

Safeguarding Children and Young People



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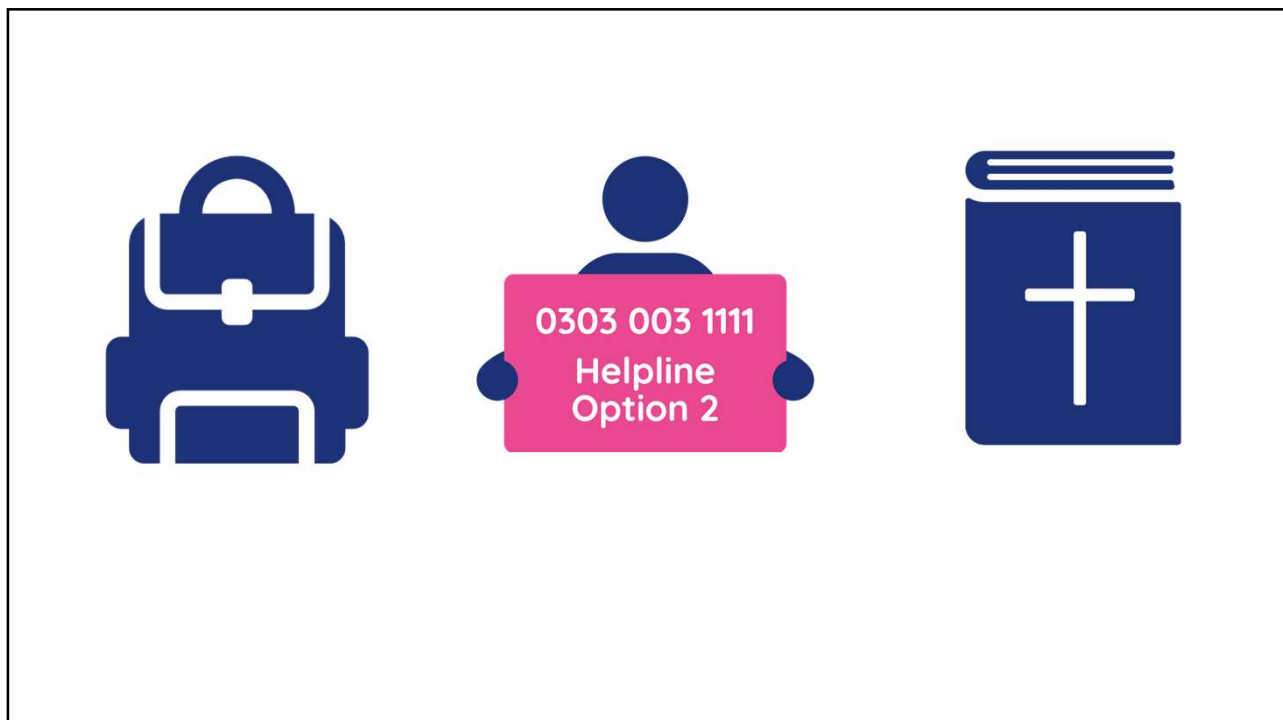
Introductions



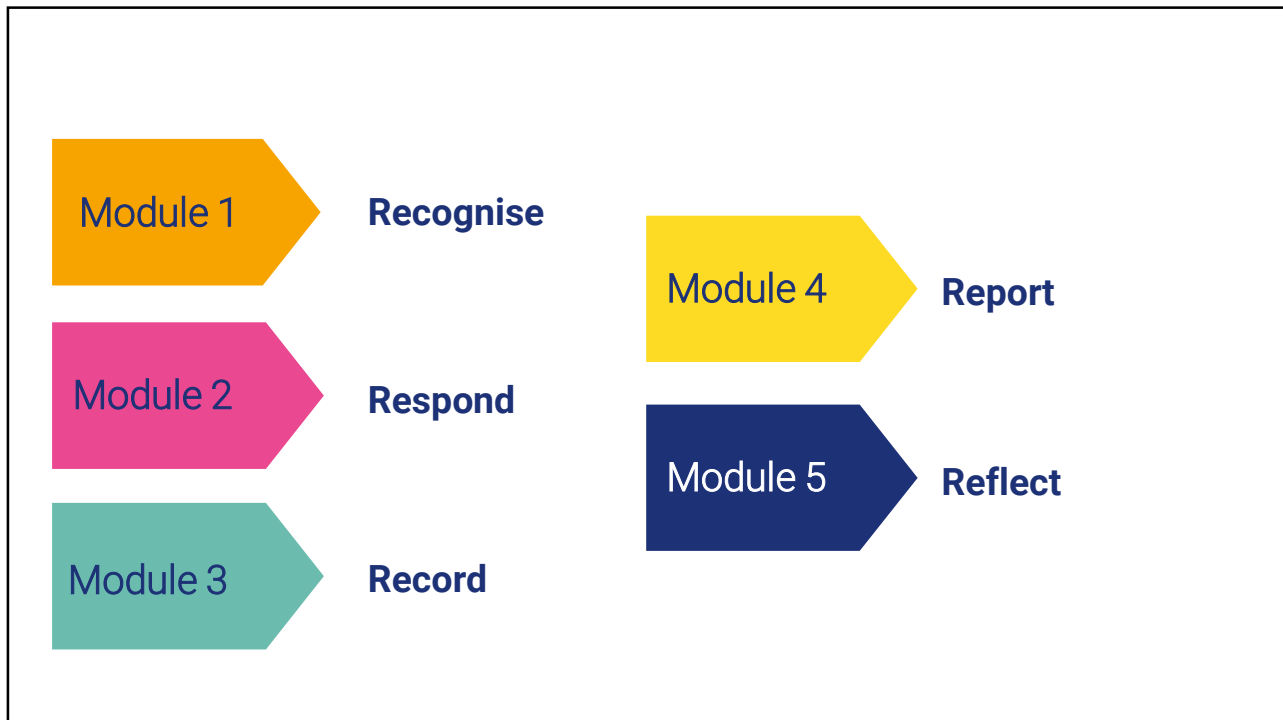
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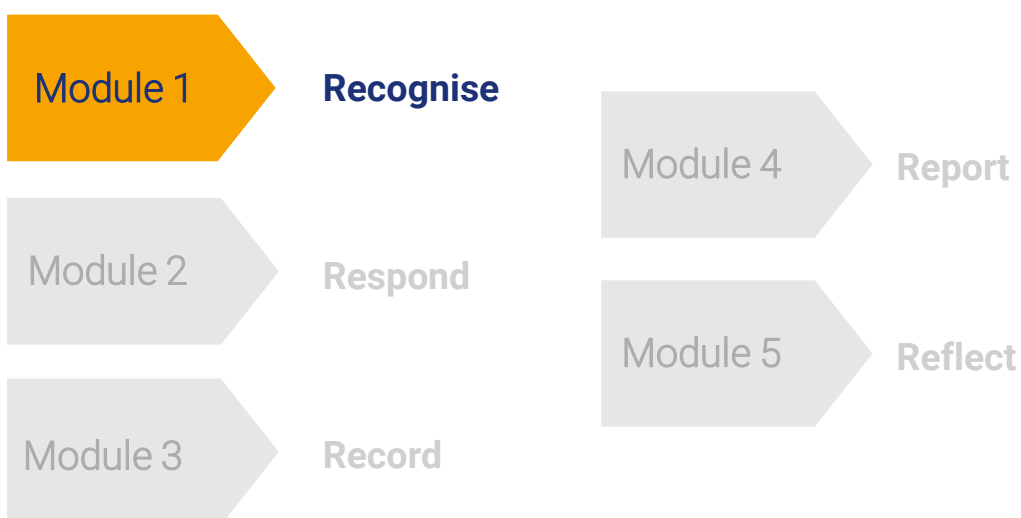
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Pause and consider:

Why do we safeguard children and young people?



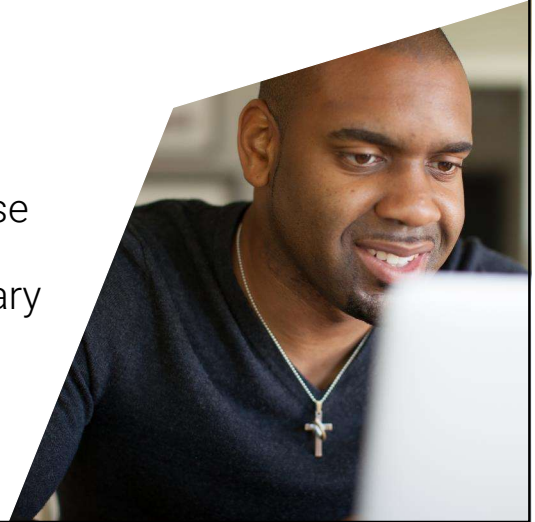
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In this module:

- ▶ Definitions and statistics
- ▶ Recognising categories of abuse
- ▶ Recognising major contemporary concerns



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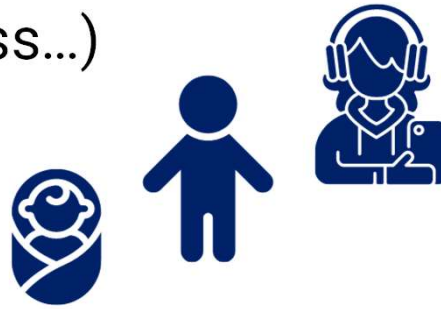
What is safeguarding?

- Live free from harm, risk and danger
- Access support to thrive and do well in life

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Definition of a child

Everyone under 18 (unless...)



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UK Abuse Statistics

- Half a million children a year
- 1 in 5



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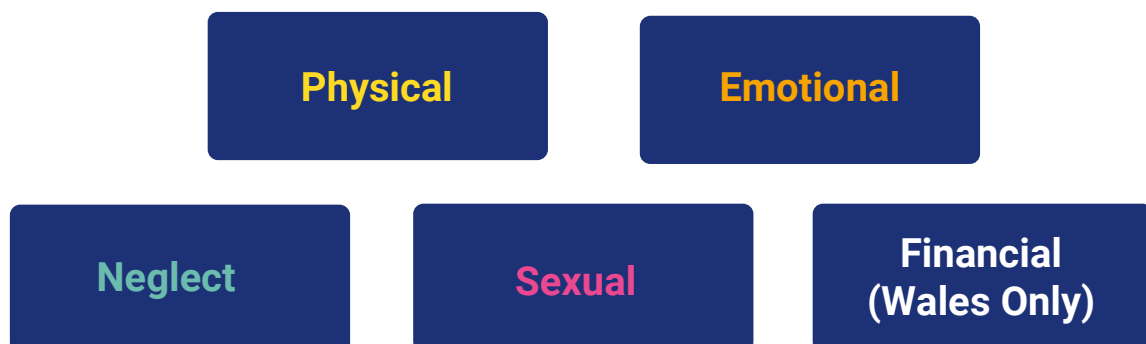
It could be anyone...

- Rarely strangers
- Family
- Trusted people
- Any gender
- Other children
- No exceptions

...it isn't everyone

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Categories of abuse



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Major Contemporary Concerns

- Online crimes and abuse

"...it's just normal"



"my mum had no idea ..."

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Major Contemporary Concerns

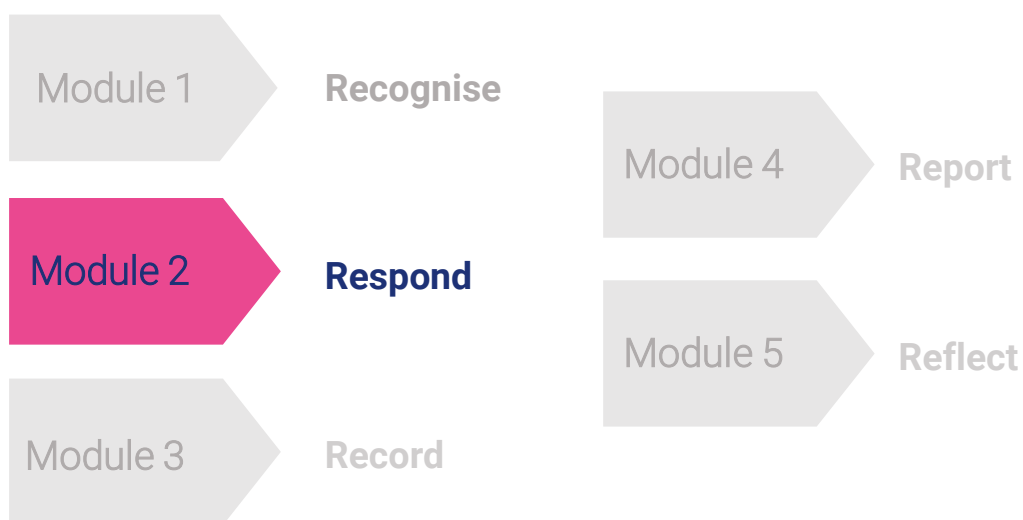
- Domestic Abuse
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Child Abuse linked to Faith or Belief (CALFB)

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Major Contemporary Concerns

- Child on child abuse
- Accelerated pace of grooming
- Radicalisation
- Spiritual abuse

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In this module:

- Respond: signs and indicators
- Responding to concerns
- Responses matter: The effects of abuse



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Indicators of abuse: Respond to...

- Changes in behaviour
- Unexplained injuries
- Changes in relationships

...with caring curiosity

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Case Scenarios

1. Signs and indicators?
2. Categories?
3. Response?



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Scenario 1 – Rowan

- Lively two-year-old
- Mum upset- lashed out
- Bruises on arm

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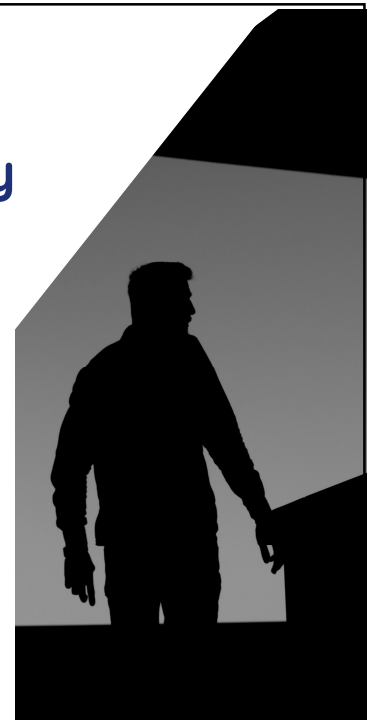
Scenario 2 – Fola

- 14 years old
- Looks exhausted
- Police at house
- They will 'hurt her more'

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Physical: Harm to a person's body

- Lack of medical attention
- Injuries to unexposed areas
- Explanation not consistent



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Physical abuse vs physical discipline

- Parents discipline differently
- Should not exceed the law
- Injury may trigger statutory investigation

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Scenario 3 – Josalynn

14 years old

Autism diagnosis and motor delay

Change in mum's engagement

Hair unwashed and clothes smell

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Scenario 4 - Rhys

7 years old

After school club with cousin

Language below age expectations

Clothes too small

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Neglect: Failure to meet needs

- Under nourishment, inappropriate clothing, poor hygiene
- Failing to thrive
- Failing to prevent harm



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Scenario 5 - Layla

Accident at holiday club

'I don't want to be evil'

Told she is possessed

Lists of wrong things

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Scenario 6 - Rio

Ten years old

Was lively, now withdrawn

Women's Aid Poster

'Just in case for Mum'

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Emotional: harm to mind and wellbeing

- Worthless, unloved or inadequate
- Inappropriate expectations
- Feel frightened



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Scenario 7 - Ethan

Worried about a friend

Social media - 'Incel culture'

Verbally aggressive

Sharing nude photo

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Scenario 8 - Sinead

Scribbles picture of brother

Bursts into tears

'It's dirty'

'Can't tell anyone our secret'

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Sexual: Forcing or enticing sexual activity

- Any sexual contact
- Looking at adult sexual content
- Production of abuse images



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The challenges of identifying abuse

- Rarely have a complete picture
- Multi-cultural society
- Families live and parent differently
- Painful to acknowledge

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The effects of abuse

- Physical, emotional, social
- Trauma
- Adverse Childhood Experiences (ACEs)
- Hope through intervention and support

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Responding well – Do...

- Listen actively
- Keep calm
- Reassure and reaffirm

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Responding well: Don't...

- Promise confidentiality
- Investigate or be a hero
- Excuse, minimise or blame

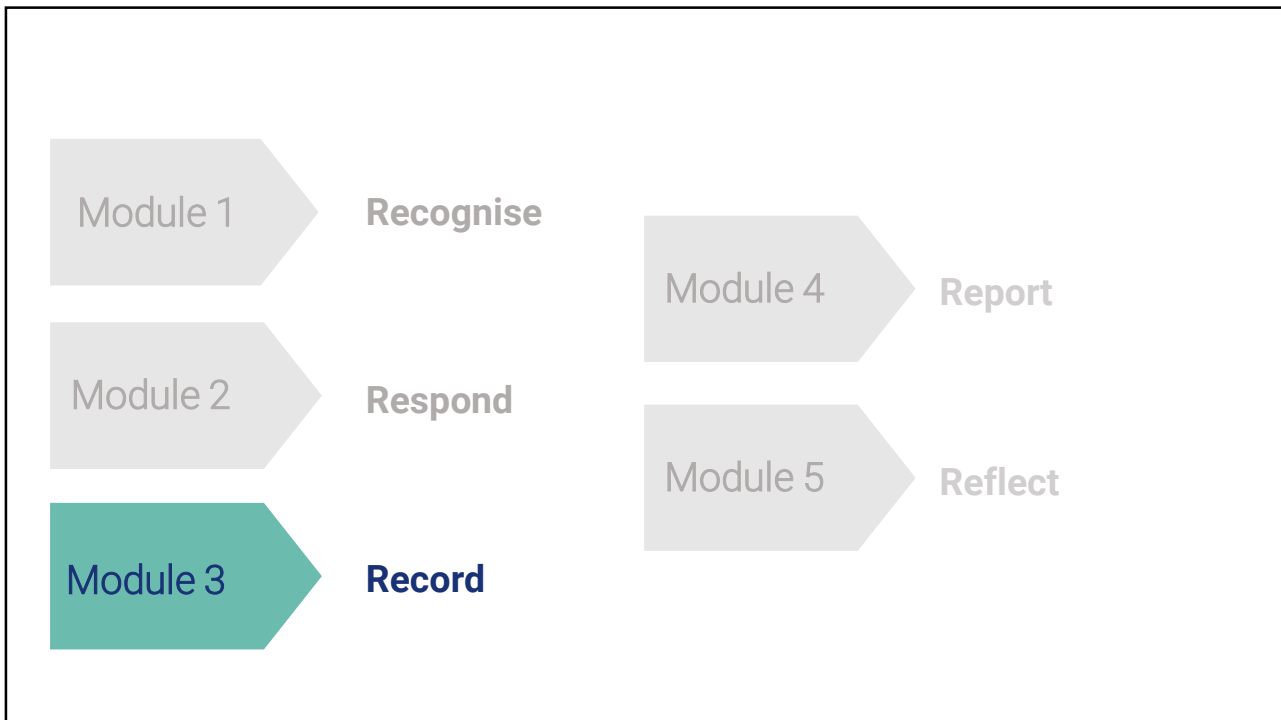
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5:00

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In this module:

- Why do we record concerns?
- What should we record?



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Pause and consider:

What might make some children and young people more at risk of harm than others?



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Record even small concerns: grooming

- Forming a relationship with the intent to harm
- Exploiting vulnerability

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The grooming process

- ➡ Identify vulnerability
- ➡ Access and isolation
- ➡ Desensitisation to touch
- ➡ Develop trust with child and community

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Online grooming

- ➡ Public to private chats
- ➡ Different types of harm
- ➡ Often quicker
- ➡ Personal information or images

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Record observed indications: why didn't they tell me?

- Scared of the consequences
- Taught that it's 'normal'
- Feel ashamed
- Don't have the language



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Your unique role: why did they tell me?

- Position of trust
- You witness something
- They choose you



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Video

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thirtyone:
eight 

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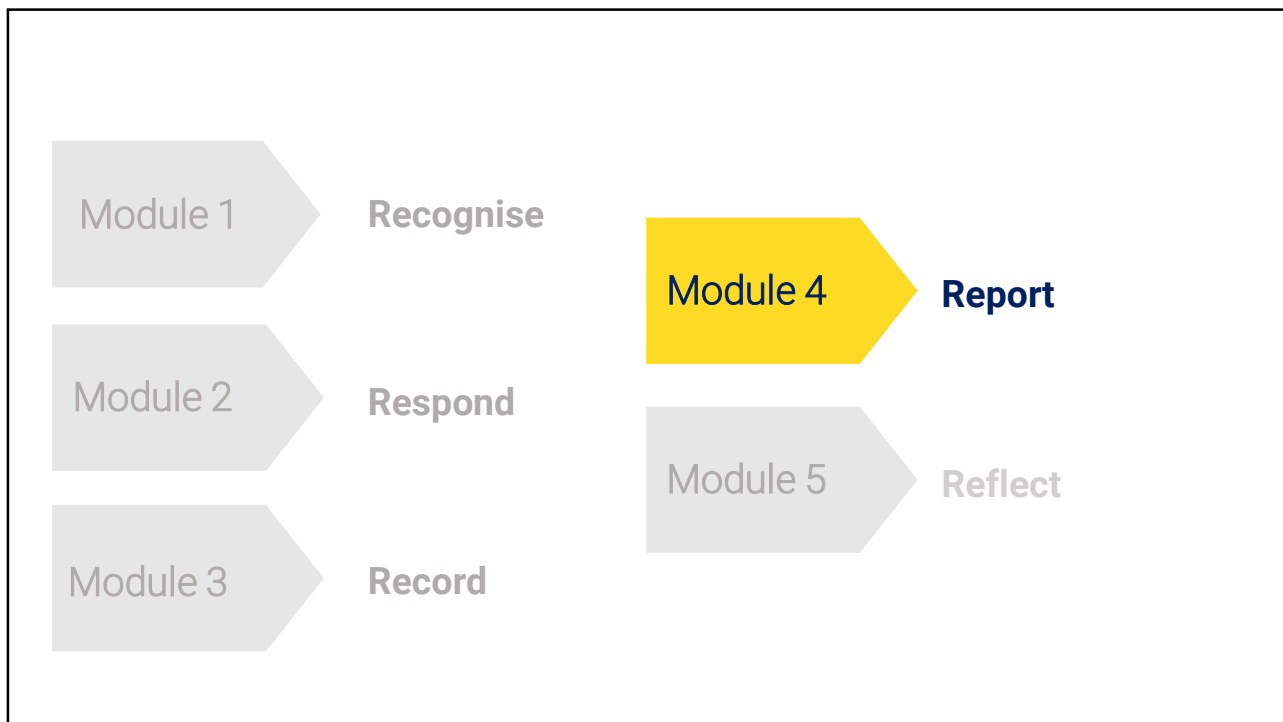
Video feedback

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Recording disclosures or concerns




- Clarify, don't lead: Tell, Explain, Describe (TED)
- Facts and child's words
- Golden hour
- Pass it on

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In this module:

-  Reporting concerns
-  Policies, procedures and codes of conduct
-  Legislation



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Worried? Report your concern

- Talk to your safeguarding lead
- Emergency – phone 999
- Thirtyone:eight helpline

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Poll: Role of the safeguarding lead

Are the statements about a safeguarding lead true or false?



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1. Always has the title 'safeguarding lead'.

False

2. Is the first port of call for concerns.

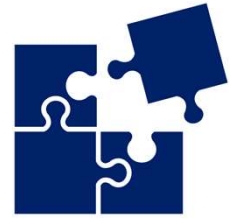
True

3. Must be a qualified social worker.

False

4. Must be available 24/7.

False



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5. Keeps records and responds to concerns.

True

6. Liaises with statutory authorities when necessary.

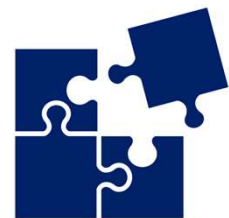
True

7. Has sole responsibility for safeguarding.

False




8. Promotes a healthy culture and ensures compliance.

True



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Policy, procedures, codes of conduct

-  Safeguarding policy: an essential document
-  Specific to our context
-  Clear expectations



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Safeguarding legislation: reporting and beyond

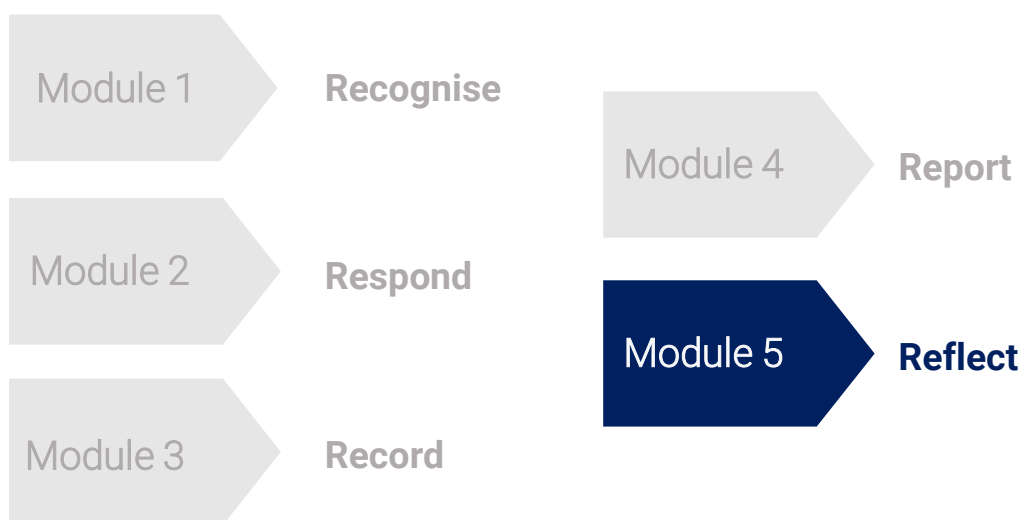
-  UK Laws: Handbook page 9
-  England: pages 10-12
-  Northern Ireland: pages 13-16
-  Scotland: pages 17-20
-  Wales: pages 21-24

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Key principles from 4 Nations' Legislation

- Everyone's responsibility
- Information must be shared
- Organisations must comply
- Always evolving

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In this module

- Why reflect?
- Accountability
- Safer culture

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Why reflect?

- Learn from experience
- Ever-evolving landscape
- Keep everyone safer
- Enable children to thrive



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Accountability

- Is a personal responsibility
- Be transparent
- Debrief and record our actions

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Ongoing reflection and support

- Training
- Teamwork
- Time to talk and debrief



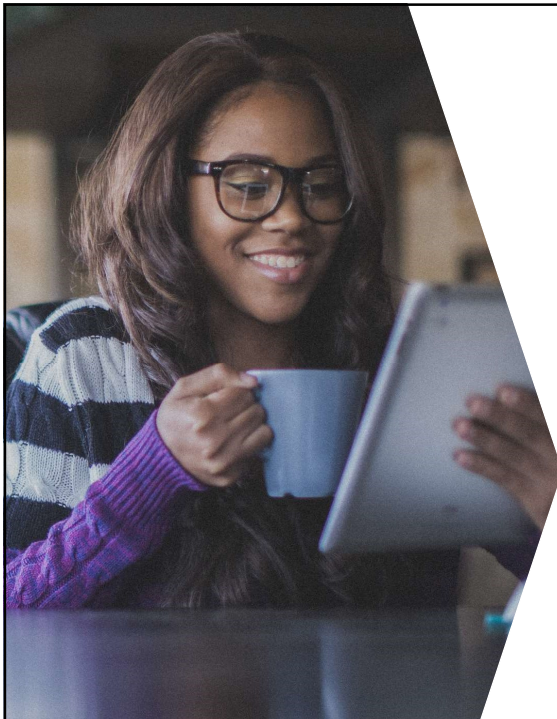
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Safer culture

How does your charity, church or organisation create a safe culture for everyone?



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Healthy Safeguarding Culture...

Get the whole church or organisation on board!

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Review of learning objectives

-  Recognise
-  Respond
-  Record
-  Report
-  Reflect

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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.