

# Aspect of childrens protection children and young people essay

[Family](#), [Children](#)



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## Rationale Action Plan

### **Need to make it my own sentence...**

The following paper will provide a rationale, Action Plan provided in Task 2.

The rationale will utilise a legislative and theoretical basis for the actions and decision that have been stated within the Action Plan. In addition to this, any actual or likelihood of abuse that maybe experienced by each child will be identified and the possible effects analysed. Furthermore, the needs of the children will be highlighted using theory and their potential contribution to safeguarding will be discussed. The overall aim of the action plan is to highlight the causes of the problems the children are facing at school and possible actions to overcome those problems. In order to achieve this, I have completed an action plan for the Carey family where four objectives have been highlighted. A rationale for the action plan will allow for a greater understanding to the underlying factors the family are facing and to improve the settings safeguarding policy and procedures. The first objective highlighted is for Adam, Leanne and Rosie to arrive for school on time. Arriving in time for School, according to Gessell (1969) who advanced the theory maturationist that is a state in which all healthy young children should arrive when they can perform tasks such as reciting the alphabet and counting; because by coming early the children's development and school will occur naturally and automatically, maturationists believe the best practices are for parents to work alongside the children. The disadvantage associated for coming late is underperformance as they need more time to acquire the knowledge and skills needed to perform at the level of his or her peers. (Demarest, Reisner, Anderson, Humphrey, Farquhar, & Stein,

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1993) Under Section 7 of the 1996 Education Act states that parents must ensure that children of compulsory school age receive efficient full-time education suitable to their age, ability and aptitude to any special educational needs they may have, either by regular attendance at school or otherwise. If Mrs Carey keeps the routine of her children coming in late or makes Rosie does not attend school may lead legal enforcement. Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that parents secure education for children of compulsory school age and where necessary, use legal enforcement. The school also as a responsibility to make sure Adam, Leanne and Rosie to be attending and arriving on-time which mentions in The Education (Pupil Registration) (England) Regulations 2006, requires schools to take an attendance register twice a day, once at the start of the morning session and then again during the afternoon session. Although in Section 17 of Children Act 1989, local authorities have also the duty to 'safeguard and promote the welfare of children within their area who are in need'. It follows on to say the local authorities can provide a range of services for children who are 'in need'. Such services are intended to provide support and help to families, including families of children with disabilities and other special needs. (Ref) There happens to be four main types of child abuse: physical abuse, sexual abuse, emotional abuse and neglect. Nevertheless the first objective did not necessarily indicate that the children has been abused, it may lead to help understand and recognise that something is wrong. The second objective highlighted is for Adam, Leanne and Rosie to achieve curriculum within their classes. This Statutory framework in for early years foundation stage (2012)

Section 1, defines what providers must do, working in partnership with parents and/or carers, to promote the learning and development of all children in their care, and to ensure they are ready for school. For Adam, Leanne and Rosie the learning and development requirements are informed by the best available evidence on how they learn and reflect the broad range of skills, knowledge and attitudes they need as foundations for good future progress. Early years providers must guide the development of the three children capabilities with a view to ensuring that they are in their care complete the Early Years Foundation Stage 2012 (EYFS). As well as being ready to benefit fully from the opportunities ahead of Adam, Leanne and Rosie. The EYFS (2012) which is the statutory framework that sets the standards that all Early Years providers must meet to ensure that Adam, Leanne and Rosie learn and develop well and are kept healthy and safe. EYFS promotes teaching and learning to ensure they are ready for school and gives them the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. This is an integral part of the Government's wider vision for Mrs Carey's family in the foundation years. It demonstrates the commitment to freeing professionals from bureaucracy to focus on supporting Mrs Carey's children. Together with a more flexible, free early education entitlement and new streamlined inspection arrangements, this is a step towards a lighter touch regulatory regime. The Government will continue to seek to reduce burdens and remove unnecessary regulation and paperwork, which undermine professionals' ability to protect Adam, Leanne and Rosie and promote their development. (Ref)Mrs Carey can seek exemptions from the learning and

development requirements on behalf of her three children in certain circumstances. Although there are no suspected abused in this objective, but preferable Mrs Carey should have spoken to the teacher about how Adam progression has fallen. As well the concern about the achievement of Leanne who never seem to have books read to her at home. The third objective highlighted is for Adam, Leanne and Rosie to achieve economic well-being and an on-going healthy lifestyle. EYFS (2012) mentions for Adam, Leanne And Rosie in achieving economic well-being and an on-going healthy lifestyle is by having guidelines like food and drink to Early Years providers and practitioners, so they meet the nutritional needs for them who are aged one to five. EYFS (2012) include practical support tools to help the settings practitioners to understand and use these guidelines. The well-being of learners has always been the focus of the inspection process but assumed an even greater significance following the Children Act 2004. In the aftermath of the Victoria Climbié enquiry, there was recognition of the need to bring more coherence to the inspection of services for children. The Act places a duty on children's services authorities to make arrangements through which key partners work collaboratively to improve the well-being of Adam, Leanne and Rosie. Joint area reviews, led by Ofsted, evaluate how well services, taken together, improve the well-being of Adam, Leanne and Rosie and young people in the local area. Where relevant, inspections of individual providers contribute to joint area reviews. Reviews evaluate the extent to which the following five outcomes for children and young people are being met. Being healthy providers contribute to the development of healthy lifestyles in Adam, Leanne and Rosie. Evidence for them will include ways in which

providers promote the following: physical, mental, emotional and sexual health; participation in sport and exercise; healthy eating and the drinking of water; the ability to recognise and combat personal stress; having self-esteem; and the avoidance of drug taking including smoking and alcohol. There should also be assessment of the extent to which appropriate support is available for the Mrs Carey to help achieve these positive outcomes. Maslow describes in his theory of motivation that all humans have different needs. For example, ' physiological needs such as food and shelter through to higher level needs.' This is presented in a hierarchy of needs, which if the individual is able to attain it will help in the ' the process of satisfying human needs'. In doing so, each individual pursues self-attainment; he must first meet the basic need which is at the lowest of the hierarchy. This shows that it is a continuous process for the individual to attain the pinnacle, but he is firstly motivated to fulfil his basic needs as these are vital for survival.

**This means that as soon as one need is met another takes its place – he believed that once a need had been satisfied it no longer served to motivate a person. To meet the higher needs, the most basic had first to be met i. e. the higher needs were supported by the lower ‘ base’ needs. This theory he demonstrated visually by means of a pyramid.**

**As Maslow (1954) put forward his theory of motivation he basis of the theory is that individuals have a series, or hierarchy of needs to motivate them.**

**These range from the very basic physiological needs – food, shelter etc. – through to higher level needs. He said that ‘ The process of satisfying human needs is continuous’.**

**This means that as soon as one need is met another takes its place – he believed that once a need had been satisfied it no longer served to motivate a person. To meet the higher needs, the most basic had first to be met i. e. the higher needs were supported by the lower ‘ base’ needs. This theory he demonstrated visually by means of a pyramid. (Ref)**

The type of child abuse in this section could be neglect. This is indicated by the children not achieving an on-going healthy lifestyle. This lead to recognise that something is wrong and considering that why is it neglect; it is because the mother did not to meet her children’s need in basic physical needs, that resulted in the serious impairment of the child’s health or development. For example not providing adequate food, clothing and shelter (including exclusion from home or abandonment) and protect a the children from physical and emotional harm or danger. The fourth objective highlighted is for Mrs Carey to have some organisation and control of her life

and to gain confidence and esteem. Strengthening partnerships between professionals and parents, ensuring that the new framework uses clear language. When an individual gives too much importance to what others say or feel about them, they automatically devalue their self-worth. Vygotsky (1978) cited in Mooney (2000) about Carey that she has programmed her mind into thinking that she is worthless and that her ideas or opinions are worth nothing, while other people and their ideas are the only ones worth considering. When having such a program in their mind, it only works towards undermining their self-confidence and levels of productivity. This kind of negative thinking process does not allow for any positive outcome. They set themselves up for failure and unhappiness. Individuals with low self-esteem/ self-confidence may often aspire to be someone else; they dress up, speak like and identify with people or personalities whom they consider to be successful, happy or popular. These individuals actually deny or disparage their own existence by trying to be people they are not and never will be. People with low self-confidence conforming to what others expect of them because they want their approval. Their lives are lived based on the desires or aspirations of parents or partners or even friends. If most of the answers are in the positive, the mother needs to reconsider the system of thinking. It is important to understand that when a person rejects ideas, it just means that the person does not subscribe to the views; to take that as rejection of self is personalising another person's opinion. Secondly, finding a place where Mrs Carey is valued and can work in that environment. She needs to understand that her life is her responsibility, and she need to be happy and fulfilled. As well as thinking of what others say about their own lives. Taking



up projects which are in tune with her values and beliefs and where her passion lies. This way is a great way to keep her focus on the task and overcome the fear of rejection and fear of failure. Balancing her life, adopt a win-win formula in relationships with others, a natural give and take will bring back the balance and cause healthy relationships to blossom. Self-confidence is a positive attitude and her abilities. It enables us to face life with all its surprises and handle them well. It comes from having control over self, our thoughts and our... The tape of abuse for Mrs Carey will fall under emotional abuse were the persistent adverse effects on her emotional development. It may involve conveying to her that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on her and limitation of exploration and learning, or preventing her participating in normal social interaction. Some level of emotional abuse is involved in all types of maltreatment of a Adult and child, though it may occur alone. Examples of emotional abuse in sport include subjecting Mrs Carey under consistent pressure to perform to unrealistically high standard as indicated in task two show that she might have been a teenage mother who looks after three children with not enough support.

**Highlight any actual or likelihood of abuse faced by each child, the type of the abuse, and the effects (immediate/long-term) I am Using theory to highlight the needs of the children, and its potential contribution to safeguarding.**

At the heart of the educational process lies the child' (Plowden 1967: 7). This statement from the Plowden Report is significant not only for what it says but also for its position in the Report: it is the first sentence. Compare the 1988 Education Act which states that 'at the heart of the educational process lies the curriculum.' 'Child-centred' education is not new (it can be traced back to Rousseau in the 18th century), but it has always had, as its central theme, the idea that education must begin with the needs and interests of the child. The definition of the children needs is not easy. Katz suggested that 'one of the most salient aspects of the field of early childhood education is the sharp divergence of views among workers and clients concerning what young children " need" as well as how and when these " needs" should be satisfied' (Katz 1977: 69). Maslow (1954) identified three types of need: primary needs (air, food and sleep; emotional needs (love and security); and social needs (acceptance by one's peers). Although hardly a definition, the ideas quoted above do give some idea of what is generally meant by children's needs. The following principles, which draw on findings from task one and two, underpin work with children and their families to safeguard and promote the welfare of children (under section 11 of the Children Act 2004). These principles should be followed when implementing the guidance set out in task two.

## **Extra information Maybe needed...**

This chapter outlines the principal types of child abuse and offers guidance on how to recognise such abuse. Child abuse can be categorised into four different types: neglect, emotional abuse, physical abuse and sexual abuse. A child may be subjected to one or more forms of abuse at any given time. More detail on each type of abuse is given in ...It commonly occurs within a relationship of trust or responsibility and is an abuse of power or a breach of trust. Abuse can happen to a child regardless of their age, gender, race or ability. Abusers can be adults (male or female) and other young people, and are usually known to and trusted by the child and family. There are four main types of child abuse: physical abuse, sexual abuse, emotional abuse and neglect. The abuser may be a family member, or they may be someone the child encounters in a residential setting or in the community, including during sports and leisure activities. An individual may abuse or neglect a child directly, or may be responsible for abuse because they fail to prevent another person harming that child.