

Safeguarding Children and Young People



1

Introductions



2



**2.5 hours
2 short breaks**



**Link for slides and
handbook**



**Webcam and
microphones**



**Sensitive and
confidential**

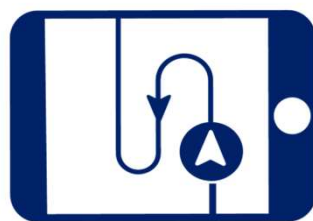


Get support



Chat facility

3



**0303 003 1111 - Option 2
helpline@thirtyoneeight.org**



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Our Focus:

Safeguarding



Children and Young
People



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Why this matters:



Children



Targeting



Law

8



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Victim-Survivor:

“

I wanted them all to notice and to ask me what was going on.

”

10

Categories of abuse



Physical

Emotional

Neglect

Sexual

**Financial
(Wales Only)**

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Signs and indicators



Changes



Absence



Injuries



Interactions



Comments



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Case Scenarios

1. Concerns and clues?
2. Categories?



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Scenario 1 – Josh

- 12 years old, attends youth group
- New clothes and change in behaviour
- Cut and bruise on face

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Scenario 2 – Awusi

- 15 years old, attends homework club
- Red marks on palms of her hands
- 'If we step out of line, we get caned'

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Scenario 3 – Maeve and Nora

- 4-year-old twins, attend your Sunday kids' group
- Look really tired, fell asleep in session
- Couldn't sleep because of 'shouting and crashing'

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Scenario 4 – Charles

- 9 years old, attends your children's group
- Parents treat him and brother very differently
- 'I've got the evil in me. He's a good boy.'

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Scenario 5 – Logan

- 3 years old, comes to your foodbank with family
- Doesn't make eye contact or smile like he used to
- Clothes and wheelchair stained and dirty

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Scenario 6 – Layla-Rose

- 5 months old, comes to stay and play
- Marks on inside of her arms and side of head
- 'There have been a few accidents recently'

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Scenario 7 – Halima

- 8 years old, attends your girls' group
- Tearful and withdrawn, long bathroom visits
- Aunt and teenage cousin recently moved in

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Scenario 8 – Dylan

- 15 years old, attends summer sports club
- Was confident and chatty, now withdrawn
- 'It's too shameful. I've got myself in a bit of a mess'

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Pause and consider:

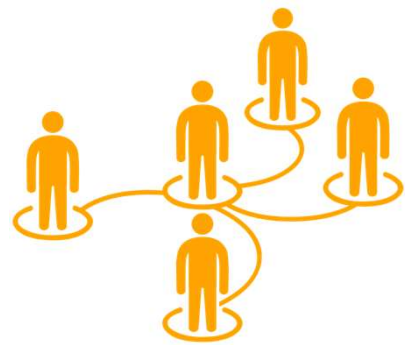
What other ways might children and young people experience harm and abuse?



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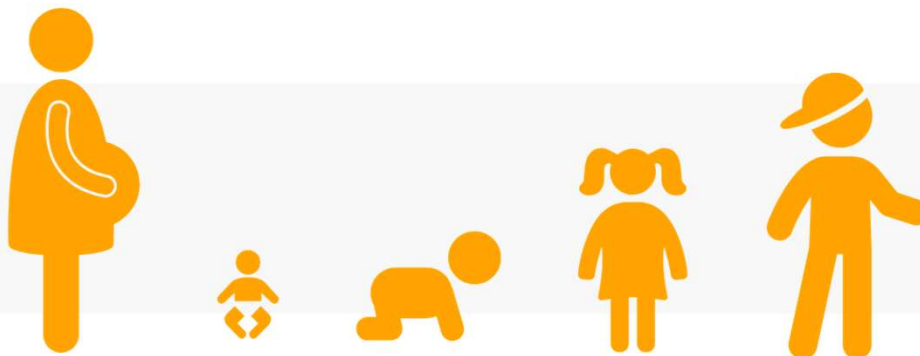
Contextual safeguarding

- All environments matter
- Can increase risk or protect
- Bigger picture = better outcome



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Increased vulnerability



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Key Action: Recognise



Familiarise yourself with types of harm, signs and indicators

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26

5:00

27



2. Respond

28

Victim-Survivor:

“

If just one person I trusted had taken the time to sit with me and ask, it might have taken a while, but I would have told them.

”

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Responding well – Poll

Are the given responses helpful or unhelpful?



30




Responding well – Do...

-  Be caring and curious
-  Listen actively
-  Keep calm
-  Reassure and reaffirm



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Responding well: Don't...

-  Promise secrecy
-  Excuse, minimise or blame
-  Investigate or act alone



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Scenario – Children's Volunteer

- Spending extra time with a couple of children
- Close physical contact
- Offered to take a child home

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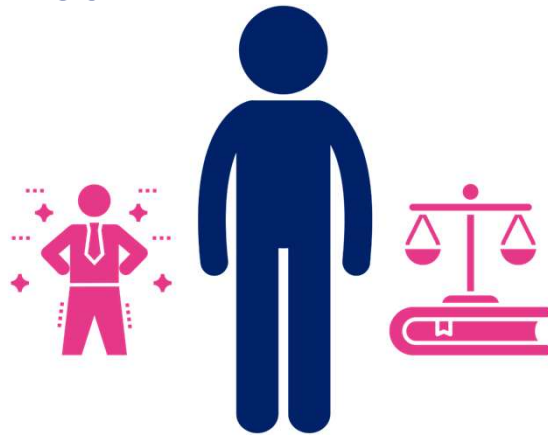
Grooming

- | | |
|--------------------------|----------------------------|
| ➤ Identify vulnerability | ➤ Desensitisation to touch |
| ➤ Trust and access | ➤ Isolation |
| ➤ Increased contact | ➤ Power and control |

Respond: pass on your concerns

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Responding to the abuse of a 'position of trust'



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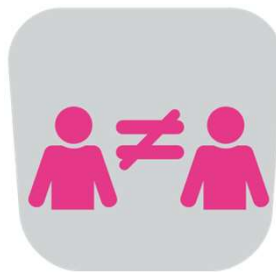
The challenges of responding well



Fear of getting it
wrong



Concern for existing
relationships



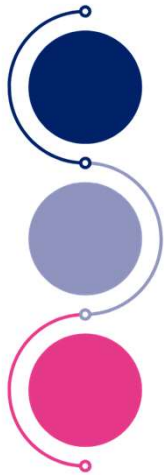
Power
dynamics



Painful to
acknowledge

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Why we need to respond well



Physical, emotional, social impact

ACEs and Trauma

Hope through intervention and support

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Key Action: Respond



How do / can you keep the child at the centre of your responses?

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Victim-Survivor:





“

I don't remember him saying 'you mustn't tell anyone about this'...but I just thought - how could I possibly tell my parents, for example?

”

40

Why they didn't tell me...

-  Silencing and fear
-  Taught that it's 'normal'
-  Feel shame or guilt
-  Don't have the language

Record observed indications



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Recording disclosures or concerns



Who, what, where,
when



Child's own
words



Clarify, don't
lead

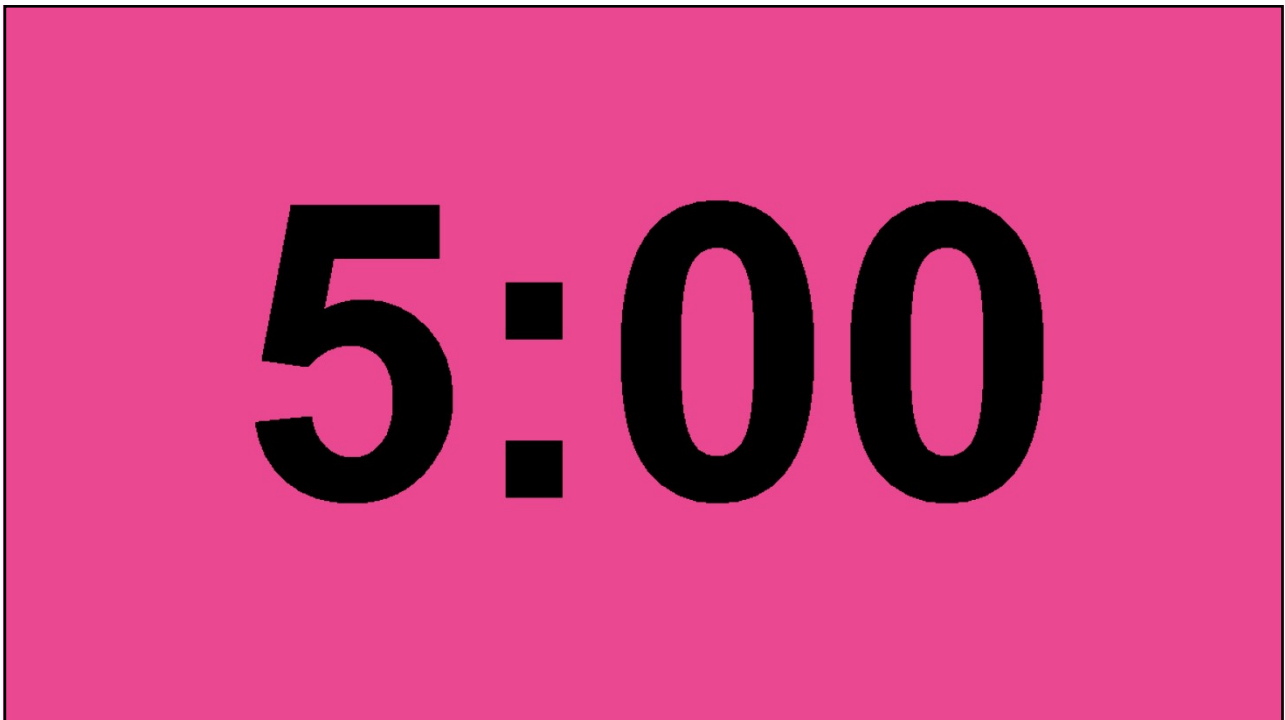


Record quickly and
pass it on

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Scenario – 1st Wednesday of the month

- Wins board game, another child cries
- Hitting himself
- “I’ve got to get it out...”

45

Scenario – 3rd Wednesday of the month

- Jonathan has new clothes
- Charles has same clothes
- Hot chocolate on t-shirt from last week

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Scenario – 4th Wednesday of the month

- Unable to concentrate
- Looks exhausted
- Upset and confused

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Importance of recording

- Show patterns
- Form evidence
- Collaborate with others

A child can be kept safe



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Key Action: Record



Record **all** concerns quickly and accurately

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4. Report



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Victim-Survivor:

“

When I reported the first incident I got laughed at. I just got laughed at ... there was nowhere really for me to turn.

”

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Worried? Report your concern

- Talk to your safeguarding lead
- Emergency – phone 999
- Helplines
- Still worried? Keep reporting and escalate



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Role of the safeguarding lead



Vital role



Varied titles







Individual or
team



They need you!

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Considerations and challenges

-  Never address the abuse with the alleged perpetrator
-  Talking to parents and carers
-  Consent and confidentiality
-  Safeguarding is everyone's responsibility



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Key Action: Report



Talk to your safeguarding lead

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5. Reflect



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Reflect to safeguard everyone

- What works well?
- Reduce risk
- Safeguarding children and ourselves



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Victim-Survivor:

“

I am still alive ... I am a survivor ... this is why I am speaking to you.

”

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Reflection exercise:

Picture your context.

Reflect on the following questions...



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Key Action: Reflect



Reflect honestly with your team

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Review of learning:



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I have learnt.....



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Your feedback is
important to us



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thirtyone:eight
Creating safer places. Together.

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