



Child learning event RBMW

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The First 1,000 Days

The First 1,000 Days of being a parent are now accepted to be the most significant in a child's development. Leading child health experts worldwide agree that care given during the First 1,000 Days has more influence on a child's future than any other time in their life.

Ask most parents, and chances are they'll say that the First 1,000 Days also present some of the most challenging moments in a person's life. And, with each new baby comes a whole new set of priorities, dilemmas and challenges.

Early help (or early intervention)

Early help, also known as early intervention, is support given to a family when a problem first emerges. It can be provided at any stage in a child or young person's life.

Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Scottish Government, 2014; Welsh Government, 2018).

Early help services can be delivered to parents, children or whole families, but their main focus is to improve outcomes for children. For example, services may help parents who are living in challenging circumstances provide a safe and loving environment for their child. Or, if a child is displaying risk-taking behaviour, early help practitioners might work with the child and their parents to find out the reasons for the child's behaviour and put strategies in place to help keep them safe.

We know providing timely support is vital. Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life (Early Intervention Foundation (EIF), 2018)

Covid 19 put a stop on that, so we have to work out how we can meet the new demands and understand to added complications with re- deployment of many nurses.

Why is early intervention so important in a child development?

Early interventions requires the support from multidisciplinary services to promote child health and well-being, to minimise developmental delays, identify emerging disabilities, prevent functional deterioration, and promote adaptive parenting to ensure optimum overall family functioning.

Early intervention during the first two years of life is critical for learning tasks, because this is the time when the brain is most likely to adapt and learn. What happens in the early years of a child's life is essential for long term effects on **health, language and communication, cognitive and social development**.

A baby's brain is so active during the first months that as many as 1 million new neural connections are formed every second. 60% of a baby's energy goes into brain development!

By the third year, a healthy brain will have formed one thousand trillion connections!

Brain development is not necessarily based on gene factor.

Early interaction, positive stimulus and secure attachment with a caregiver.

The environment your baby is exposed to in relation to these interactions will have the most significant influence on your baby's brain development.

What are ACEs? Reminder of risks

Adverse Childhood Experiences (ACEs) are stressful or traumatic experiences that can have a huge impact on children and young people throughout their lives

Childhood adversity can create harmful levels of stress which impact healthy brain development. This can result in long-term effects on learning, behaviour and health.

Evidence from ACE surveys in the US, UK and elsewhere demonstrates that ACEs can exert a significant influence throughout people's life.

ACEs have been found to be associated with a range of poorer health and social outcomes in adulthood and that these risks increase as the number of ACEs increase.

“I sometimes feel like something has been stolen from us”. Parents report

We know in the past few weeks, processes have been put in place to protect patients and staff.

Mothers are usually allowed two support people in the delivery room – maybe a partner and a parent. Now they're only allowed one, if that. Doors that were once open to visitors are now locked. Literally locked.

All usual classes to help new parents learn how to live with a baby are stopped, as is face to face support post birth.

Experience tells me "The impact of those restrictions during labor is going to be very traumatic for many women," pre and post birth.

A mother who contracted covid, meant the baby was placed solely in the hands of the husband/partner. Let's say the male partner had no family, no additional support person to help guide him through his first terrifying hours of parenthood. What is the long term impact on baby and the father? He can not ask his partner, she is too ill and possible going to die.

It should have been a moment he shared with his wife, but this new dad was left to cradle his newborn daughter alone after his beloved partner tragically died giving birth.

Positive effect

Some families have talked about climate change and wonder if the response to the coronavirus crisis will be a positive in the years to come.

They have had time to be a family unit without endless visits or the need to go out and be entertained, as it was in the 60's where you had 2 weeks bed rest and limited visits.

Time to bond as a family, using social media to remain connected, good extended support system.

Time for just baby!



Facts

In England 1,688 babies are born every day. This means that 142,000 babies will already have been born during lockdown.

16 domestic homicide in the first 2 week of lock down.

Deaths where COVID-19 was mentioned on the death certificate (ICD-10 U07.1 and U07.2)

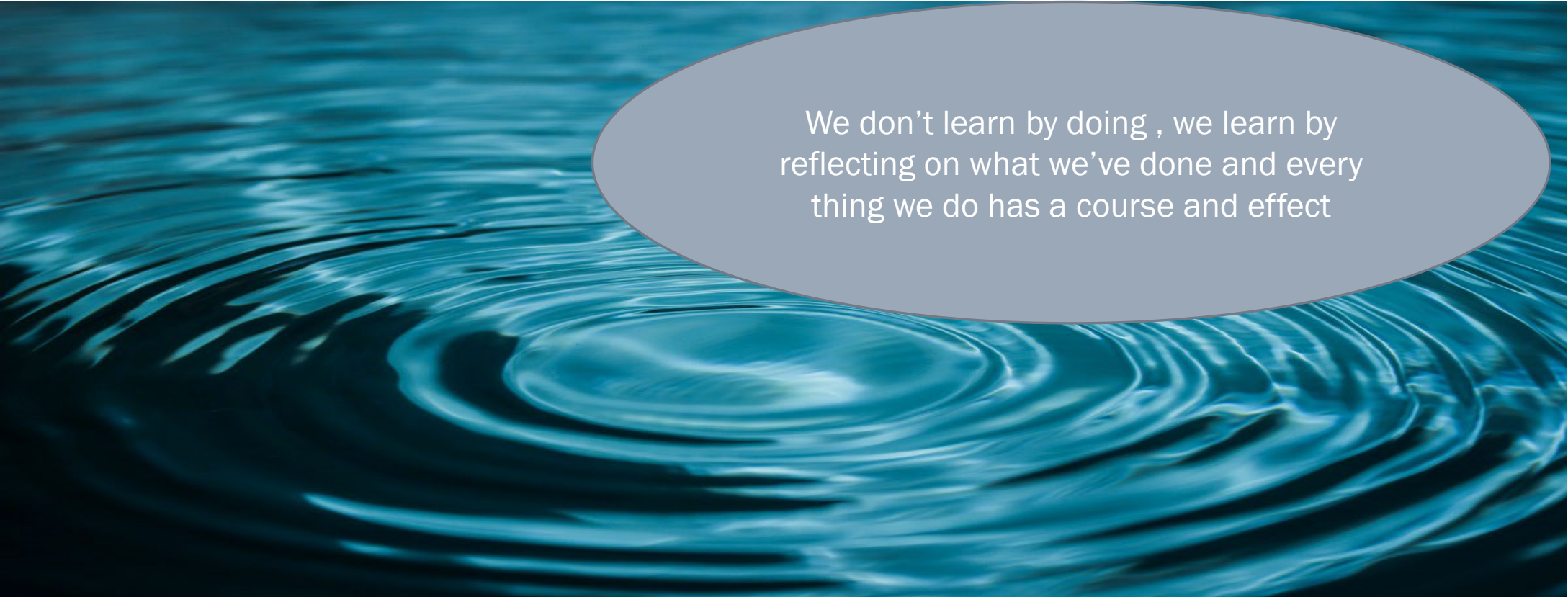
For babies less than the age of 1 year old weekly data is shown from 30-to -69 deaths per week

In 2016, the infant mortality rate increased to 3.8 deaths per 1,000 live births, compared with 3.7 in 2015.

One health briefing shared facts about babies dying from being shaken. With a rise in unsafe sleeping baby deaths

Research shows when looking at the implications of child abuse and maltreatment, called the Costs and Consequences of Child Maltreatment found that these experiences as a child could have many different implications on the individual in later life, such as forming and maintaining relationships, mental health problems and an increased likelihood of experiencing violent treatment from an intimate partner.(NSPPC)

Reflective learning session, none blame



We don't learn by doing , we learn by reflecting on what we've done and every thing we do has a course and effect

Learning point: understanding: Adverse Childhood Experiences

Adverse Childhood Experiences (ACEs) are “highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person’s safety, security, trust or bodily integrity.” (Young Minds, 2018)

The experiences we have early in our lives and particularly in our early childhoods have a huge impact on how we grow and develop, our physical and mental health, and our thoughts, feelings, and behaviour.

Two important factors to think about when making an assessment and considering mental wellbeing are the quality of attachment relationships and their experience of ACE’s as a child. These are key considerations as part of an assessment, we need to be professionally curious of their history to understand how that will impact their ability to parent going forward

Reflecting on Suffering in silence pain of adoption

Whilst grieving the loss of a child, such as adoption, who is still alive, isn't quite the same as grieving someone who has died, the feelings of loss are nevertheless very real. The feelings of grief and loss often continue throughout the birth mother's life, resurfacing around the time of the child's birthday or of expected milestones in the child's life, such as when he or she would be old enough to start school or old enough to graduate from high school.

This mother has now experienced both, we need to ensure she receives the right support and intervention.

Safe sleeping advice in addition to the safe sleeping toolkit

- Revisit the message at least on 4/6 occasions pre and post birth
- Risk if you drink or smoke
- Check the sleeping arrangements

Previous UK data suggests:

- around half of SUDI babies die while sleeping in a cot or Moses basket.
- around half of SIDS babies die while co-sleeping.

However, 90% of these babies died in hazardous situations which are largely preventable

Is abuse or neglect of a child known or suspected?

The group agreed that the consumption of large quantities of alcohol while caring for this young baby amounts to neglect. The group also recognised that the mother's history of mental health problems, including post-traumatic stress disorder, anxiety, depression and personality disorder, and her recent and past traumas were predisposing factors to abuse and neglect.

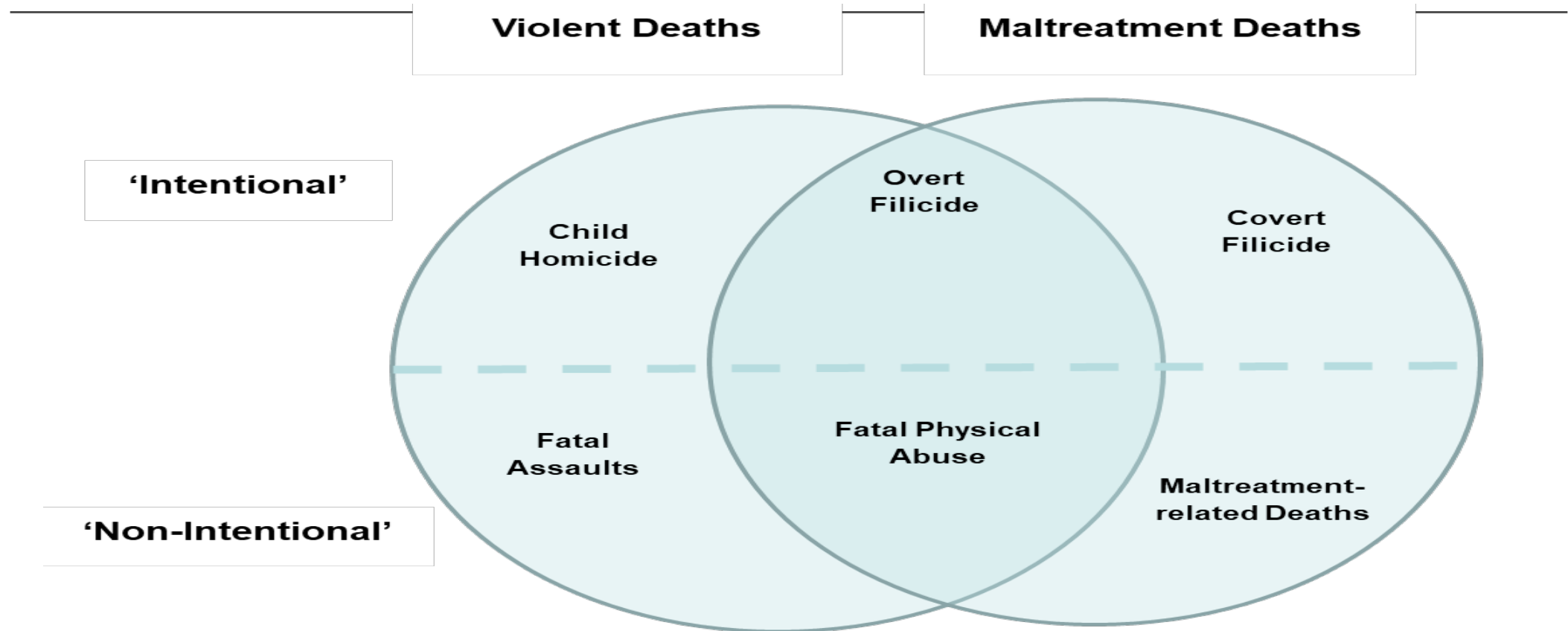
These factors were known to several agencies and should have triggered safeguarding referrals.

The group agreed that there is always room for learning about vigilance in relation to these factors, and this needs to be addressed through traditional routes such as training and improvements in supervision. However, the group also agreed that there is a need to carry out a more in-depth examination of why a number of professionals who were aware of these issues did not make a referral. Partners anticipate that a multi-agency focus on this is likely to lead to new local learning.

Pathways to harm: Exploring child, parent and family characteristics



Fatal Cases: types of fatal maltreatment



Unique Skills that make “you you”

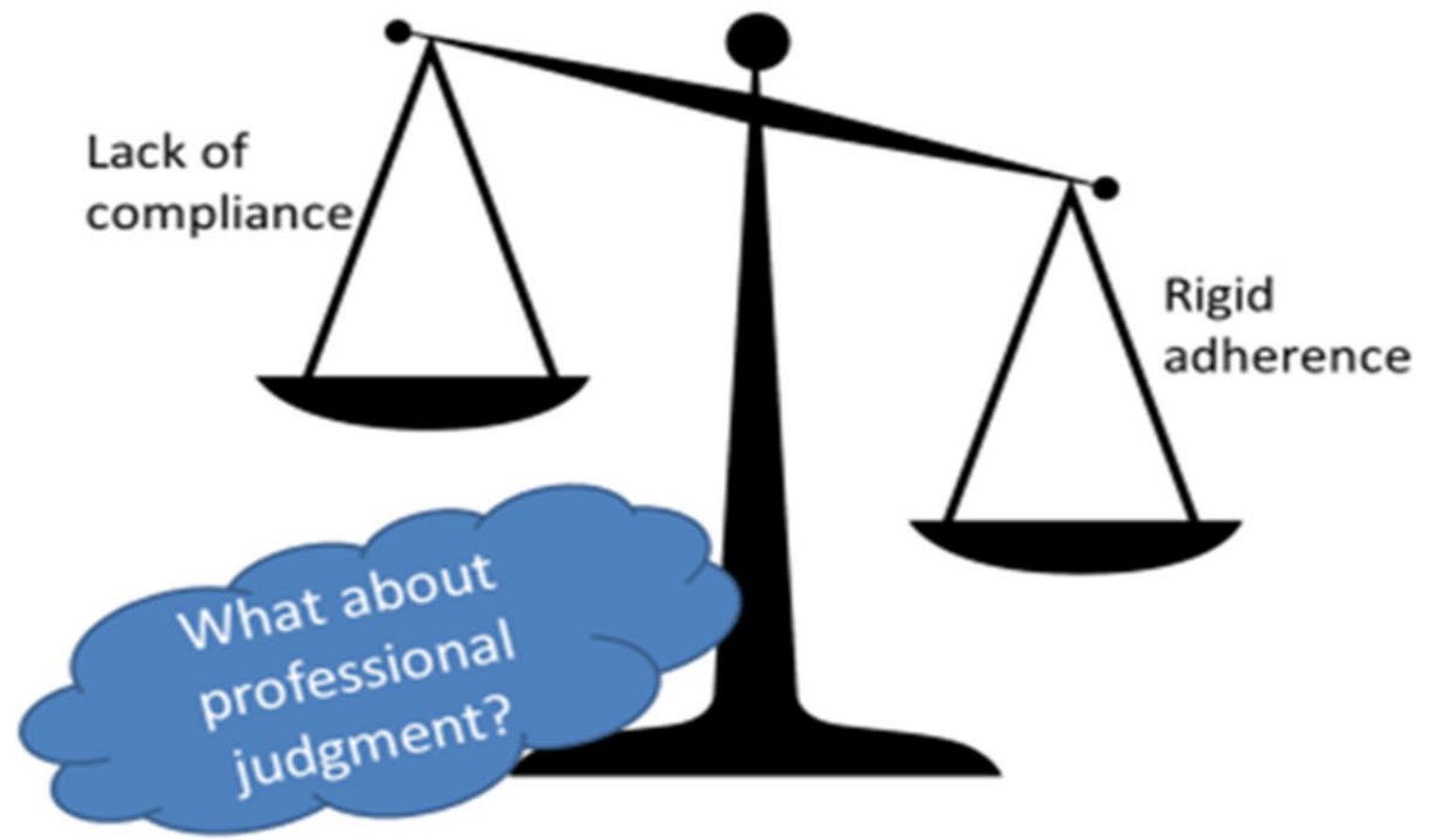
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- Conflict resolution
 - Conflict within organizations can reduce productivity and create a difficult or hostile environment. This leads to unwanted turnover in employees or dejected morale
 - Critical thinking
 - Critical thinking involves the original evaluation of data, facts, ideas and creative proposals. The ability to think critically entails one of the most sought-after qualities
 - Interpersonal skills
 - interpersonal skills, more casually known as people skills, essentially describe the ways in which you communicate and interact with people.
 - Teamwork
 - your ability to collaborate and participate in teamwork is important
 - Organizational proficiency
 - Organizational skills are some of the most significant as they encompass a set of skills that helps a worker to plan, prioritize and achieve
 - Written communication
 - Written communication skills
 - Biased for action
 - Having a strong bias for action means you are confident to make the right decisions
 - Digital technology proficiency
 - Self-motivation
 - Honesty

Analysis is it a skill or perception

Analysis is carried out through:

- Quantifying and summarising the core information (number of methodology is employed, characteristics of individuals involved, number and type of recommendations) to provide descriptive statistics on those features
- close examination and analysis of learning emerging from the process of commissioning, managing and disseminating the outcomes of contacts
- close examination and analysis of learning relating to the four-domains (direct practice, interprofessional/interagency collaboration, organisational features and governance) to identify the patterns and themes emerging and the implications for priorities for the future development and improvement of practice
- Perception the ability to see hear or become aware of something through the senses the way something is regarding , understood or interpreted

The problem with procedures




Think about how you gather information



Complexity of Services

- Related services e.g. health trusts, GP services, individual schools may have very different management systems

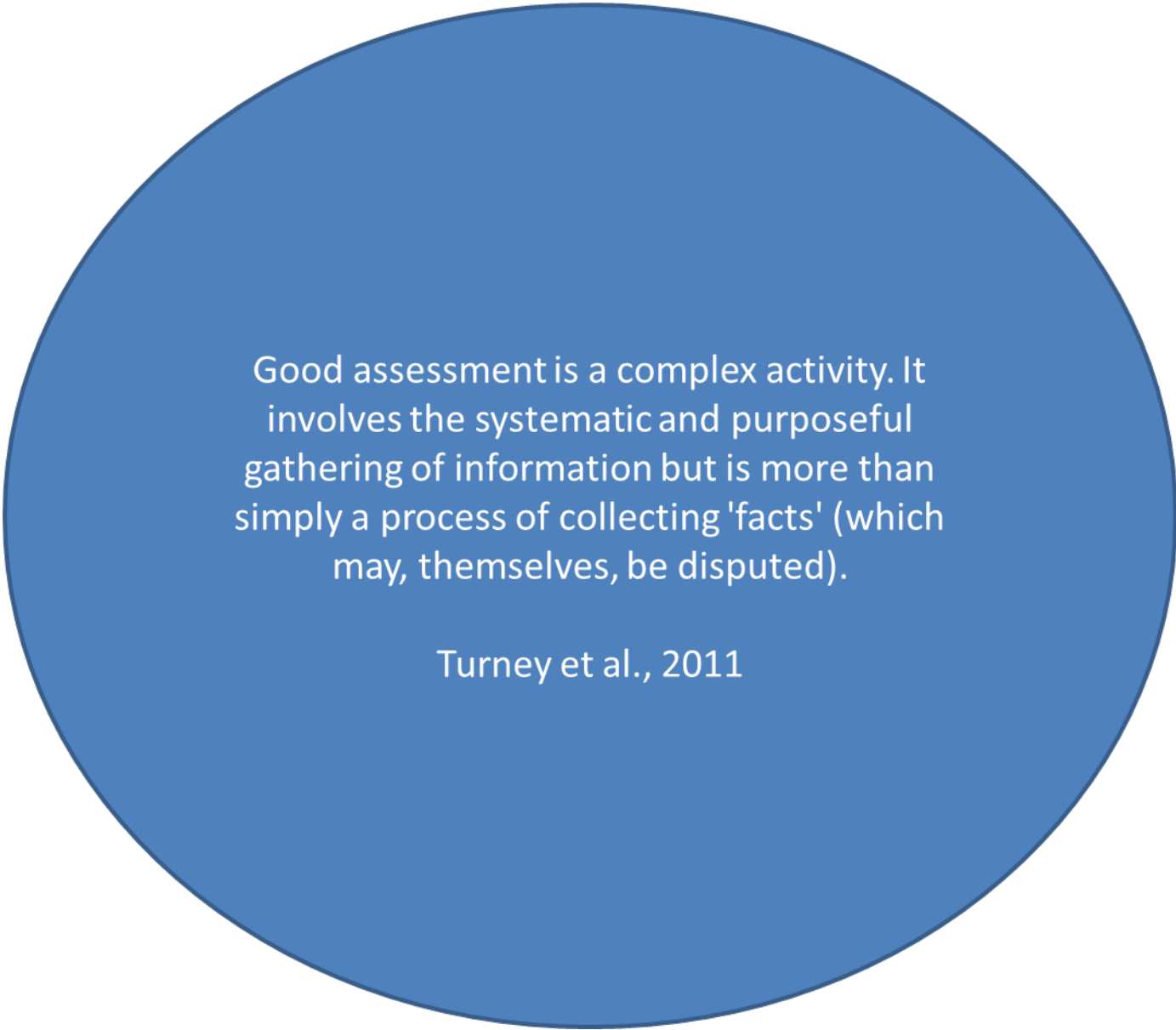


Don't assume that one organisation can speak for all organisations within an agency

"...the infant and junior school were separate organisations working with different siblings. Where this is the case the opportunity to gain all relevant information may be lost if there is an overreliance on communication with one school."

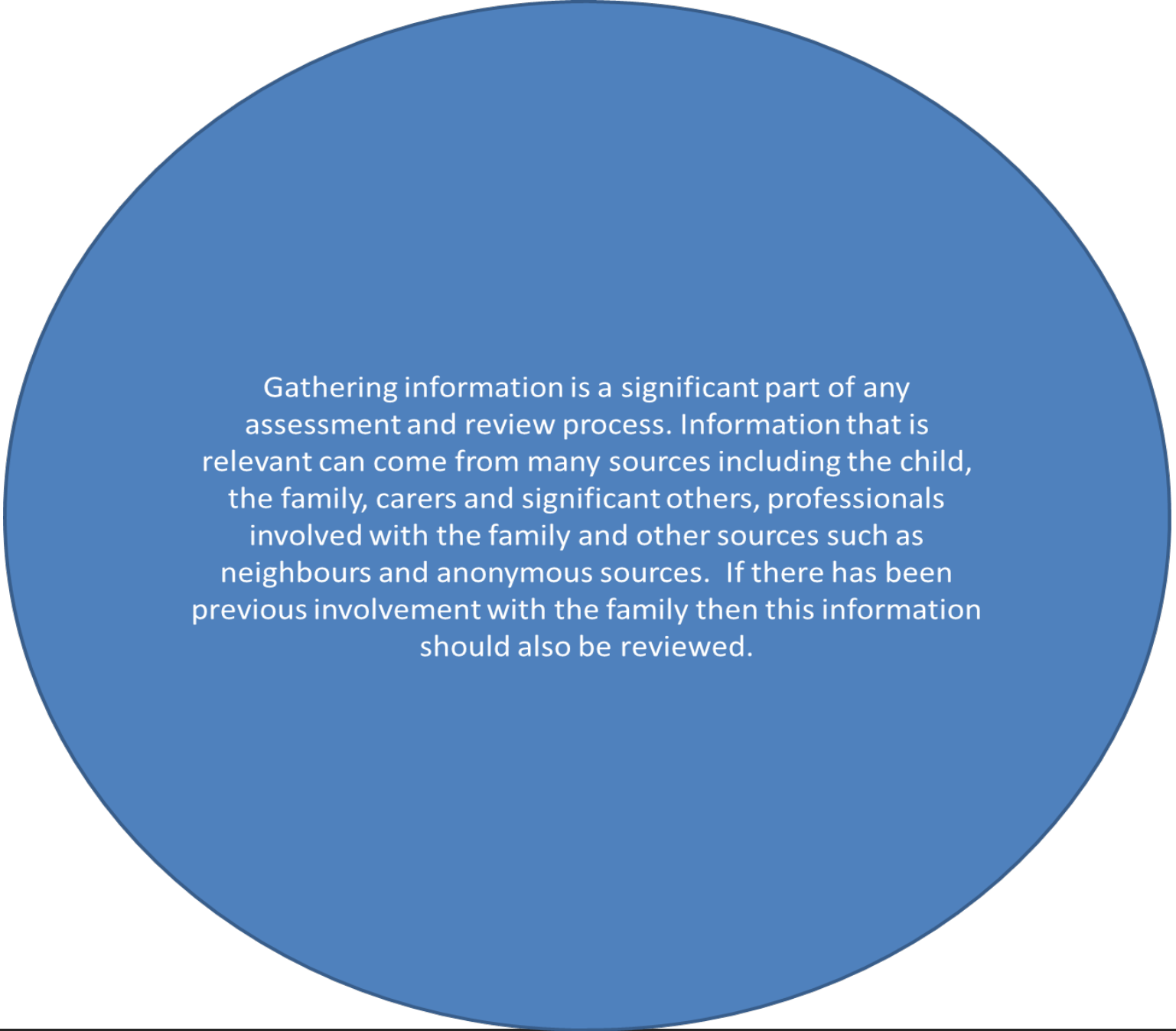
Complexity of Services: what can be done

- Clear coordinated pathways to services for families can help ensure parents and children receive the help and support they need in a timely and accessible manner
- Local services need clear signposting, and clear criteria for referral and acceptance/rejection of cases



Good assessment is a complex activity. It involves the systematic and purposeful gathering of information but is more than simply a process of collecting 'facts' (which may, themselves, be disputed).

Turney et al., 2011



Gathering information is a significant part of any assessment and review process. Information that is relevant can come from many sources including the child, the family, carers and significant others, professionals involved with the family and other sources such as neighbours and anonymous sources. If there has been previous involvement with the family then this information should also be reviewed.

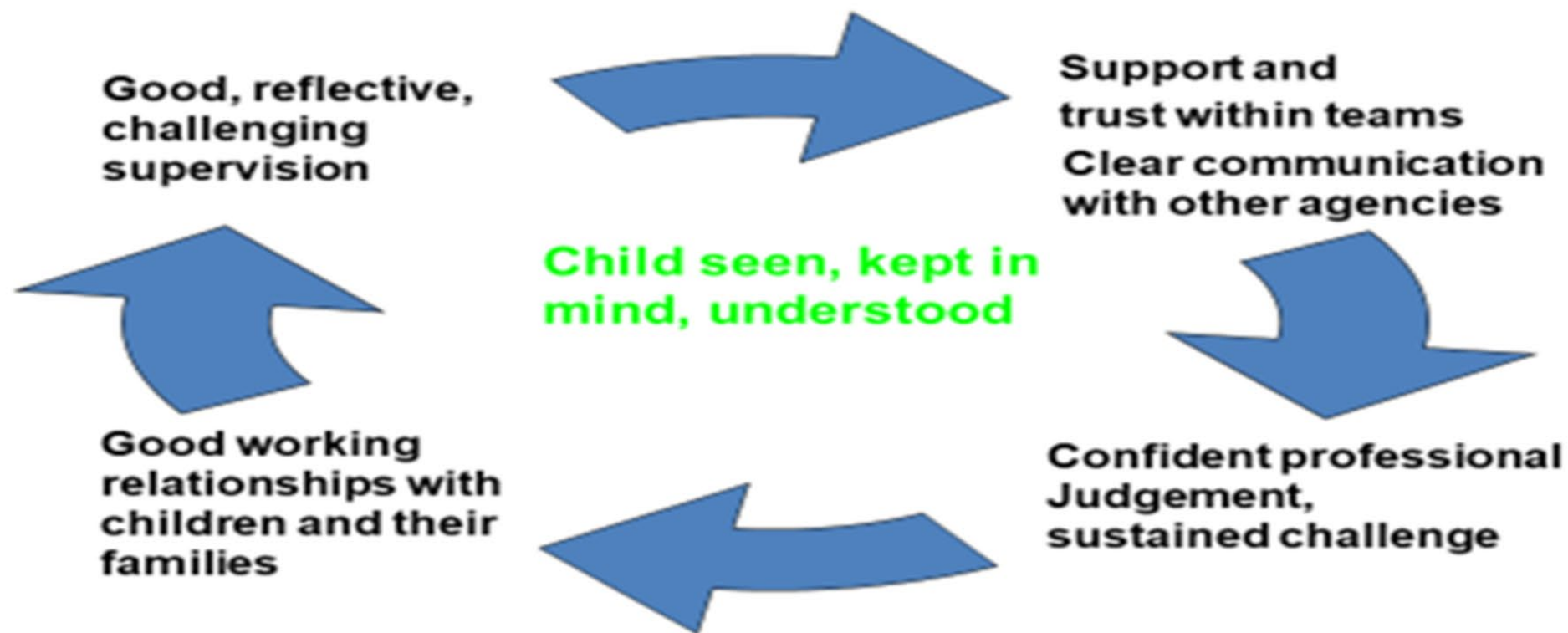
Embedding responsive cultures

- Moving from episodic to long term models of support
- Long term planning, and consider the experiences of the child and parent
- Understand cumulative adversities
- Monitoring, review, revision

“There was no recognition of the chronic nature of the emotional abuse and neglect experienced by the children and the need for an ongoing well-coordinated multi-agency plan. Chronic neglect does not generally respond to short term approaches and requires medium to long term work to achieve the best outcomes. The challenge for multi-agency partnerships is how best to deliver this help and engage with often hard to reach families.”

Professional challenge and a positive practice cycle

(from practitioner interviews in Brandon et al 2009)



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Building Effective Structures: What to do?

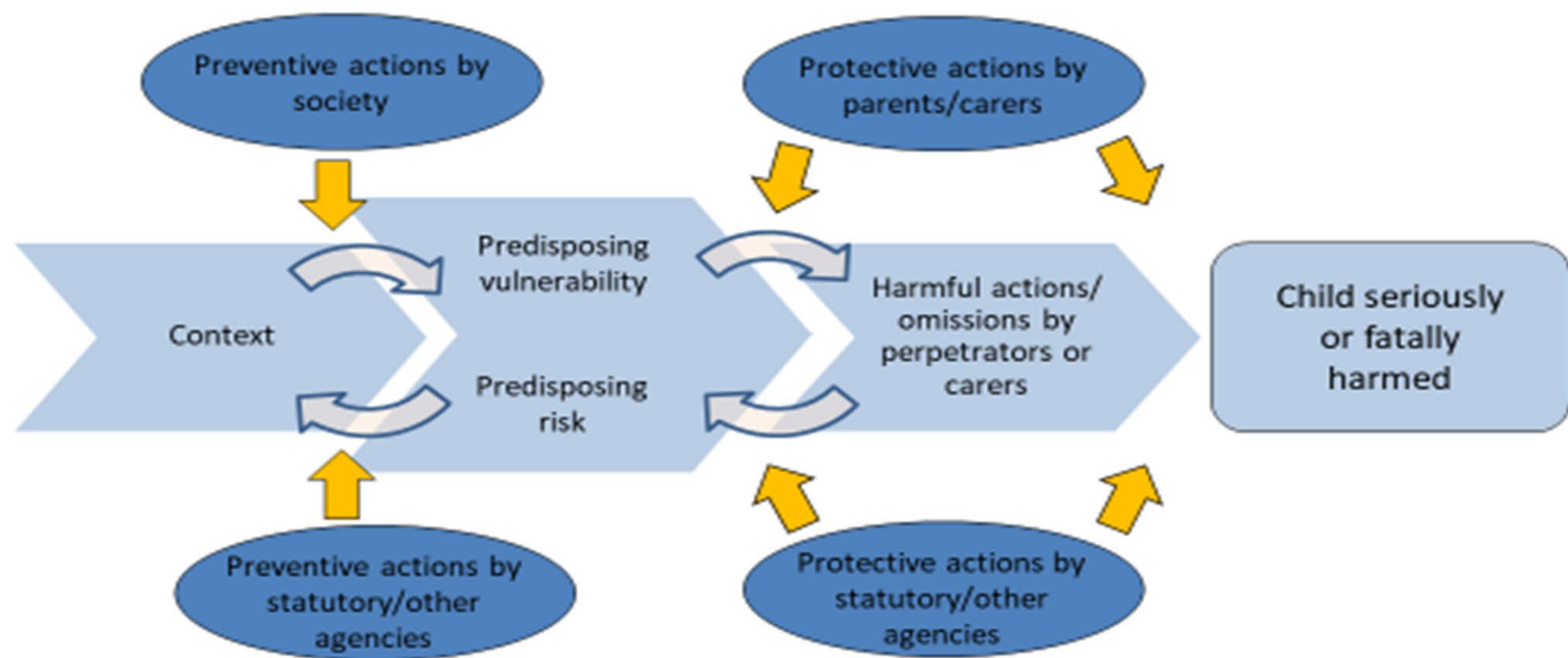
- Creative discussion at a local level to identify processes and structures to enable effective sharing of information and transition between different providers of care
- LPB could work with GPs, their commissioners and other stakeholders to realistically review what can reasonably be expected of GPs as repositories and coordinators of care, and how such expectations can be supported

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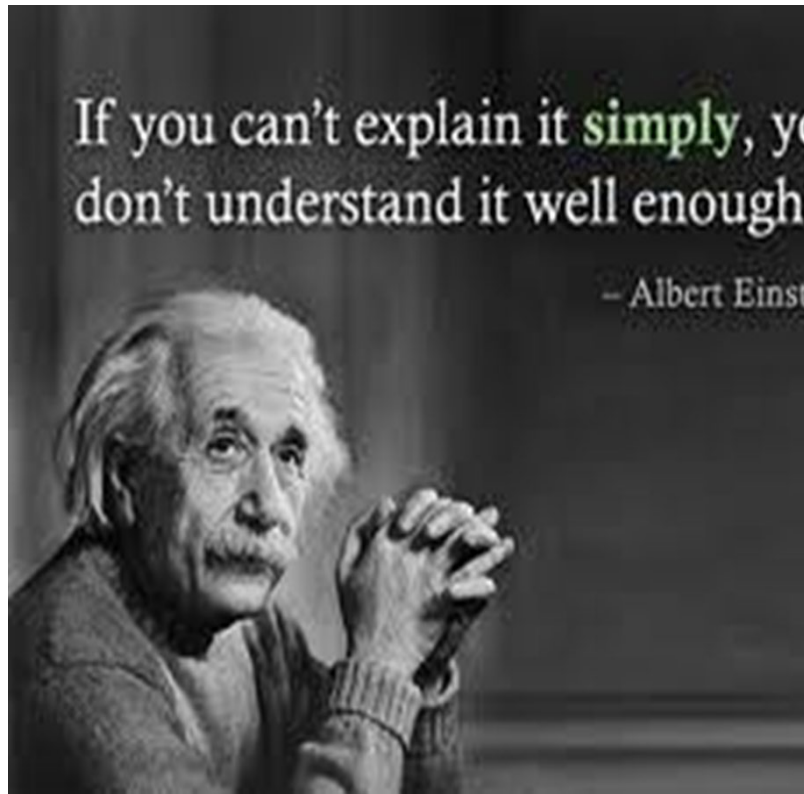
Rethinking Systems Analysis



Opportunities for protection

- Managing individual cases
 - Prevention and early intervention
 - Exploring vulnerability and risk
 - Recognising harm
- Working together as professionals
 - Referral
 - Assessment
 - Decision making and planning
 - Intervention
- Agency structures, processes and cultures
 - Building effective structures
 - Establishing workable processes
 - Embedding responsive cultures

Could you describe what your local child safeguarding system is in a few lines to your leaders, peers, practitioners, families, children and young people?



- Can the layers of people in your local system explain what part they play?
- Can you describe the different parts of the system and your part?
- Can you describe how those parts of the system that interact with partners?
- Do you understand if they are working

- What are the repetitive, long standing stubborn issues in that system
- Everyone has part to play

Your best quote that reflects your approach... “It’s one small step for man, one giant leap for mankind.”

- NEIL ARMSTRONG