



**Working Together to
Safeguard Children 2023**

Update Briefing

This new edition of Working together is central to delivering on the strategy set out in Stable homes, built on love (2023), which outlines the Government's commitment to support every child to grow up in a safe, stable and loving home.

This briefing highlights the key updates introduced in Working together to safeguard children 2023: a guide to multi-agency working to help, protect and promote the welfare of children, including around:

Multi-agency expectations for all practitioners, working with parents and families, the roles and responsibilities of safeguarding partners, the role of education and childcare providers, multi-agency practice standards, support for disabled children, and tackling harm outside the home

Key additions to Working together guidance

A shared responsibility:

Multi-agency expectations for all practitioners.

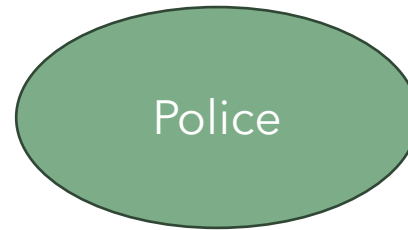
The guidance introduces a set of multi-agency expectations for all practitioners involved in safeguarding and child protection. These expectations aim to ensure that practitioners:

- Share the same goals
- Learn with and from each other
- Have what they need to help families - tailored support
- Acknowledge and appreciate difference
- Challenge each other.

The updated guidance outlines new roles and responsibilities relating to the three safeguarding partners (the local authority, the police and the health service). The head of each statutory safeguarding partner will be referred to as the 'lead safeguarding partner' (LSP), who will in turn appoint a 'delegated safeguarding partner' (DSP)



The Local
Authority



Police



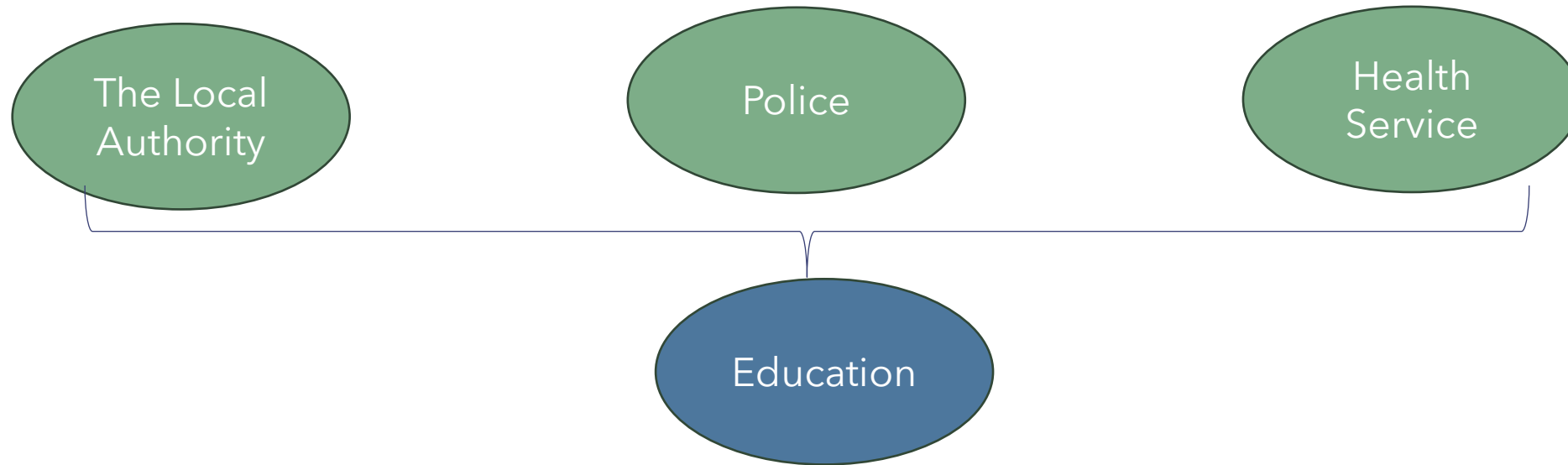
Health
Service

- The head of each of these will be referred to as the 'lead safeguarding partner' (LSP)
- The LSP is responsible for holding their own organisation or agency to account, speaking and making decisions on behalf of their agency, and meeting the statutory and legislative duties of their agency.

Schools, colleges and education providers

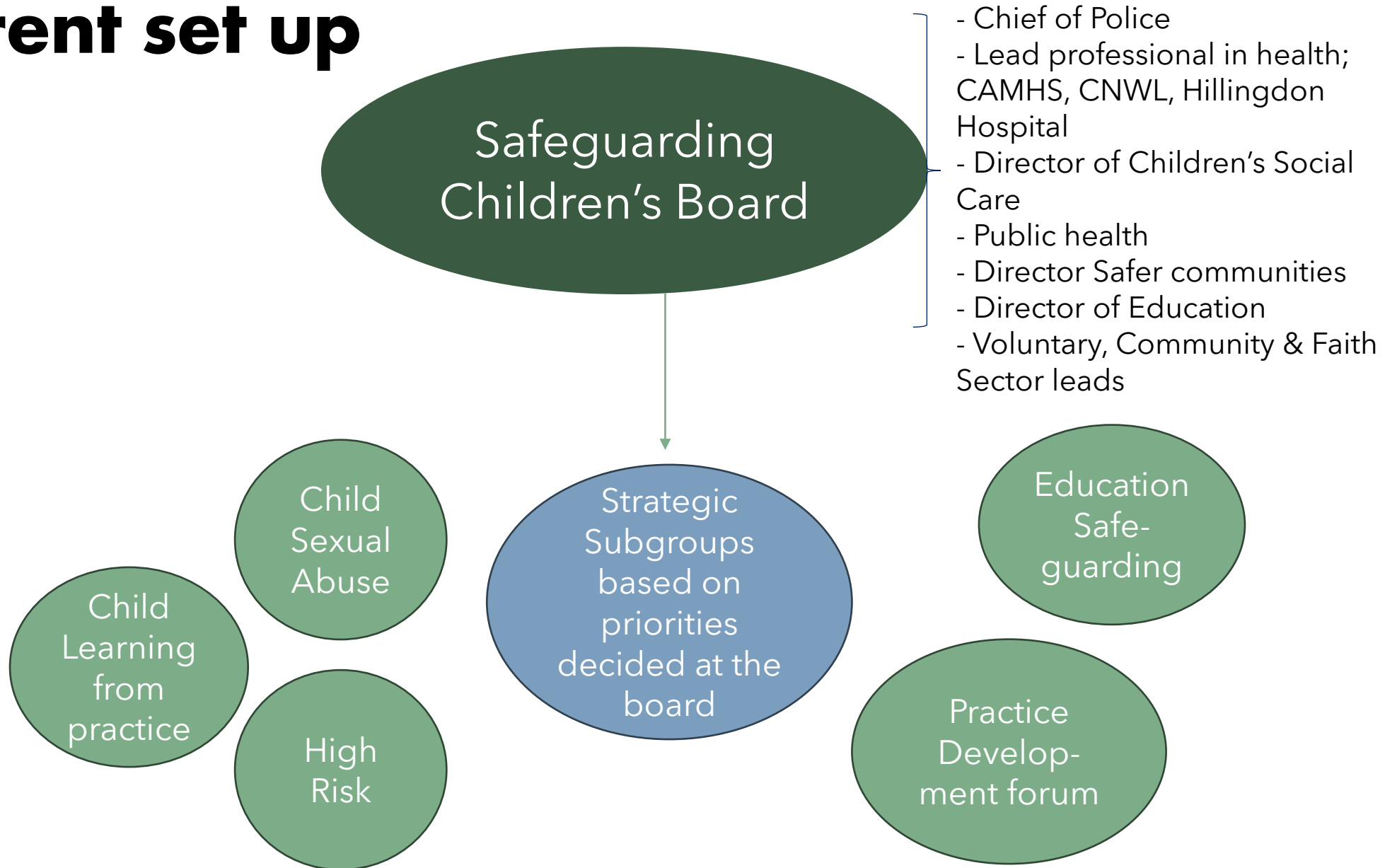
- + It is recommended that LSPs have a representative from the education sector present at strategic discussions.
- + It is expected that all local education and childcare providers working with children up to the age of 18 will be included in local arrangements.

Where do Schools, colleges and education providers fit in the new guidance??



- It is expected that all local education and childcare providers working with children up to the age of 18 will be included in local arrangements.
- The guidance recommends that LSPs should have a representative from the education sector present at strategic discussions.
- Likely Education will become full 4th partner in future

Current set up



Providing help, support and protection

- The role of education and childcare settings:
 - + Early Help
 - + Safeguarding professionals should work closely with education and childcare settings to share information, identify and understand risks of harm, and ensure children and families receive timely support.

Emphasis on Safeguarding:

- + Lead Professional - this can be a wider range of professionals.

Emphasis on Children with disabilities

- + Social care role clarified.

Contextual safeguarding

- + Considering children at risk of harm outside the home.
- + For example, County Lines, CSE, CCE.
- + Axis

Working with parents and carers

- + Effective partnership and the importance of building strong, positive, trusting and co-operative relationships.
- + Respectful, non-blaming, clear and inclusive verbal and non-verbal communication that is adapted to the needs of parents and carers.
- + Empowering parents and carers to participate in decision making by equipping them with information, keeping them updated and directing them to further resources
- + Involving parents and carers in the design of processes and services that affect them.

What a good assessment/referral should look like

- Build an understanding of the child's strengths, interests, identity and culture.
- Respond to each of the vulnerabilities and challenges that the child may be facing, including within the home.
- Gather information on past experiences of trauma and how this may impact on the child's current experience of harm and on they interact with practitioners/professionals.
- Explore how the child's experiences within their families/networks, interplay with the risk of harm outside the home and identify what needs to change.
- Support parents, carers and family network to understand what is happening to the child and working with them to find solutions.
- Understand the risk of extra-familial harm for siblings.

Updated to Include:

- + Young Carers
- + Domestic Abuse Act 2021

Appendix B

- + Useful links to resource packs on different topics.

Early Help System Guide

- + A toolkit to assist LSPs responsible for their Early Help Systems.
- + Need to have sight of this government document - [Supporting Families: Early Help System guide - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/421202/Supporting_Families_Early_Help_System_guide.pdf) (www.gov.uk)

What to do next:

- + Download the guidance documents.
- + Download and review the Early Help System Guide.
- + Update the Safeguarding Policy - e.g. dates (2023) - pass onto safeguarding governor and speak at next SG meeting.
- + Helpful to use the 'good assessment' guide when report writing.
- + Constructive challenge is encouraged.