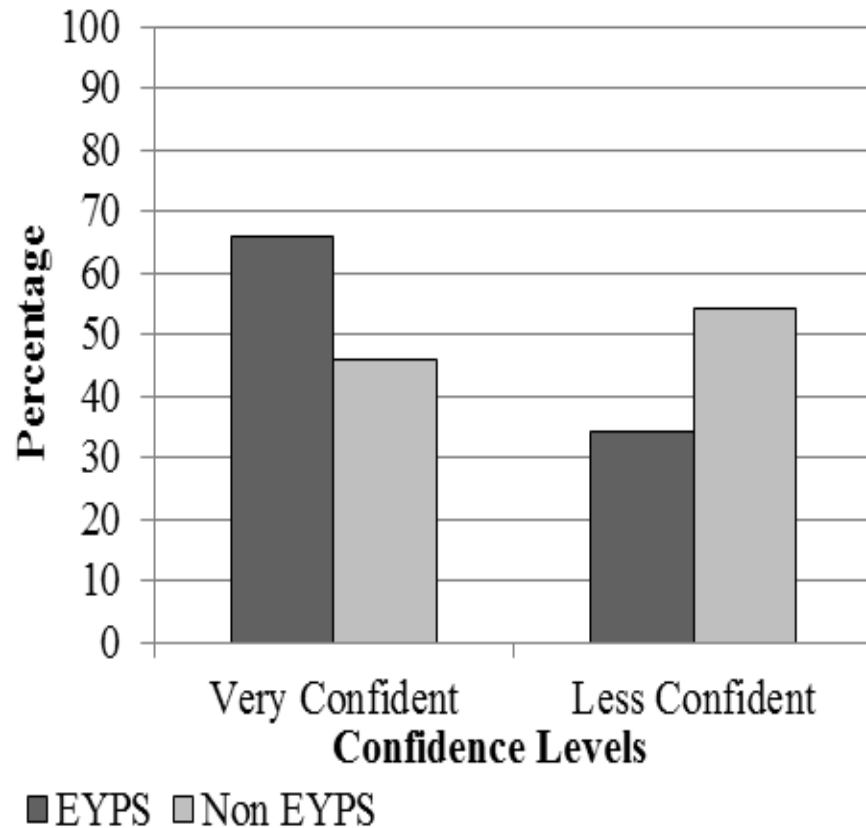
Findings

Practice

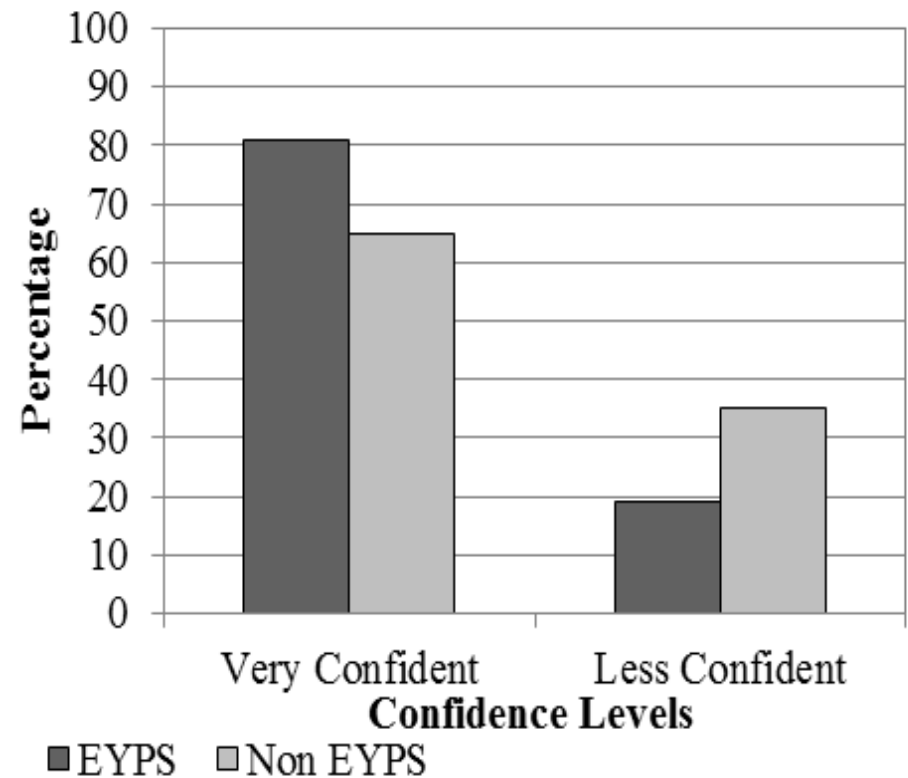




Child Development birth to three



Child development three to five

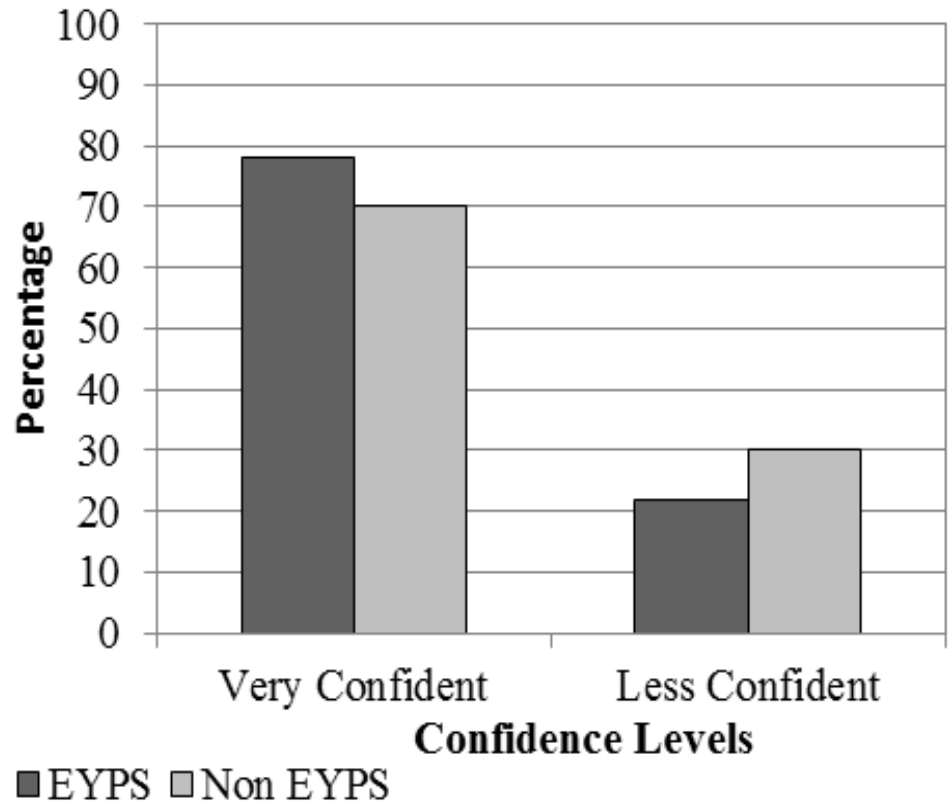
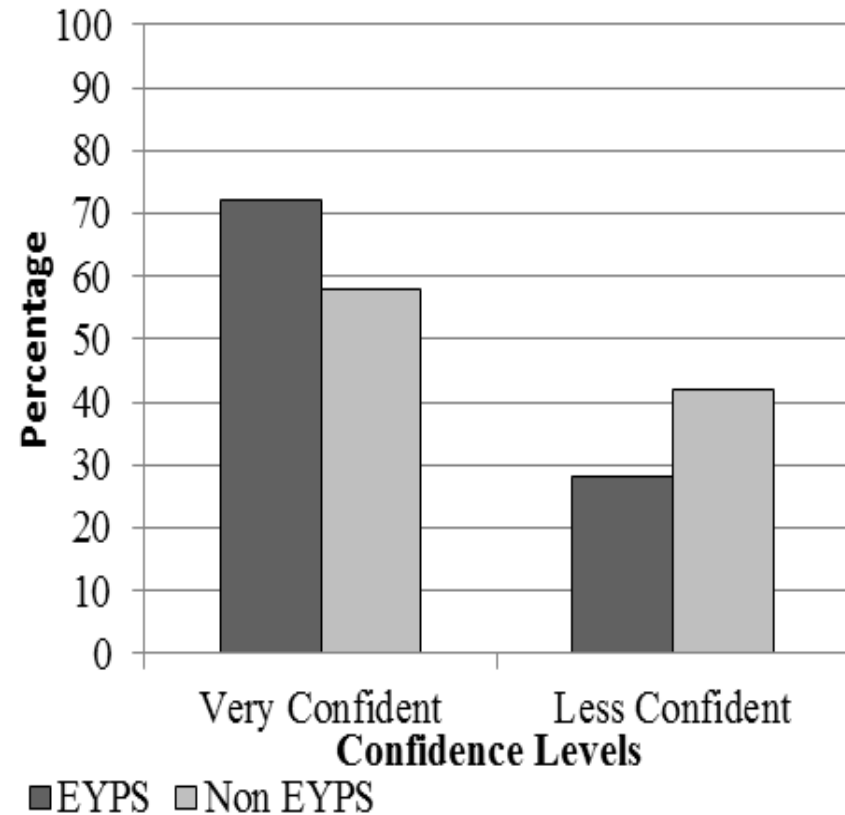


Highly significant confidence levels in child development



Conducting/evaluating observations

Developing emotional well-being

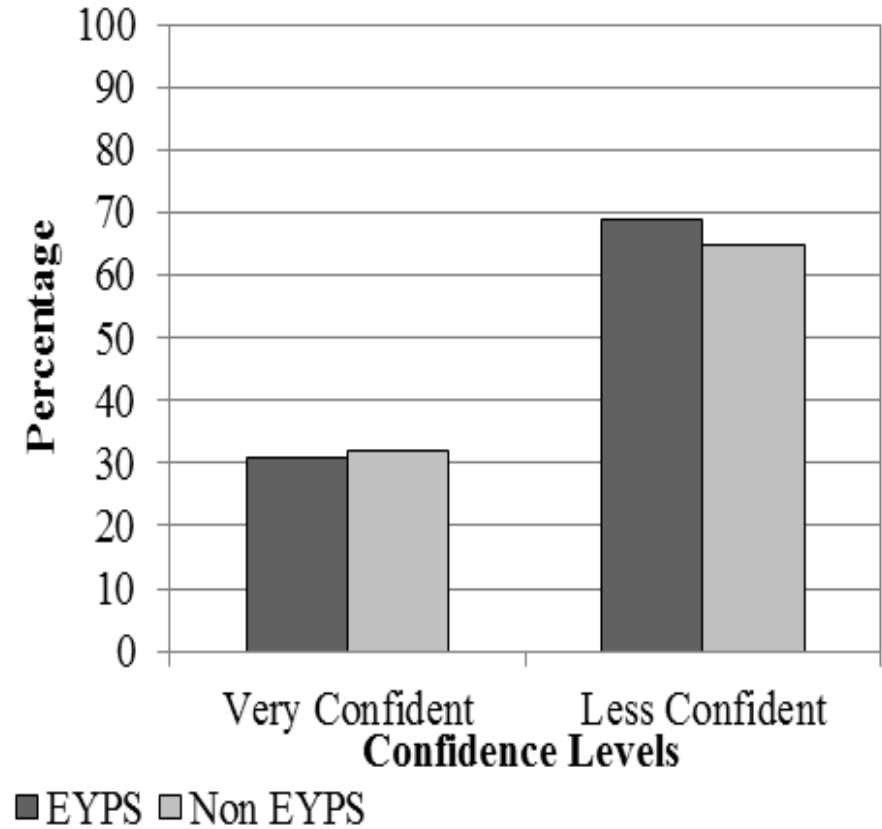
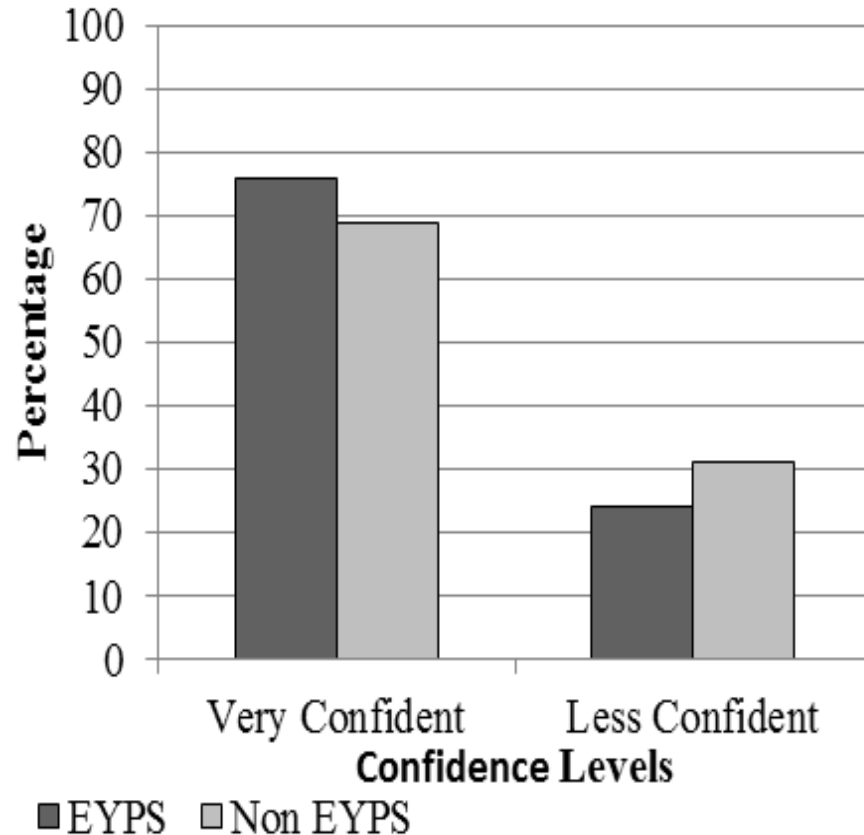


Highly significant confidence levels in child observation and developing children's emotional



Safeguarding/promoting children's welfare

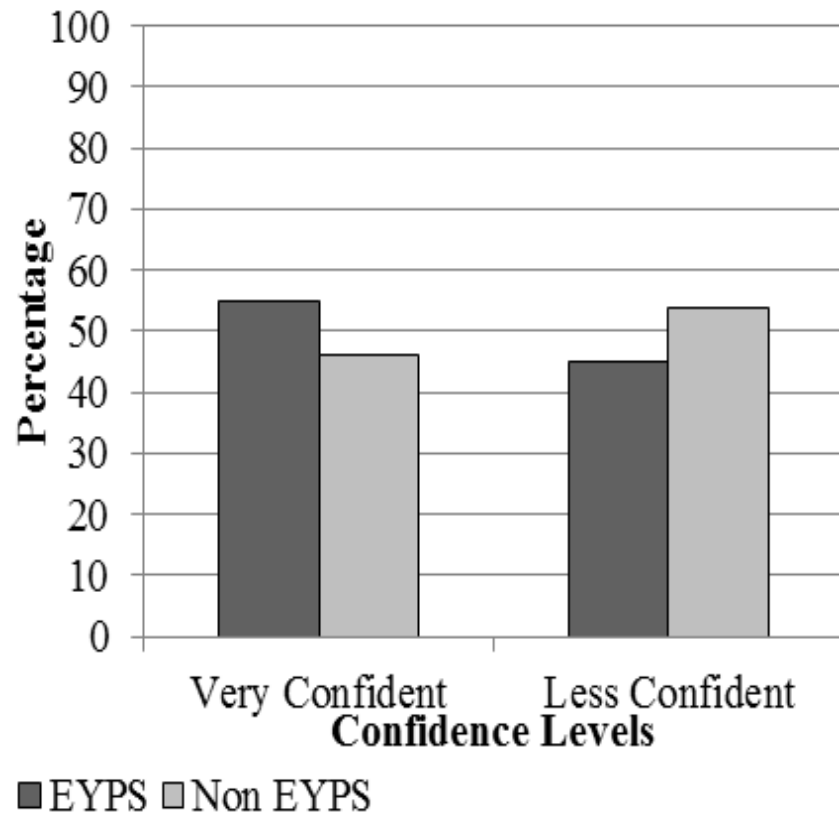
Supporting looked after children



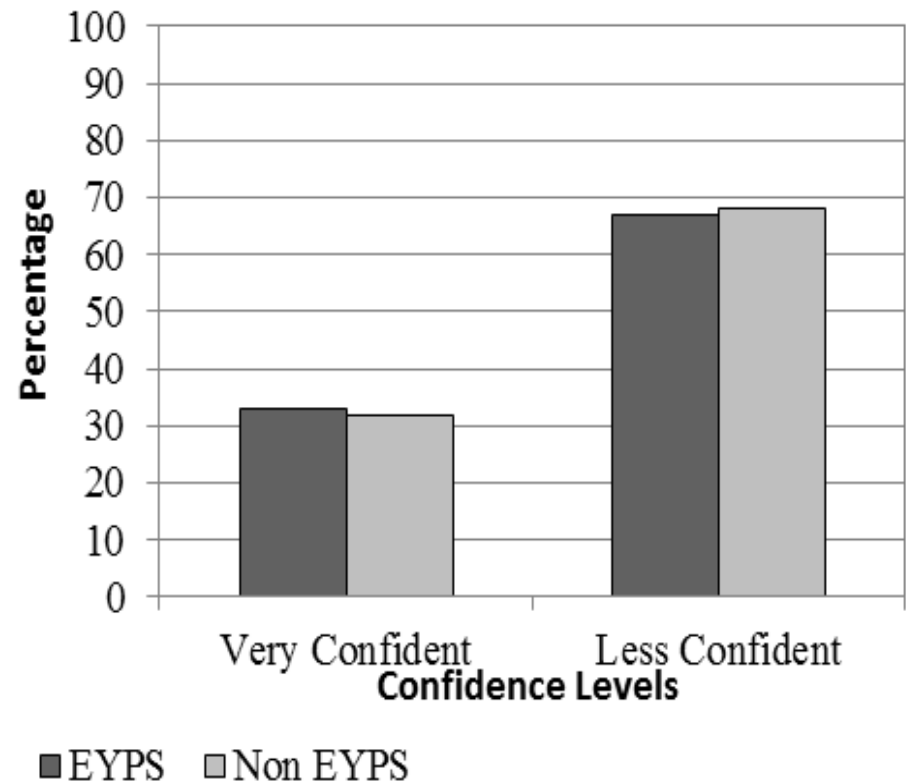
Significantly high confidence levels in safeguarding and promoting welfare however participants were less confident in working with Looked After Children



Advocating for children children's rights



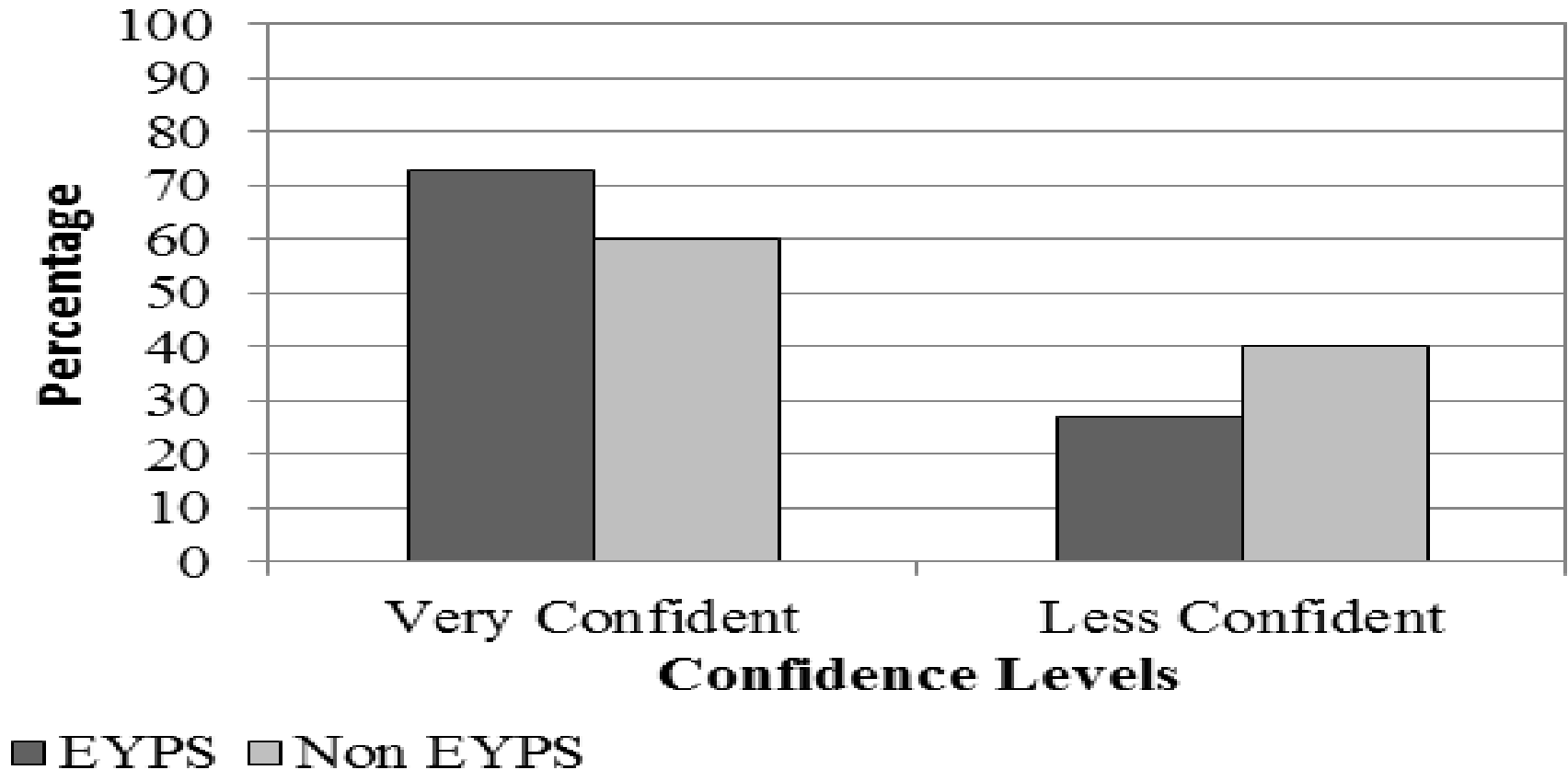
Supporting children living in poverty



Significantly high confidence levels in advocating for children and promoting their rights. However participants were less confident in supporting children living in poverty



Supporting parents/carers/families



Significantly high confidence levels in supporting parents/carers and families

Perceived Impact on Practice

| | High Impact | Impact | No Impact | Respondent |
|--|-------------|-----------|-----------|------------|
| Improved understanding of child development: 0-3 | 72% (638) | 25% (225) | 3% (30) | 893 |
| Improved understanding of child development: 3-5 | 69% (618) | 28% (249) | 3% (31) | 898 |
| Improved observations and planning | 75% (681) | 21% (187) | 4% (34) | 902 |
| Improved emotional wellbeing | 70% (624) | 26% (234) | 4% (34) | 892 |
| Improved safeguarding practices | 70% (631) | 25% (226) | 5% (40) | 897 |
| Improved knowledge of and support for Looked After Children | 45% (404) | 45% (397) | 105 (92) | 893 |
| Children's rights | 69% (616) | 26% (236) | 5% (40) | 892 |
| Improved practice with children living in poverty | 46% (407) | 45% (403) | 9% (84) | 894 |
| Relationships with parents/carers and families | 74% (667) | 225 (193) | 45 (38) | 898 |



Findings

Working with Others





Working with other professionals



■ EYPS ■ Non EYPS

Highly significant confidence levels were recorded in working with other professionals



What are the Implications for the sector?

Setting:

- Improved quality
- Safe environments

But...

Ofsted statistics indicate not all children are in safe Early Years environments



Practice

The research findings suggest a significant difference between those with EYPS and those without, in their knowledge of:

- child development;
- undertaking and assessing observations;
- and promoting well-being;
- advocating for children and most importantly in safeguarding them.





Those with EYPS are good at....

- Building relationships with parents carers and working in partnership with them.
- Child development and the well-being of children
- Safeguarding
- Communication with children
- Working in partnership with parents.





However....

Safeguarding is not just about detecting and responding to child abuse, it is about intervening early in the lives of children and families.

Those facing deprivation and less likely to achieve than their more privileged peers.





But...

Issues around:

- Poverty
- Looked After Children

Implications for policy makers,
training courses, CPD.





Working with Others

Increased confidence of those with EYPS and improved practice in working with other professionals.

Core strands of the working together agenda in child protection.



Implications..

Policy makers

Early Years Teachers (Early Years Professionals)

Other professionals

Local Safeguarding Boards





In Summary

The landscape has shifted in the early years and health and social care have a new partner that can be central in all areas of prevention and intervention with children and families.





So what now....

Others need to realise this shift has happened and recognise the value of this relatively new graduate professional role and status as an essential part of the multi-professional team working in safeguarding.





The Challenge

Over to You





References

Department for Education (DfE). (2013a). Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children. Retrieved from <http://media.education.gov.uk/assets/files/pdf/w/working%20together.pdf>

Lumsden, E. (2014): Changing landscapes in safeguarding babies and young children in England. *Early Child Development and Care*.

Harker, L., Juttle, S., Murphy, T., Bentley, H., Miller, P., & Fitch, K. (2013). *How safe are orchildren? National Society of Cruelty to Children (NSPCC)*. Retrieved from http://www.nspcc.org.uk/Inform/research/findings/howsafe/how-safe-2013-report_wdf95435.pdf

National Society of Cruelty to Children (NSPCC). (2013). Statistics on children under one. http://www.nspcc.org.uk/Inform/resourcesforprofessionals/children_under_one_statistics_wda79305.html



Plymouth Safeguarding Children's Board (2009). Serious case review into the abuse at little ted'snursery. Retrieved from <http://www.plymouth.gov.uk/homepage/.../littletednurseryreview.htm>

Simpson, D. (2012). Remediating child poverty via preschool: exploring practitioners' perspectives in England. *International Journal of Early Years Education*, 21(1), 85–96.

Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2008). *The effective pre-school and primary education (EPPE 3–11) project: Final report*. London: DCSF/Institute of Education, University of London.

Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (Eds.). (2010). *Early childhood matters: Evidence from the effective provision of pre-school education*. Abingdon: Routledge.





Wave Trust. (2013). Conception to the age of 2: The age of opportunity. London: Retrieved from http://www.wavetrust.org/sites/default/files/reports/conception_to_age_2_-_the_age_of_opportunity_-_web_optimised.pdf

Wonnacott, J. (2013). Serious case review: In respect of the serious injury of case no.2010-11/3. Retrieved from [http://www.nscb.norfolk.gov.uk/documents/Birmingham%20Nursery%](http://www.nscb.norfolk.gov.uk/documents/Birmingham%20Nursery%20SCR.pdf)

[20SCR.pdf](#)

