

PAP6 Concerning presentations

	CT3			ST4-6	Assessment Methods	GMP Domains
Knowledge	<p>Physical abuse</p> <p>Understand the signs of physical abuse</p> <p>Understand the signs of common injury or illness that may mimic physical abuse</p> <p>Understand the common fractures seen in physical abuse</p>	<p>Sexual abuse</p> <p>Understand the ways in which children might reveal sexual abuse</p> <p>Understand and recognise the signs and symptoms of sexual abuse</p> <p>Understand the importance of seeking help from experienced colleagues in the assessment of children where NAI might be an issue</p>	<p>Neglect</p> <p>Understand the ways in which children may present with neglect</p>		E, ACAT, AA, C, Mi, L	1, 2, 3
Skills	<p>Be able to recognise patterns of injury or illness which might suggest NAI</p> <p>Be able to initiate safeguarding children procedures as per local policy</p>	<p>Be able to institute appropriate safeguarding children procedures if sexual abuse suspected</p>	<p>Be able to refer appropriately</p>		E, ACAT, AA, C, Mi, L	1, 3

<p>Knowledge</p>	<p>Apnoeic episodes as an infant and a presentation of NAI/factitious or induced injury</p> <p>Be aware of this as a possible presentation of imposed airway obstruction and know the indicators that this may be the case</p> <p>Understand the life-threatening nature of imposed airway obstruction</p>	<p>Best Practice</p> <p>Know the relevant national documents which underpin the safeguarding children policy in the emergency setting</p>	<p>Legal framework</p> <p>Understands consent, capacity to take decisions, and confidentiality in relation to children, and is aware of the issues of parental responsibility</p>		<p>E, ACAT, AA, C, Mi, L,</p>	<p>1, 2,</p>
<p>Skills</p>	<p>Refer to an experienced colleague for help</p>	<p>Ability to translate recommendations into appropriate actions on a case by case basis and follow local guidelines</p>	<p>Can engage children appropriately in their own decisions and protects the best interests of the child at all times</p>		<p>E, ACAT, AA, C, Mi, L,</p>	<p>1, 3</p>

<p>Knowledge</p>	<p>Safeguarding children and welfare systems outside of hospitals</p> <p>To have a basic understanding of the roles of other systems in protecting children, e.g. Social Services, the Child Protection Plan, Police Child Protection and Domestic Violence Units, SureStart, Childline, Health Visitors, School Nurses, Area safeguarding children Committee, Community Paediatricians</p>	<p>Categorisation of safeguarding children and welfare issues</p> <p>Understand the types of issues and terminology to describe these issues, e.g. physical/sexual/emotional and neglect or induced illness (FI), looked-after children, children with special needs or learning difficulties</p>	<p>Ability to identify children in need</p> <p>Know the range of conditions presenting as a symptom of NAI or psychological distress, e.g. deliberate self harm, aggression or risk-taking behaviour, recurrent abdominal pain, headaches or faints, recurrent attendances in young children</p>		<p>E, ACAT, AA, C, Mi, L</p>	<p>1, 2</p>
<p>Skills</p>	<p>To respect the roles of these other agencies and use them appropriately</p> <p>To be aware of local agencies available, including the voluntary sector (e.g. drug and alcohol support)</p>	<p>Accurately identify such problems in children at risk and be able to convey concerns to others</p>	<p>Reliably picks up clues which should give rise to concern</p> <p>Refers concerns on in all cases</p>		<p>E, ACAT, AA, C, Mi, L</p>	<p>1, 2, 3</p>

Knowledge	Documentation of concerns Knows national guidance on how much documentation is required	Infants at risk Know which infants are most at risk	Toddlers Have a basic understanding of common problems e.g. toddler tantrums, food refusal		E, ACAT, AA, C, Mi, L,	1, 2
Skills	Reliably documents concerns, conversations with other professionals, and detailed descriptions of history or examination findings as appropriate.	Can identify such infants in the emergency setting, e.g. excessive crying, infants with fractures, social circumstances which increase risk	Refers problems back to the primary care team appropriately		E, ACAT, AA, C, Mi, L	1, 3
Knowledge	Schooling To have an awareness of the effect of bullying, truancy, and work pressure upon children				E, ACAT, AA, C, Mi, L	1
Skills	Reports concerns to the school or school nurse, and involves parents where appropriate				E, ACAT, AA, C, Mi, L APLS/EPLS,	1, 3