

# Safeguarding children: a guide for the pharmacy team

## Second edition

- an open learning programme for pharmacists and  
pharmacy technicians

**An update (March 2011)**

This is the first update for the *Safeguarding children: a guide for the pharmacy team* learning programme. If you are using this update more than a year after the original programme's publication date you should check that a more recent update is not available – look on our website:  
<http://www.cppe.ac.uk>.

### **About programme updates**

CPPE uses 'programme guardians' who are experts from different healthcare specialties. We ask them to review our programmes to make sure each product remains current.

This update has been prepared by **Diane Hampshire** (head of safeguarding children and vulnerable adults, NHS Leeds) and should be read in conjunction with the *Safeguarding children: a guide for the pharmacy team* open learning programme. We have indicated the relevant section and page number of the original document wherever we provide updated information.

**Website address information**

The location of specific information on the internet frequently changes. If you are reading this update significantly after the date of publication, you may need to navigate the listed website addresses from the homepage of the organisation concerned. Alternatively, you can use **<http://www.google.com>** to make your search, typing in the name of the paper you want, in full, followed by a space, and then the name of the publishing organisation; most of the time this will take you quickly and easily to the right paper.

**Assessment**

You can complete your learning of this programme by working through the associated assessment. This is available for you to complete and submit online, via the *assessment* menu on the CPPE website (**<http://www.cppe.ac.uk/>**). If you are not successful, we offer automatic feedback after you have completed each section. We have designed the feedback to let you know the broad area where we think you would benefit from further learning, before attempting the assessment again.

**References in the programme to the RPSGB**

The Royal Pharmaceutical Society of Great Britain (RPSGB) closed in September 2010. The General Pharmaceutical Council (GPhC) is the regulator for the pharmacy profession. The Royal Pharmaceutical Society (RPS) is the professional representative body. Please bear this in mind if you are working through this programme for the first time.

The **RPSGB competences** listed in the programme's learning objectives are no longer supported on the *Plan and Record* website. You may wish to make use of the General Level Framework to help you demonstrate your competence in practice.

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## Introductory pages

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### About this learning programme

(page viii - amendment)

Replace the last two sentences of the first paragraph with:

In August 2007 the tragic death of Baby P (Peter Connelly) triggered a further review of the safeguarding system. Undertaken by Lord Laming, the review concluded that the right systems were in place but that more needed to be done to ensure services work together effectively to protect children.

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## Section 1 Background and policy

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### Section 1.1 The Victoria Climbié Inquiry report

(page 1 – additional text)

Add the following new section at the end of the page:

#### **Section 1.1a *The Protection of Children in England: A Progress Report***

The high profile death of baby Peter Connelly in August 2007 and the publication of the subsequent Serious Case Review (SCR) in late 2008 resulted in a renewed focus by government on safeguarding systems.

In November 2008 Lord Laming was requested by the Secretary of State to provide an urgent report on the progress being made across the country to implement effective arrangements for safeguarding children. Lord Laming published *The Protection of Children in England: A Progress Report* in March 2009. He confirmed that robust legislative, structural and policy foundations were in place and that progress had been made in protecting children from harm, but that *'much more needs to be done to ensure that the services are as effective as possible at working together to achieve positive outcomes for children'*.

Lord Laming made 58 additional recommendations relating to:

- leadership and accountability
- support for children
- inter-agency working
- children's workforce
- improvement and challenge
- finance
- legal framework.

For further information on this report see:

<http://www.education.gov.uk/publications/standard/publicationdetail/page1/HC%20330>

## Section 1.2 Key policies and legislation

### *Every child matters (2003) (page 3 – amendment)*

Throughout this section, there is reference to the Every Child Matters (ECM) website <http://www.everychildmatters.gov.uk>. Following the change in government, it has now been archived in the National Archives (<http://www.nationalarchives.gov.uk>) and the content should not be considered to be current policy or guidance.

All the relevant content from the Every Child Matters (ECM) website has been transferred over to the 'Children and young people' section of the Department for Education website at <http://www.education.gov.uk>. The documents outlined in Section 1.2 can be found under the *Publications* tab in the main menu.

### *Working together to safeguard children (2006) (page 4 – amendments)*

This guidance was updated in 2010. Update the heading to reflect this and replace the first two paragraphs with the following text:

*Working together to safeguard children* (2010) sets out how organisations and individuals should work in partnership to safeguard and promote the welfare of children. This replaces the 2006 guidance, which was an update to the original document released in 1999.

The 2010 guidance outlines the key responsibilities for those who have specific duties to safeguard children. Part 1 of the document is issued as statutory guidance. Part 2 incorporates non-statutory practice guidelines.

### *(page 5 – amendments)*

Amend the first sentence of the second paragraph on page 5 to read: Part 2 (non-statutory practice), Chapter 9 summarises available lessons from research and the impact of maltreatment on children's health and development.

Delete the text box on page 5 as well as the corresponding paragraphs next to it (beginning '*Section 2.73*') and replace with the following text:

Sections 2.39 to 2.122 of *Working together to safeguard children* (2010) provides an overview of what is required by all health services in relation to their knowledge and keeping children safe.

For further information visit: <http://www.education.gov.uk>

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## Section 2 Heightening awareness of child abuse and neglect

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### Section 2.1 Types of abuse and neglect

(page 8 – additional text)

At the end of the second sentence of the opening paragraph add:

For example, via the internet.

### Fabricated or induced illness (page 9 – amendment)

Change the 5<sup>th</sup> and 7<sup>th</sup> bullet points to read:

- reported symptoms and found signs are not seen to begin in the absence of the caregiver, or
- the child's normal activities are being curtailed, eg, school attendance, beyond what might be expected.

### Section 2.2 Safeguarding children and pharmacy

#### Lessons from research and inspection (page 11 – amendment)

In the first sentence, change *Working together to safeguard children* (2006) to *Working together to safeguard children* (2010), and replace the final sentence of the final paragraph to read:

Read *Working together to safeguard children* (2010) Chapter 9, pages 258-283 to find out more.

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## Section 3 Working across boundaries

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### Section 3.2 Local safeguarding children boards

(page 14 – amendment)

Change the second sentence to read:

For that reason the Children Act 2004 required each local authority to establish a local safeguarding children board (LSCB) by 2006.

(page 15 – amendment and additional text)

Change the first bullet point to read:

- policies and procedures function, eg, developing multi-agency procedures, agreeing referral thresholds

Replace the final sentence on the page (that includes the website link) with: However, many LSCB policies and procedures are only accessible electronically to ensure they can be kept up to date so you are likely to find them on your local authority website.

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## Section 4 Communication and referral

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### Section 4.1 Confidentiality and the law

*(page 16 – additional text and amendment)*

Replace the first paragraph with the following text:

Effective information sharing underpins integrated working and is a vital element of early intervention and safeguarding. Serious Case Reviews (SCRs) continue to show that better information sharing between professionals and agencies would have led to earlier responses to a child's circumstances and in some circumstances may have prevented serious injury or death.

The *Professional Standards and Guidance for Patient Confidentiality*, published by the RPSGB in 2007, is referred to throughout this section. It is now accessible via the archived documents section of the Royal Pharmaceutical Society website:

<http://www.rpharms.com/archived-documents/archived-documents.asp>

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## Section 6 Dealing with suspected child abuse and neglect

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### Section 6.2 Over-the-counter medicines for children

*(page 16 – additional information)*

The *Professional Standards and Guidance for the Sale and Supply of Medicines*, published by the RPSGB in 2007, is now accessible via the archived documents section of the Royal Pharmaceutical Society website:

<http://www.rpharms.com/archived-documents/archived-documents.asp>

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### Section 6.3 Complying with national clinical standards for safeguarding children

*(page 23 – additional information)*

Since the publication of this opening learning programme, NICE has published clinical guideline 89: *When to suspect child maltreatment*. Published in July 2009 and reissued in December 2009, it provides guidance for healthcare practitioners who come into contact with children and young people. It is available at <http://www.nice.org.uk>

**Feedback**

We hope you find this learning programme useful for your practice. Please help us to assess its value and effectiveness by completing the online feedback form available on our website.

Simply log in at <http://www.cppe.ac.uk>, go to *my CPPE* and then *my CPPE record* in the menu, scroll down to find the learning programme title, and click on the *Tell us what you think* icon. CPPE may email you a reminder to do this. You can also email us direct if you think your comments are urgent using the email address: [feedback@cppe.ac.uk](mailto:feedback@cppe.ac.uk)

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