

Safeguarding Children and Young People



Creating safer places. Together.

Introductions





**2.5 hours
2 short breaks**



**Link for slides and
handbook**



**Webcam and
microphones**



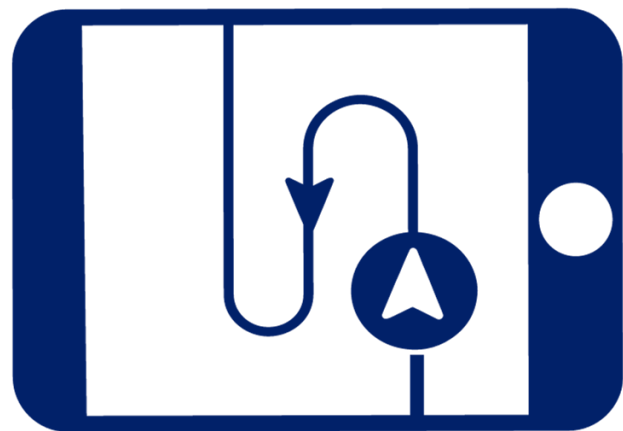
**Sensitive and
confidential**



Get support



Chat facility

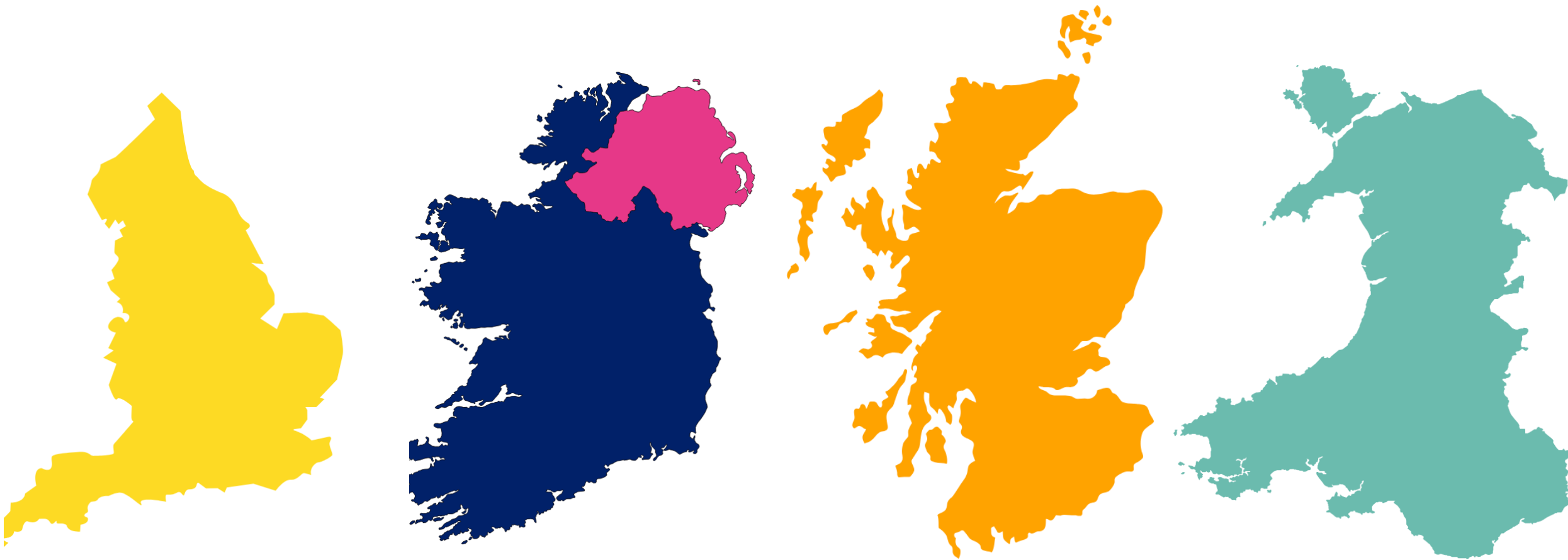


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UK 4 Nations



Our Focus:

Safeguarding



Children and Young
People



Why this matters:



Children



Targeting



Law



1.Recognise

Victim-Survivor:

“

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

”

Categories of abuse



Physical

Emotional

Neglect

Sexual

**Financial
(Wales Only)**

Signs and indicators



Changes



Absence



Injuries



Interactions



Comments



Case Scenarios

1. Concerns and clues?
2. Categories?



Scenario 1 – Josh

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

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’

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'

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.'

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

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’

Scenario 7 – Halima

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- Tearful and withdrawn, long bathroom visits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

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- Was confident and chatty, now withdrawn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'

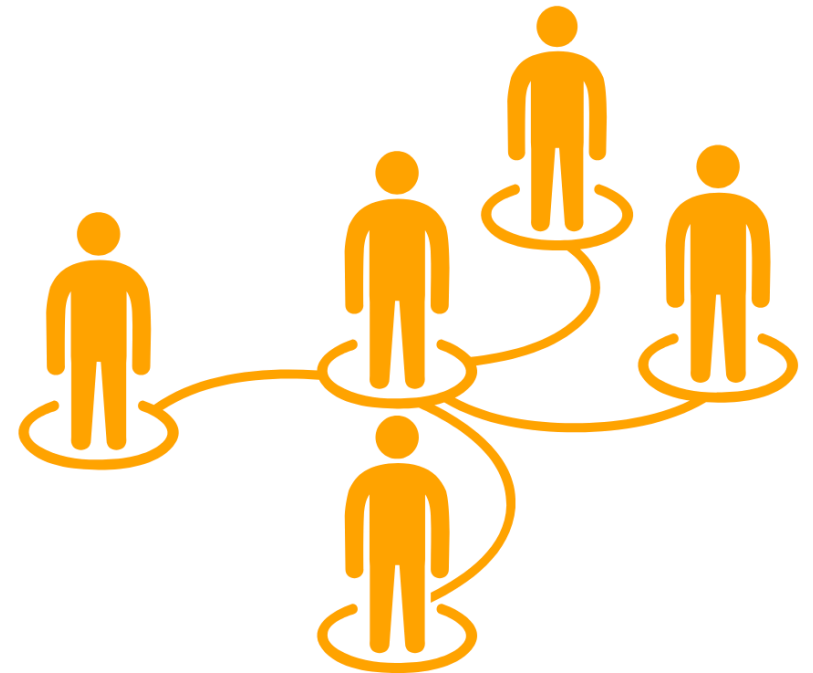
Pause and consider:

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

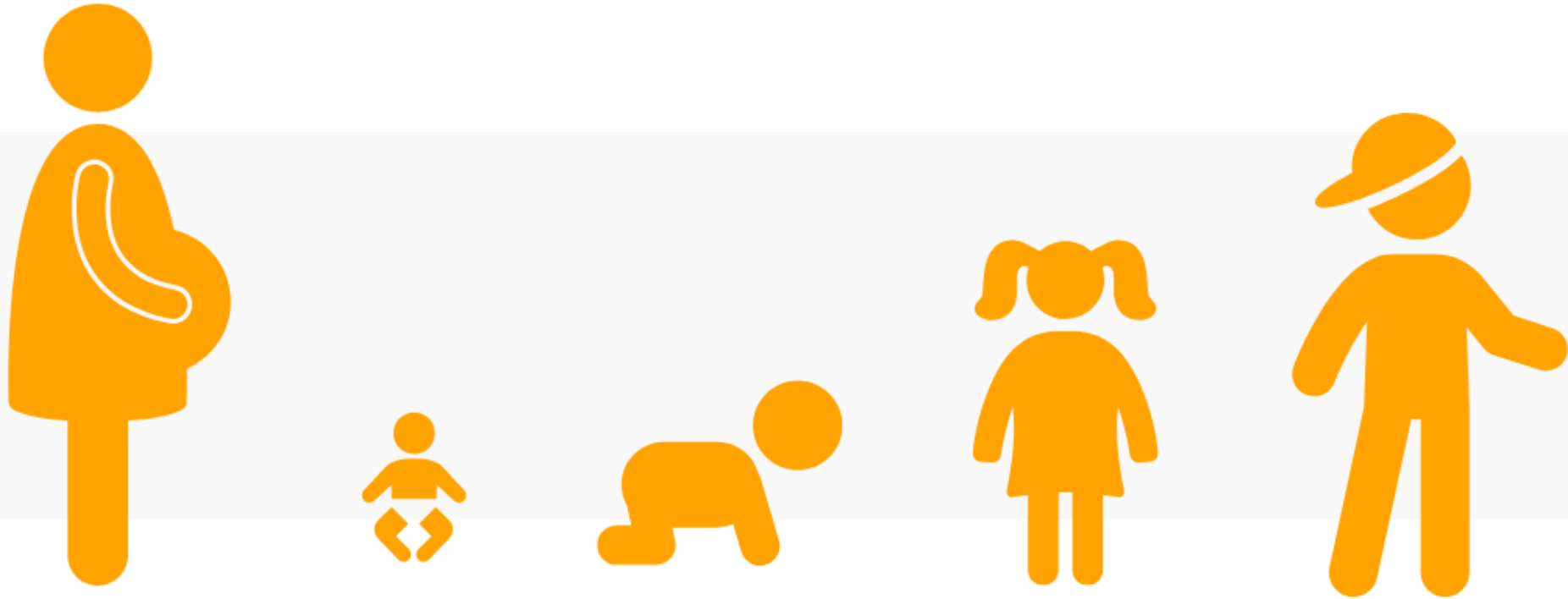


Contextual safeguarding

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



Increased vulnerability



Key Action: Recognise



Familiarise yourself with types of harm, signs and indicators



5:00



2. Respond

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.

”

Responding well – Poll

Are the given responses helpful or unhelpful?



Responding well – Do...



Be caring and curious



Listen actively



Keep calm



Reassure and reaffirm



Responding well: Don't...



Promise secrecy



Excuse, minimise or blame



Investigate or act alone



Scenario – Children's Volunteer

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

Grooming



Identify vulnerability



Trust and access



Increased contact



Desensitisation to touch



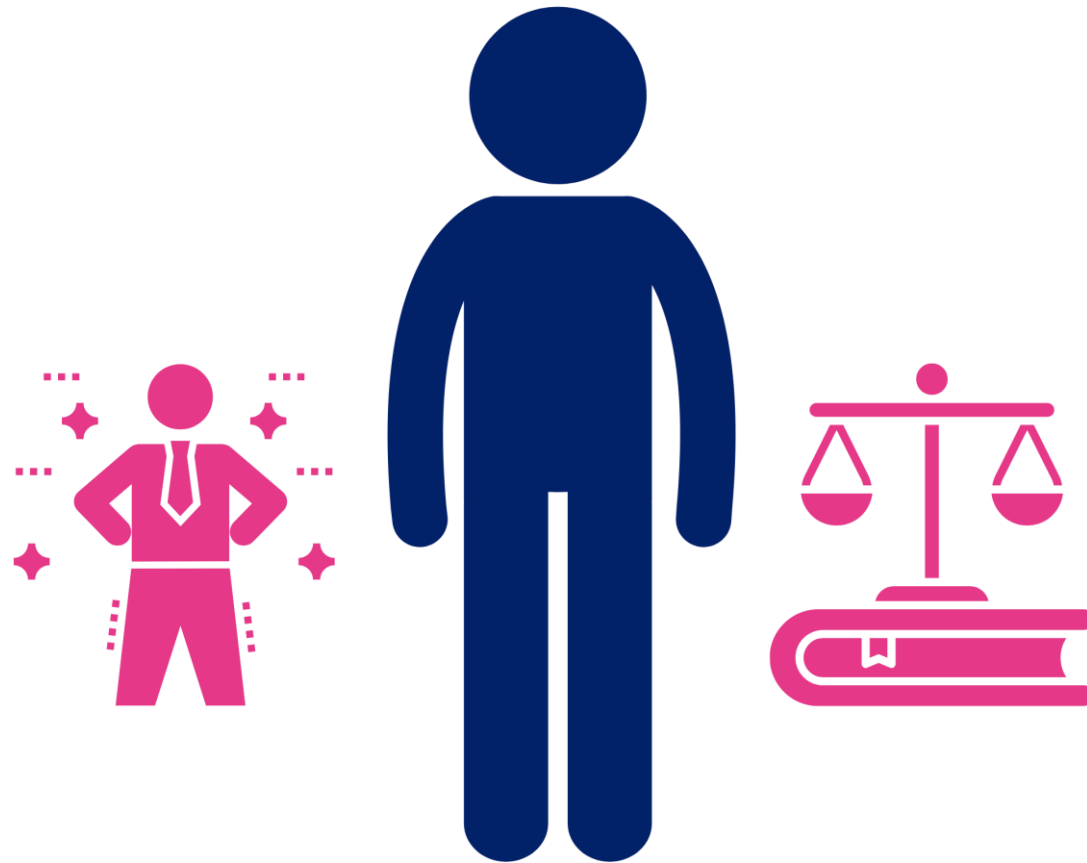
Isolation



Power and control

Respond: pass on your concerns

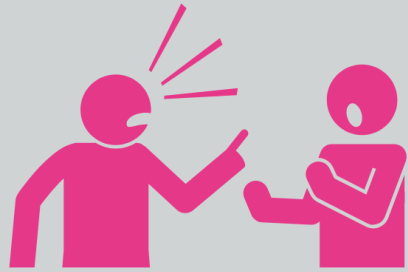
Responding to the abuse of a 'position of trust'



The challenges of responding well



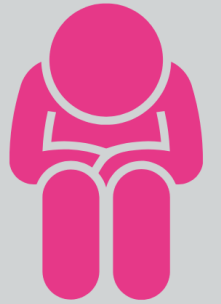
Fear of getting it
wrong



Concern for existing
relationships



Power
dynamics



Painful to
acknowledge

Why we need to respond well



Physical, emotional, social impact



ACEs and Trauma



Hope through intervention and support

Key Action: Respond



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



3. Record

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?

”

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



Recording disclosures or concerns



Who, what, where,
when



Child's own
words



Clarify, don't
lead



Record quickly and
pass it on



5:00

Scenario – 1st Wednesday of the month

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

Scenario – 3rd Wednesday of the month

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

Scenario – 4th Wednesday of the month

- Unable to concentrate
- Looks exhausted
- Upset and confused

Importance of recording

- Show patterns
- Form evidence
- Collaborate with others

A child can be kept safe



Key Action: Record



Record **all** concerns quickly and accurately

4. Report



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.

”

Worried? Report your concern

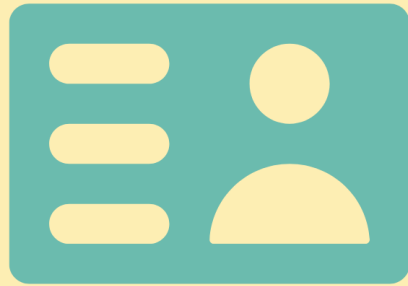
- Talk to your safeguarding lead
- Emergency – phone 999
- Helplines
- Still worried? Keep reporting and escalate



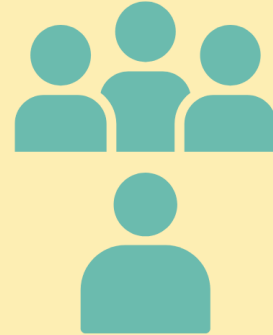
Role of the safeguarding lead



Vital role



Varied titles



Individual or
team



They need you!

Considerations and challenges

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



Key Action: Report



Talk to your safeguarding lead

5. Reflect



Reflect to safeguard everyone



What works well?



Reduce risk



Safeguarding children and ourselves



Victim-Survivor:

“

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

”

Reflection exercise:

Picture your context.

Reflect on the following questions...



Key Action: Reflect



Reflect honestly with your team

Review of learning:



I have learnt.....



**Your feedback is
important to us**





thirtyone:eight

Creating safer places. Together.