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Nota di contenuto	SAFEGUARDING CHILDREN AND YOUNG PEOPLE; Copyright; Contents; List of figures; List of tables; Guidance; Development Activities; Snapshots; About the authors; Preface; Chapter 1 Understanding child maltreatment; Learning objectives; The rediscovery of child 'abuse'; Defining child maltreatment in the twenty-first century; The evidence base; Theories of child maltreatment; The ecological framework; Cross-cultural issues; Children's rights; Summary; Further reading; References; Chapter 2 The multi-disciplinary child protection system; Learning objectives; Core legislation; Guidance What is the difference between legislation and guidance?Mechanisms for effective multi-disciplinary working; Child protection procedures; The importance of agencies working together; Practitioner checklist; Summary; Further reading and references; Chapter 3 Recognising signs of harm and safety; Learning objectives; Home circumstances; Parent/child relations; Child and family/household relationships; Recognising children's experiences of maltreatment; Summary; Further reading and references; Chapter 4 Risk assessment and vulnerable

children; Learning objectives; Risk management in practice  
S.47 or S.17 enquiry? Dimensions of the child's developmental needs;  
Dimensions of parenting capacity; Family and environmental factors;  
Risk management following the initial assessment; Summary; Further  
reading and references; Chapter 5 Diversity and anti-oppressive  
practice in child protection; Learning objectives; Achieving anti-  
discriminatory practice; Examining your own value/knowledge base;  
Culture and ethnicity; Children with complex needs; Summary; Further  
reading; References; Chapter 6 Working therapeutically with children;  
Learning objectives; Thinking therapeutically; Listening  
See the whole child Genuineness, positive regard and empathic  
understanding; Groupwork; Focus on solutions rather than problems;  
Working ethically; Building resilience; Sharing information; Summary;  
Further reading and references; Chapter 7 Working effectively with  
parents; Learning objectives; Parental responsibility; Engaging parents;  
Building partnership with parents; Flexible care and control; Conflict  
and core group working; Working for change; Compliance versus co-  
operation and commitment to change; Family group conferencing;  
Length of time spent working with parents; Summary  
Further reading References; Chapter 8 Going to court to safeguard  
children; Learning objectives; Guiding principles in family proceedings;  
Section 37 enquiries; Police protection orders; The test in  
care proceedings; CAFCASS: The role and power of guardians; ICOS -  
Time-scales; Parental contact; Making a case; Summary; Further  
reading; References; Chapter 9 Staff supervision, support and  
continuing professional development; Learning objectives; Supervision  
in safeguarding children; Assessments and interventions are dynamic  
activities; Power and supervision  
NISW survey of stress and violence in social work workplaces

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### Sommario/riassunto

What does the novice practitioner or the experienced practitioner moving into child care work from another sector need to know to practice effectively? What skills do they need to call on? In this valuable addition to The Social Work Skills Series, Stella Coleman and Corinne May-Chahal bring together their considerable teaching and practice experience to provide a reliable and practical guide to child protection work. Topics covered include: the legal and procedural context the professional context explanatory theoretical frameworks and models of practice

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