

Managing Allegations and Perpetrators



1

Introductions



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**2.5 hours
2 short breaks**

**Link for slides and
handbook**

**Webcam and
microphones**

**Sensitive and
confidential**

Get support

Chat facility

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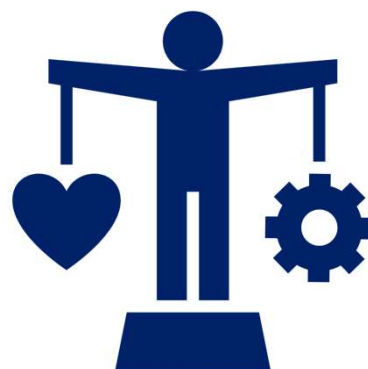


**0303 003 1111 - Option 2
helpline@thirtyoneeight.org**

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Course aim:

Know how to balance an 'open-door for all' with appropriate boundaries.



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What we mean by...:

Managing

Allegations

(and) Perpetrators



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Abusive behaviours are:

Physical, verbal or psychological acts that violate an individual's human and civil rights. Some abuse constitutes a criminal offence.

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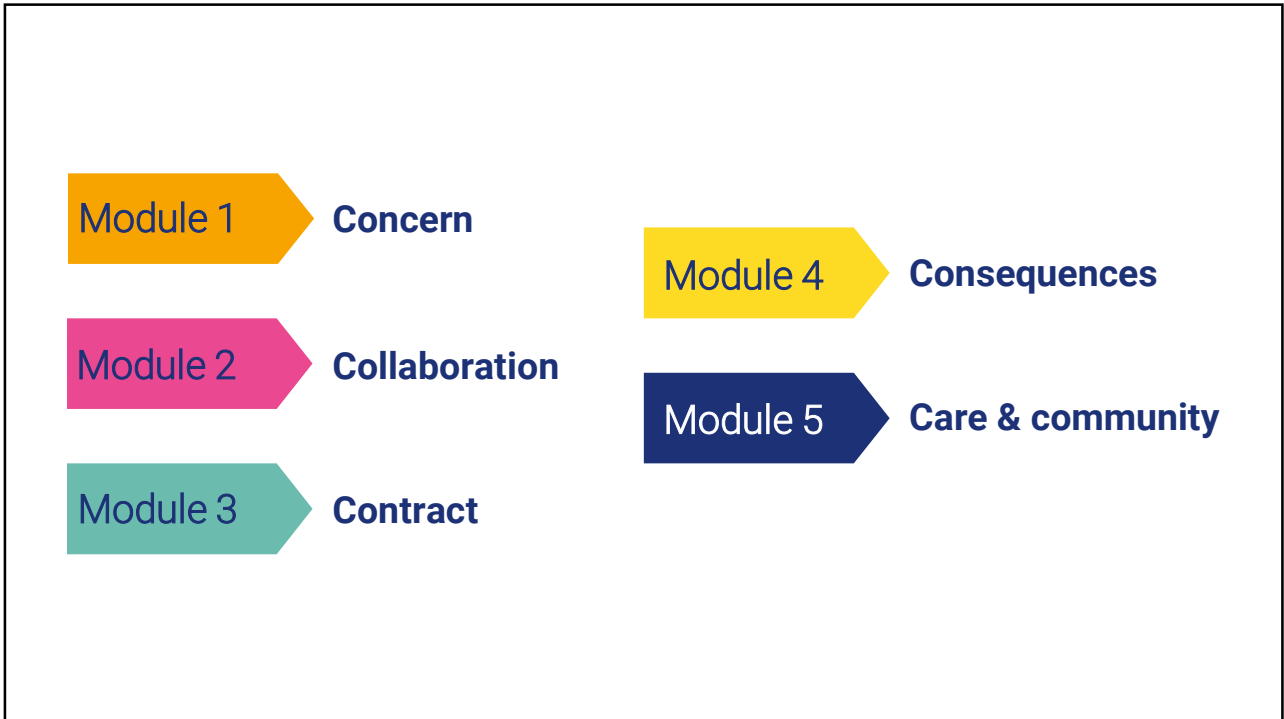
Survivor voice:

“

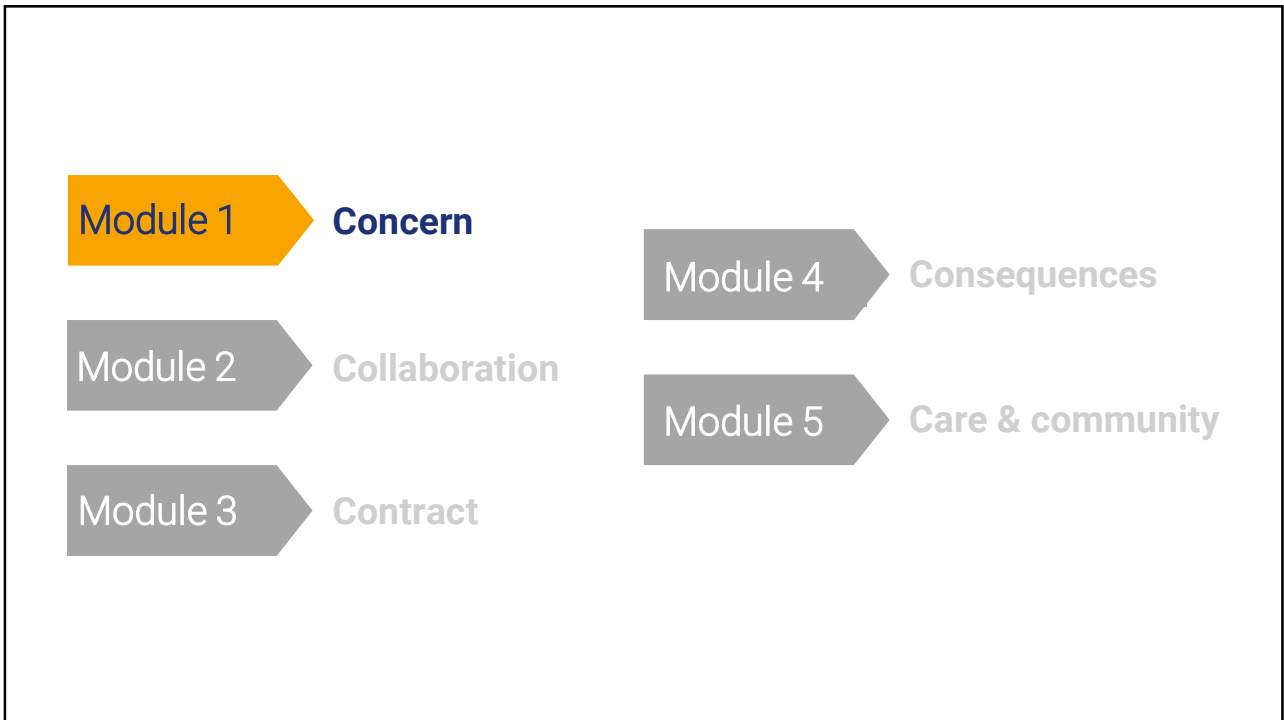
I am horrified by your ability to flit between what you did and normal, everyday actions.

”

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In this module:

- Becoming aware of allegation/conviction
- Known Offenders
- Role & responsibility



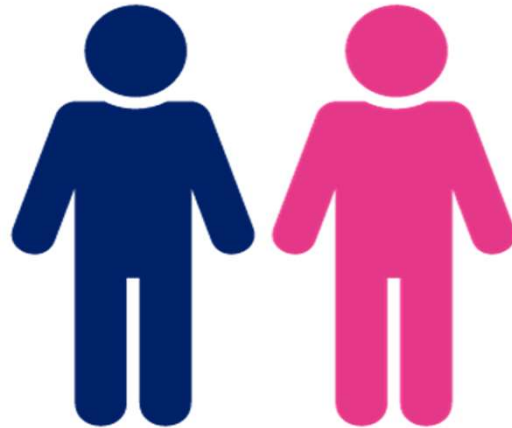
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How might we become aware of allegations?



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Whose behaviour might we need to be concerned about?



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Responding to allegations

- Follow your policy
- Record and report
- Acknowledge challenges
- Support for all

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Status of concerning behaviour:

Regardless of legal status, we need to manage the situation well.



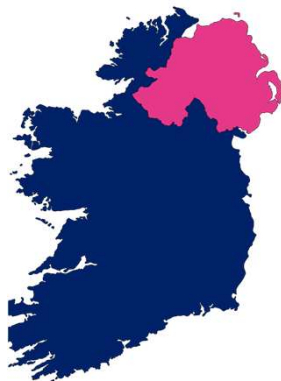
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Serious offences:

MAPPA



PPANI



MAPPA
Scotland



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Identifying and assessing the relevance of an offence: A note on recruitment

- Nature of the role
- Circumstances of the offences
- Background of the offences
- and/or other relevant information

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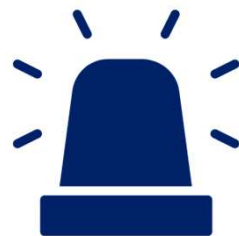
Concerns: Your role and responsibility



Record keeping



Maintain confidentiality



Liaise with statutory bodies

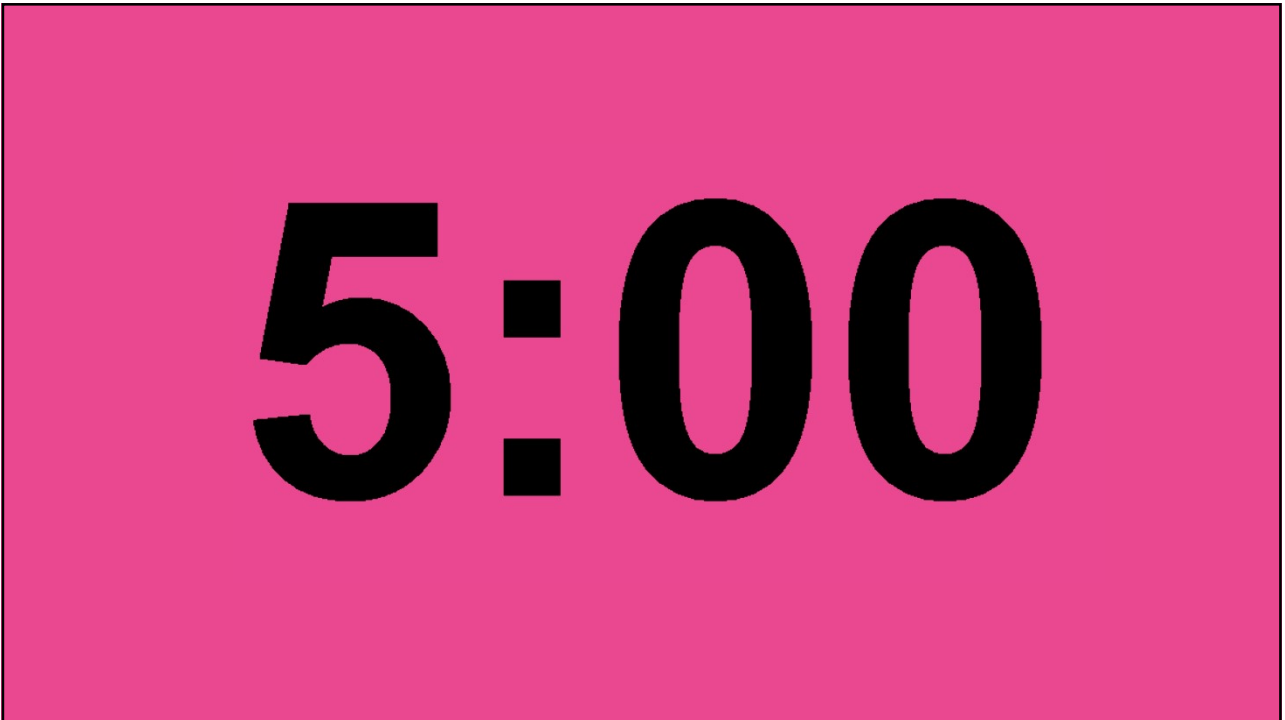


Identify key people internally

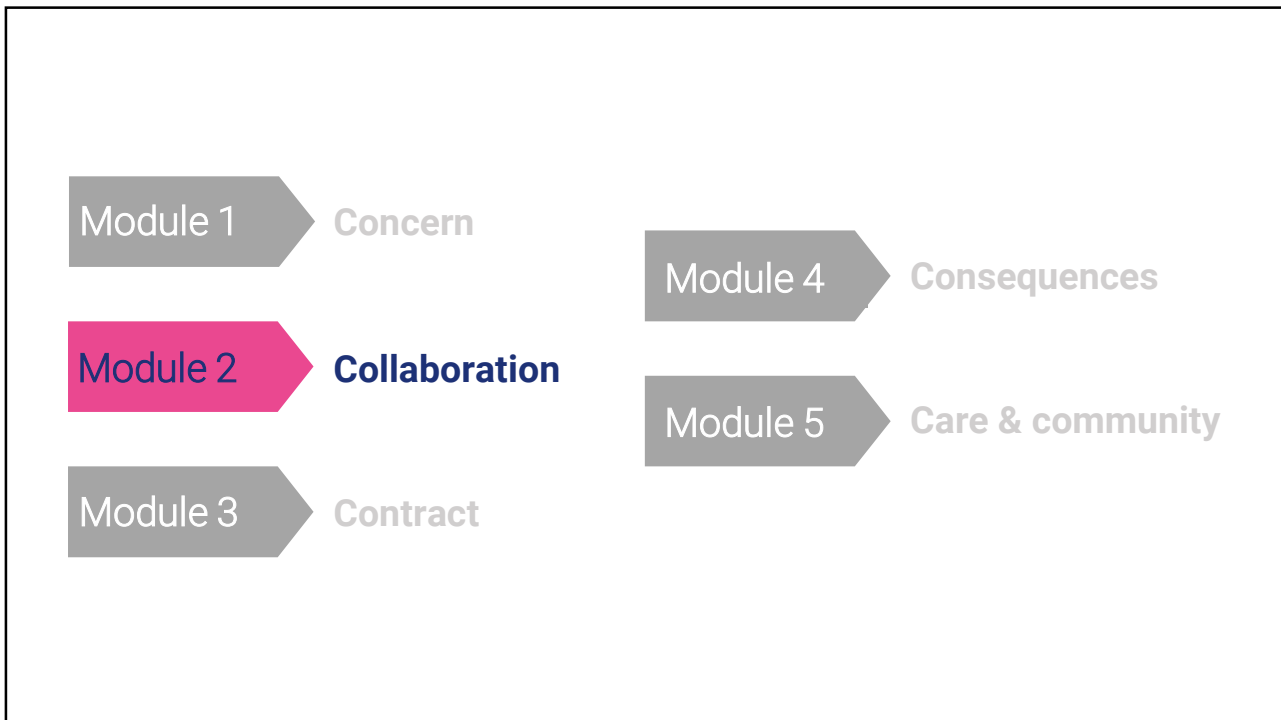
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In this module

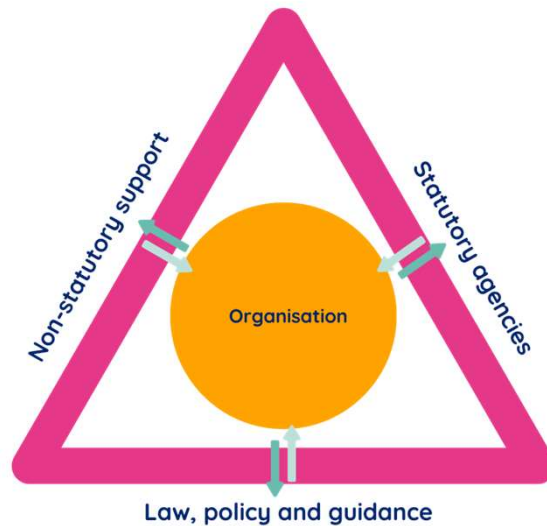
- Statutory supports & their
- Alternative support
- Role & responsibility



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We never do safeguarding alone!

Specialist charities (e.g.
Thirtyone:eight, Unlock, NIACRO,
NACRO, POPS, etc)
Prison Fellowship
Families Outside
Other local community support



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Scenario - Initial phone call

- Wants to attend your church/organisation
- Attends probation services in the locality
- Conviction of violence & sexual behaviours

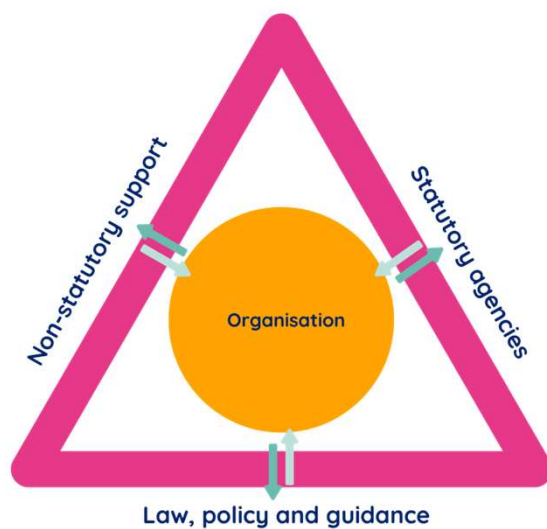
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Case Scenario

1. What are your initial thoughts/concerns?
2. Who in your church/organisation might need to be made aware?
3. What further information do you need?

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We never do safeguarding alone!



Police Service:
 Neighbourhood Police Team
 Youth Justice
 Probation Services
 Health and Social care

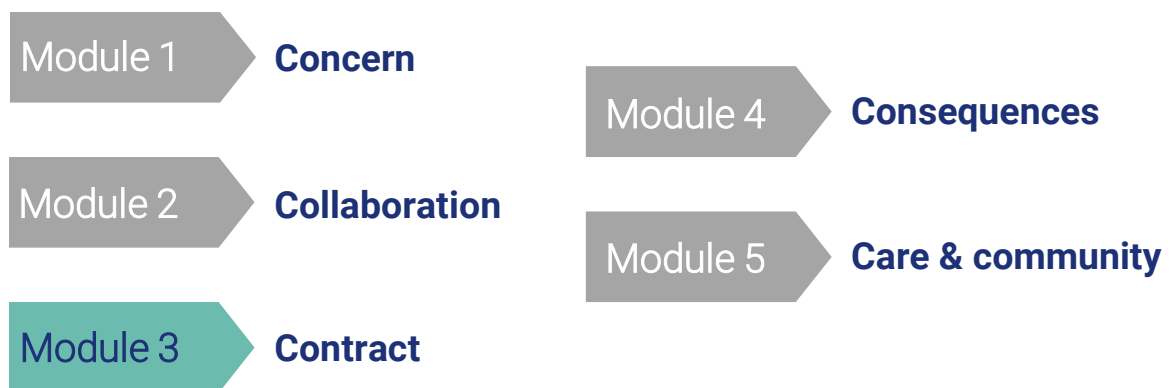
Government/law makers & Professional bodies

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Collaboration: Your role and responsibility



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In this module:

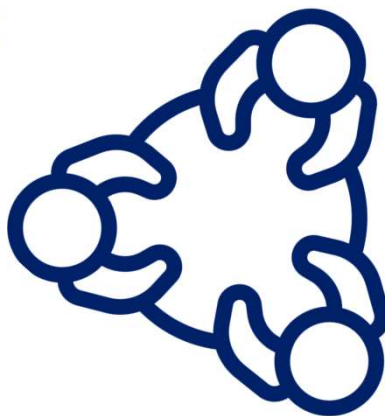
- Risk assessment
- Written agreements – aka contracts



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Key players:

The person who may pose a risk



Probation/criminal justice or other statutory agencies

Representative from your organisation

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Risk assessment

“

A good assessment is the basis of an intervention plan [contract].

– Social work with sex offenders

”

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Key elements of risk assessments

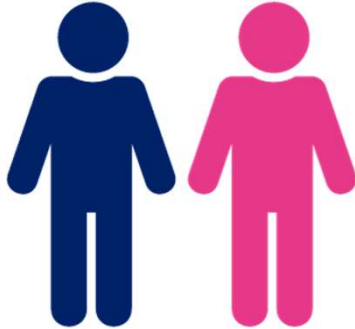


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Case Scenario - Choose 1

SAM

- haviour is clear, and subject is compliant
- Ideal for places of worship



ANNIE

- haviour is unconfirmed and non-recent
- Ideal for most organisations

What might a risk assessment look like for Sam/Annie?

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Scenario option 1 - Sam (Pt 2)



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Scenario option 2 – Annie PT1



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Contracts – written agreements



*To be in the written agreement, but discussed in modules 4 and 5

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Case Scenario - Sam/Annie

Written agreements



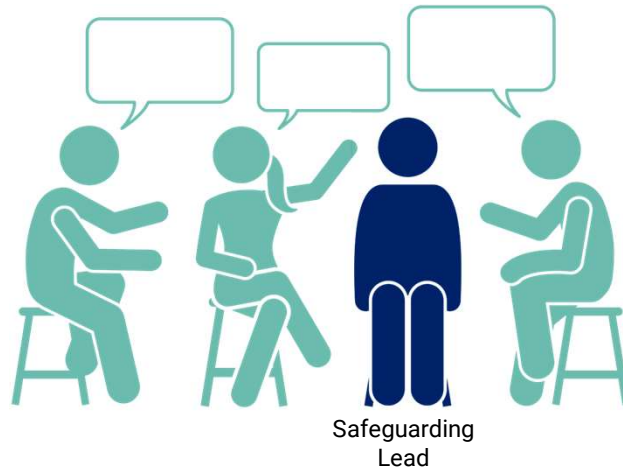
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A note on the voice of the individual:



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Confidentiality ≠ secrecy



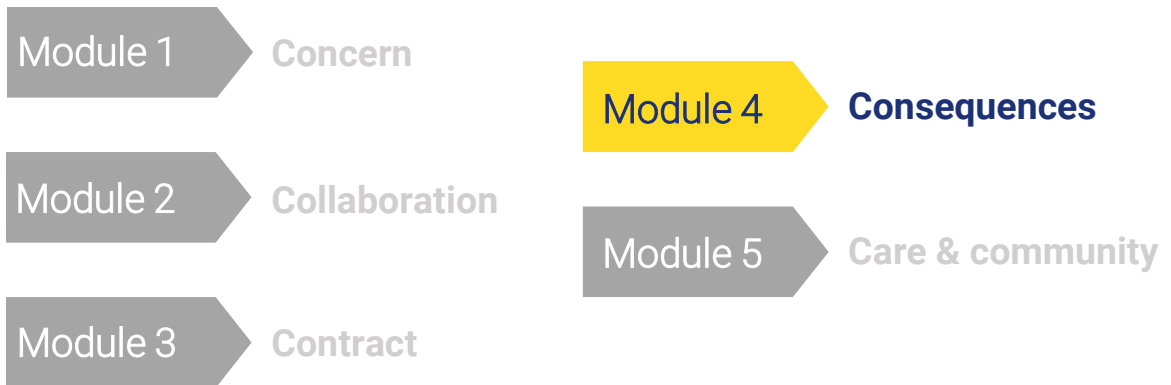
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5:00

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In this module:

-  Dealing with non-compliance
-  Pre-agreed consequences
-  Role & responsibility



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Non-Compliance

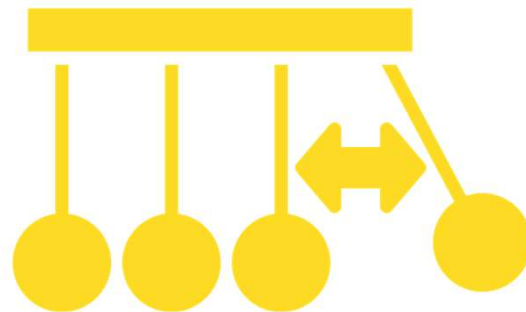
- Identify and record the behaviour
- Clear Communication
- Enforcing the consequences

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Consequences:

Convictions

Non-Convictions



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Case Scenario - Sam/Annie

1. What are your concerns?
2. Who do you need to inform?
3. What consequences could there be?

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Scenario option 1 – Sam (Pt 3)

- Non-attendance
- No longer communicating
- Possible relationship



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Scenario option 2 – Annie (pt2)

- Returned to volunteering
- Behaviour contract in place
- Breach of the behaviour contract



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Survivor voice:

“

The abuse [was] ‘an exercise of power over someone who had none’

– Laura-Jane
Independent Inquiry into Child Sexual Abuse

”

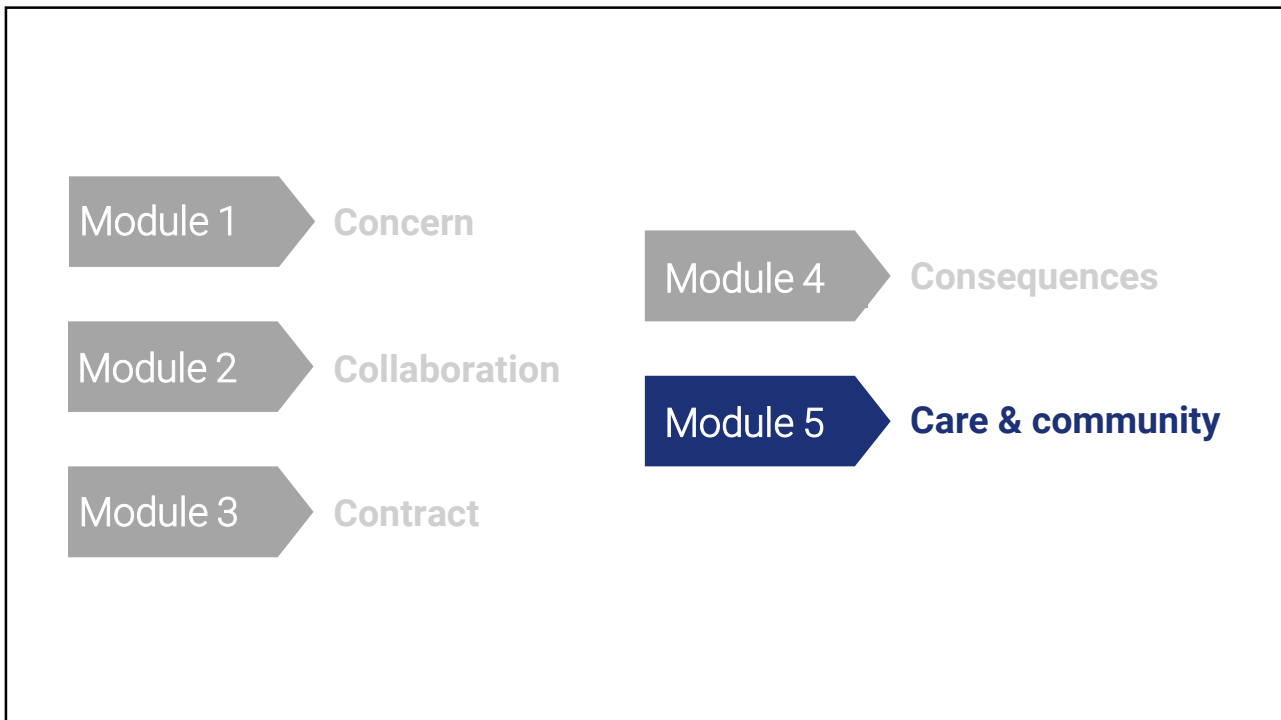
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Consequences: Your role & responsibility

 Be consistent Pass on information Enforce consequences

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In this module:


- Protective factors
- Support and community
- When the situation is 'unmanageable'

A photograph showing a woman with glasses hugging another woman in a group setting. They are both smiling and appear to be in a supportive environment. Other people are visible in the background, some sitting and some standing.

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Finklehor's theory:
Presence of another person = external inhibitor to abuse




Simon Hackett's sexual behaviour continuum:
Shared decision making & mutuality = healthy behaviours

Protective factors



Ward and Siegert Pathways model:
Social isolation part of pathway.



Scottish and NI prison strategies: Relationships are fundamentally important if people are to change.

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Support and community

Circles UK
Good Lives Model
Recycling Lives
Unlock



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Addressing ambiguity



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Final consideration: When the situation is 'unmanageable'

1. Victim or family is present
2. No options for necessary 'space'
3. Lack of capacity/resources
4. Breakdown of agreement

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What's already 'a win'?




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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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