

Foundation Training - WEBINAR

**Thank you for joining us:**

**Safeguarding Children and Young People (Wales)**



Creating safer places. Together.

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**Before we start**



2.5 hours with a short break



Copy of slides available after the session



Webcam and microphones



Sensitive and confidential



Chat facility



Get support



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**About you**



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### Our Mission




Equip



Empower



Encourage



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### Our biblical mandate

‘Speak out on behalf of the voiceless, and for the rights of all who are vulnerable.’



Proverbs 31:8 (CEB)



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**Core course content and learning objectives**

<b>Module 1</b> The safeguarding task and legal framework	<b>Module 2</b> Signs, indicators and the effects of abuse
<b>Module 3</b> Responding to concerns and taking action	<b>Module 4</b> Safeguarding culture and safer practice

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**Module 1:**  
The safeguarding task and the legal framework

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**In this module we will explore:**

- Shifts in understanding and terminology
- Legislation and guidance
- What is abuse and who are the perpetrators?
- Approaches to safeguarding

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### Safeguarding landscape

A horizontal timeline with five points: 1960's (raised fist icon), 1970's (speech bubble icon), 1980's (group of three people icon), 1990's (gender symbols icon), and Present (mobile phone icon). The 'thirtyone: eight' logo is in the bottom right corner.

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### Where are we now?

Think for a minute about what you see and hear in the media. What is influencing the safeguarding landscape?

A blue icon showing a speech bubble with an upward-pointing arrow and a circular arrow, symbolizing media influence and communication.

- Independent Inquiry into Child Sexual Abuse (IICSA)
- Adult survivors of abuse speaking out
- Comprehensive research and data
- Social media, hybrid church
- Diversity and inclusion

The 'thirtyone: eight' logo is in the bottom right corner.

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### Safeguarding is everyone's business

"For faith-based organisations, getting this right can be challenging but it must be at the heart of everything they do. Recognising the risks and understanding that abusers can hide in plain sight is more than a tick-box exercise, it's about culture and behaviour."

Paul Burstow, Chair SCIE

The 'thirtyone: eight' logo is in the bottom right corner.

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### Legislation and guidance

Working Together to Safeguard Children 2018	Safeguarding Vulnerable Group Act 2006
Children Act 1989 and 2004	Charity Commission Guidance 2017



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### Legislation and guidance (Wales)

Social Services and Well Being (Wales) Act 2014	Working Together to Safeguard People 2018 Vol 5 and 6
Wales Safeguarding Procedures App and Website	National Outcomes Framework for People who need care and support



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### Key areas of difference in Policy and Practice

**Children**

- Financial Abuse
- Removal of the defence of reasonable punishment
- Children's Rights central to Welsh Government function

**Children and Adults**

- Safeguarding People
- National Well Being Outcomes Framework
- Regional Safeguarding Boards
- National Independent Safeguarding Board



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### Categories of abuse

A diagram with five dark blue rectangular boxes arranged in a cross shape. The top box is labeled 'Physical', the middle box 'Emotional', the center box 'Financial', the bottom-left box 'Sexual', and the bottom-right box 'Neglect'. The boxes are set against a white background with a teal triangle in the bottom right corner. The 'thirtyone: eight' logo is in the bottom right corner of the slide.

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### Additional considerations

- Online crimes and abuse
- Child Sexual Exploitation (CSE) and trafficking
- Child Criminal Exploitation (CCE)
- Domestic abuse (including coercion and control)
- Child Abuse Linked to Faith or Belief (CALFB)
- Radicalisation
- Self harm
- Gender identity

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### Who should we be concerned about?

- When you think about abuse, who do you think are the perpetrators?
- What sort of people abuse children?

An icon consisting of three stylized human figures in dark blue. One figure is in the center, slightly taller, with two smaller figures on either side. The figures are simple shapes with circular heads and rectangular bodies.

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### Perpetrators of abuse

- Rarely strangers
- Male and female
- Children and adults
- People in positions of trust
- All backgrounds; irrespective of race, faith or culture

Anyone can be a perpetrator of abuse but not everyone is!



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### Healthy safeguarding culture

- Safeguarding is always on the agenda across the organisation.
- Firm commitment to play your part.
- Maintain a sense of perspective.
- Be prepared to "Face the Unthinkable".
- Be aware of your own limitations.



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### Any questions?



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**Module 2:**  
Signs, indicators and  
effect of abuse



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**In this module we will explore:**

- Significant harm
- Signs and indicators of abuse
- The challenges of identifying abuse
- Grooming and the power of secrets
- Long term effects of abuse



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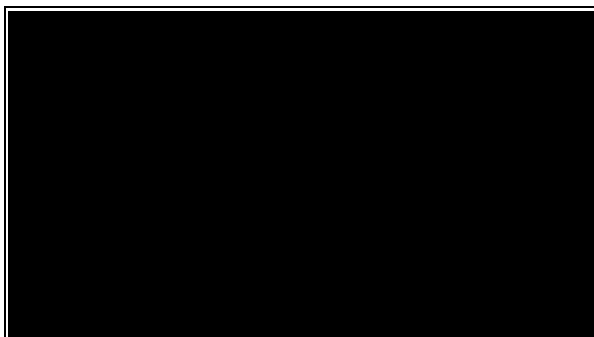
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### Significant harm

- A single traumatic event e.g. violent assault or;
- A series of events, both acute and long standing.
- Context of the wider family environment.
- Any additional needs such as a disability, medical condition or communication impairment.
- Parent/carer's capacity to meet child's needs.



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### Signs, indicators and the effects of abuse

- Children will be children. They can get all sorts of ailments, bumps, scratches, bruises and even broken bones through the natural course of life.
- Poor mental health in children is on the increase with reports of self-harm, anxiety and depression becoming a major issue.

When should alarm bells ring or what might cause suspicions?



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### Case scenarios

Read/listen to the case scenario given to you by your trainer:

- What, if any, are the indicators or signs of abuse?
- Can you identify the category/categories of abuse?
- What would your initial thoughts or concerns be?



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### Scenario 1 - George

George is 7. He has been attending your church with his Grandma and Grandad, Mr and Mrs Brown, for several weeks. Mr and Mrs Brown are long-standing members of the church. Mrs Brown volunteers in the Sunday school with the children. Last week, whilst Mrs Brown was on duty in the Sunday school, George and some other children were running around at the end of the session waiting for parents to collect them. George declared he was hot and pulled his jumper off. There were noticeable bruises on both arms. Mrs Brown ran over to him quickly and barked, 'put your jumper back on!' A worker then saw Mrs Brown take George aside and tell him quietly that he must always keep his jumper on.



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### Physical abuse

Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child.



- Injuries not consistent with an explanation
- Injuries to unexposed parts of the body
- Lack of medical attention/untreated illnesses



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### Scenario 2 – Noah & Jack

Noah and Jack are twins aged 2, the youngest of 5 siblings. The other children are aged 16, 9 and 5. As a family they are very well known to the church. Both the parents, Jim and Sally, were actively serving in the church until last year when they separated. Sally says that Jim, 'just left and she has no idea where he has gone'. You have noticed a significant change in all of the children but a creche worker has reported concerns about Noah and Jack in particular, stating that they have been coming to the creche wearing dirty clothes, they are quite smelly and that during snack time, they are stuffing biscuits into their mouths as if they haven't eaten for days, always asking for more when they have finished.



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### Neglect

Persistent failure to meet a child's basic and/or psychological needs, likely to result in the serious impairment of a child's health or development. This may also include neglect of the unborn child



- Under nourishment
- Failing to thrive
- Failing to prevent a child from harm




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### Scenario 3 - Grace

Grace is 15, she attends youth club on a Thursday night. She is a quiet and shy girl and only ever talks to one other girl whom she knows from school. During an adult-led group discussion, the topic is about Jesus' love. As the young people share, Grace starts to cry and runs out of the room. A worker goes after her and then Grace shares, 'How can Jesus love me? My family doesn't even love me. They say I'm ugly and fat and they laugh when my younger brother calls me stupid. They hate me. I hate myself. I wish I was never born.' Grace goes on to tell you that she tried to take an overdose but when that didn't work, she started to cut her arms.




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### Emotional

Persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on his/her emotional development.



- Conveying to children they are worthless, unloved or inadequate.
- Inappropriate expectations for their age or development.
- Causing children to feel frightened or in danger.




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### Scenario 4 - Tunde

Tunde is 10, he is an only child who lives with his mum. He comes to church sporadically some Sundays but every school holiday he always attends the church holiday club. You know that his mum does full-time shift work at the local shop. Sometimes her shifts are in the evening, so she often asks her brother to come and babysit Tunde. At the last holiday club, you overheard Tunde talking to another boy of a similar age, showing off a brand-new mobile phone and saying that his uncle gave it to him. Near the end of the session, the other boy tells a worker that he saw lots of naked pictures of Tunde on the phone and that it makes him feel worried because he has always been told that it is not good to take naked pictures of ourselves because bad people might get hold of them.



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### Sexual

Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.



- Any sexual physical contact or touching.
- May involve children looking at adult sexual content.
- May involve children having their photo taken or being filmed for the production of abuse images.



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### Financial Abuse

This category will be less prevalent for a child, but indicators could be:

- not meeting their needs for care and support which are provided through direct payments;
- or
- complaints that personal property is missing.



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### The challenges of identifying abuse

- We live in a multi-cultural society.
- Families live and parent differently.
- The impact or implications for disabled children or children with additional needs.
- It's essential to understand the families with whom we work.
- We must never justify abuse or harmful actions of others.



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### Coffee break



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### Coffee break

# 5:00



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## Grooming

Take a few minutes to consider the following:



- When you hear the word grooming, what comes to mind?
- Do you think some children and young people are more vulnerable to being groomed than others?



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## Grooming

- Identifying vulnerable children.
- Befriending the network around the child.
- Building 'special', often exclusive relationships.
- Physical contact which increases over time.
- On-line grooming.



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## Online grooming

- Befriending with a view to ill intent.
- Predominantly results in sexual harm.
- The grooming process is often much quicker online than offline.
- Offenders may seek to elicit personal information or images.



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### The power of secrets: why people don't tell?

- They may have tried before.
- Scared of the consequences.
- Think they are to blame or that it's 'normal'.
- Feel embarrassed and ashamed.
- Fear they may split the family apart.



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### Long term effects

- The effects of abuse can last for many years.
- Children may grow up finding it difficult to trust or interact with peers and adults well.
- Forgiveness is not an easy concept for children.



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### Any questions?



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**Module 3:**  
Taking action



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**In this module we will explore:**

- The importance of understanding your unique role
- The role of the safeguarding coordinator
- How to respond to concerns, suspicions or a disclosure of abuse
- The role of the statutory authorities



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**Your unique role**

- Position of trust.
- Only port of call for a child or young person.
- You may witness or hear something untoward.
- Every situation will be different.
- Always think, which hat are you wearing?



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## Accountability

Consider your church/  
organisational structure:

- Are there clear lines of accountability in relation to safeguarding?
- Ultimately, where would the final responsibility rest if something goes wrong?



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## The role of the safeguarding coordinator

- First port of call.
- Ensure that appropriate policies exist.
- Have contact details of key organisations and helplines.
- To be an advocate/voice for children and young people.
- To liaise with the statutory authorities.



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## Responding to concerns & suspicions of abuse

Some factors may add an additional layer of complexity and can sometimes create a dilemma:

- Age of the child
- Dependence on sole carer.
- Additional learning, social or communication needs.
- Needs assistance with personal care.
- Isolated living conditions.



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Receiving a disclosure



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**Responding to disclosures**

- Don't ask questions - simply reflect back.
- Show acceptance and keep calm.
- Don't promise confidentiality.
- Write detailed notes as soon as possible.
- Pass information on to your safeguarding coordinator.
- Get help and support for yourself.

Don't be tempted to investigate concerns yourself.

**RECOGNISE, RESPOND, RECORD, REPORT  
REFLECT**

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### The roles & responsibilities of the statutory authorities

- Children's Social Care/Social Services- Early Help
- Local Safeguarding Partnerships (SPA's previously LSCB)
- Multi Agency Safeguarding Hubs (MASH)
- Local Authority Designated Officer (LADO)
- Child & Adolescent Mental Health Service (CAMHS)
- Police - Child Abuse Investigation Team (CAIT)




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### Discussion

Return to the case study you explored in Module 2.

Begin to unpack this a little further and think about how you might respond, what action you might take and who might you speak to.




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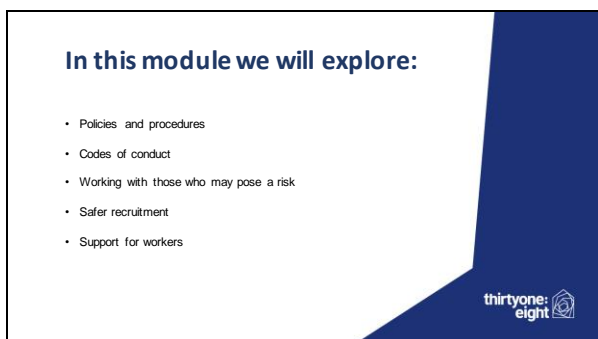
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## Policy, procedures, codes of conduct



- A safeguarding policy is an essential document.
- Policies and procedures should reflect the nature of the work specific to YOUR church/organisation.
- Codes of Conduct set out the way everyone should work and behave in their role.



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## Taking care - touching

Don't assume good practice is common sense.

### Useful Tips:

- Keep everything in public.
- Related to child's needs/age appropriate.
- Avoid activity which could be construed as sexually stimulating to adult or child.
- Monitor and challenge if necessary.



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## Accountability



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**Accountability**

- Is a personal responsibility.
- Always ensure you know to whom you are accountable.
- Be transparent in all you do.
- Keep team members/line managers informed of your whereabouts and activities.
- Debrief and record your actions.

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**Working with those who may pose a risk**

- Regular members of the congregation or known offenders.
- Covenant of Care/supervision contract
- Designated pastoral care and oversight.
- Liaison with outside agencies if appropriate.

More is covered in our Advanced Course –  
Assessing and Managing Risk

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## Safer recruitment

More is covered in our Advanced Course -  
Safer Recruitment for Churches and Faith  
Based Charities

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## Support for workers

- Training
- Teamwork
- Time to talk and debrief

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## Where to find further information...

Thirtyone: eight Online Safeguarding Manual (Wales) / Safeguarding Héplíne

**Legislation:**  
Social Services and Well Being (Wales) Act - <https://socialcare.waleshub24.org.uk>

**Guidance:**  
Working Together to Safeguard People - <https://socialcare.waleshub24.org.uk/guidance>  
National Well being Outcomes Framework - <https://gov.wales/social-care/personal-outcomes-framework>

**Procedures:**  
Wales Safeguarding Procedures - <https://www.safeguarding.wales/>

**Organisations:**  
National Independent Safeguarding Board - <http://safeguardingboard.wales/>  
Children in Wales - <https://www.childreninwales.org.uk>

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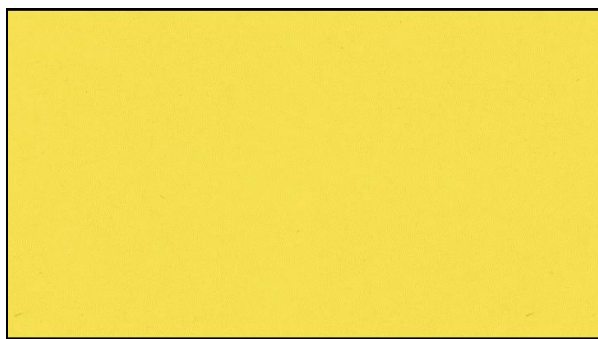
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## Summary and key messages

- Safeguarding is everyone's responsibility.
- There is no immunity.
- Everyone needs foundational awareness of abuse.
- Safeguarding coordinators/leads play a key role.
- It's essential to develop a safeguarding culture across the whole organisation.
- Getting it right is a journey.



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If there's one thing I've learnt...



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Your feedback is important to us!



Please complete the online feedback form which will be emailed to you – thank you!



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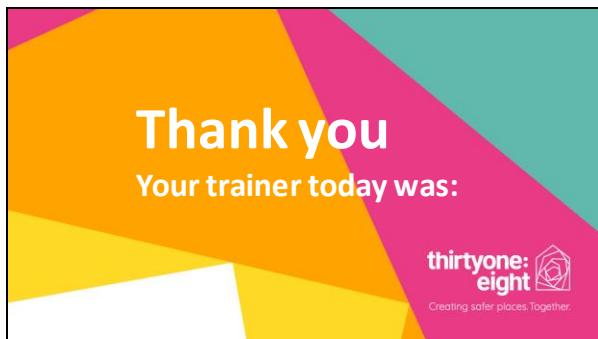
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