

Managing Allegations and Perpetrators

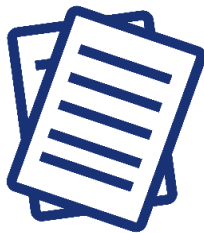


Introductions





**2.5 hours
2 short breaks**



**Link for slides and
handbook**



**Webcam and
microphones**



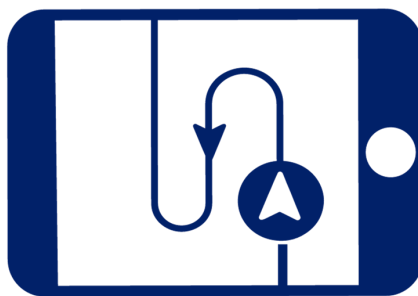
**Sensitive and
confidential**



Get support



Chat facility



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



Course aim:

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



What we mean by...:

Managing

Allegations

(and) Perpetrators



Abusive behaviours are:

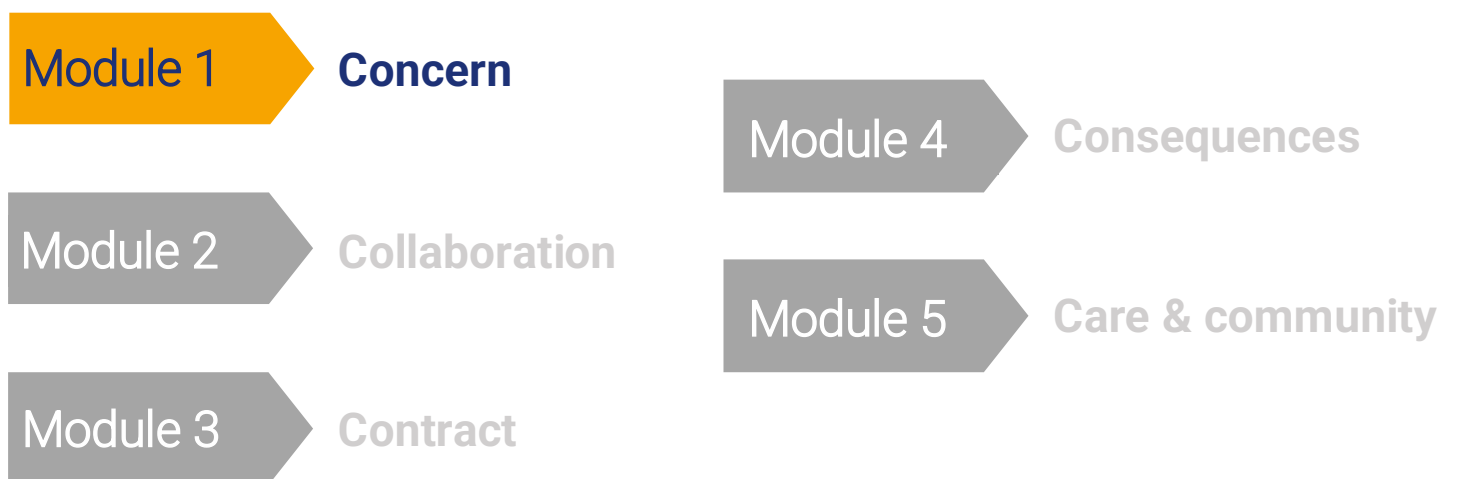
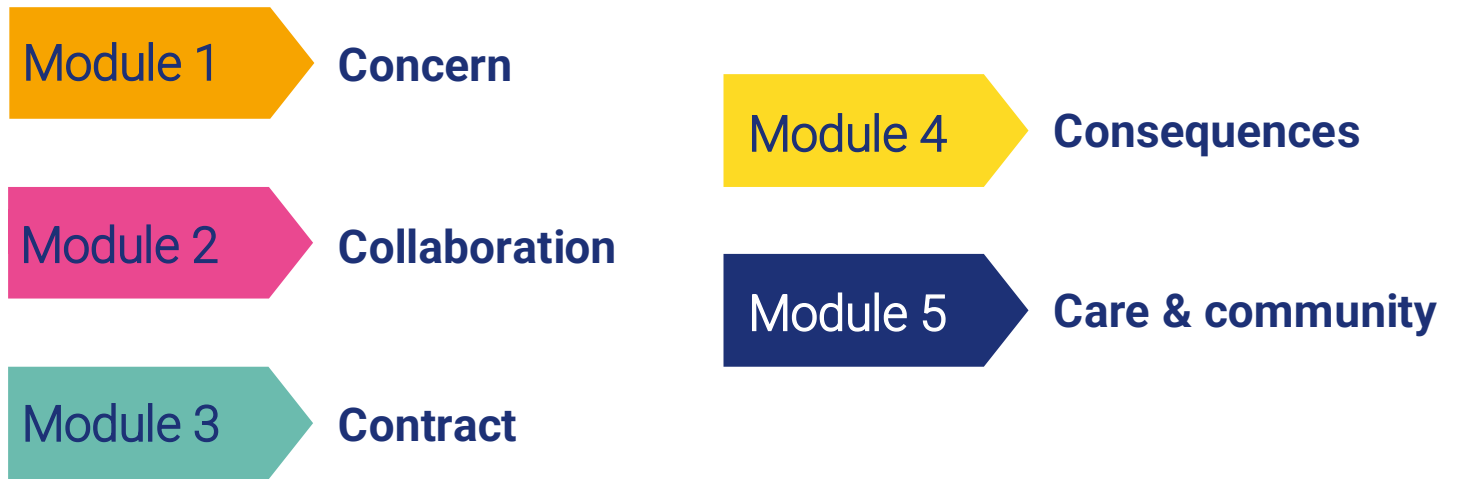
Physical, verbal or psychological acts that violate an individual's human and civil rights. Some abuse constitutes a criminal offence.

Survivor voice:

“

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

”



In this module:

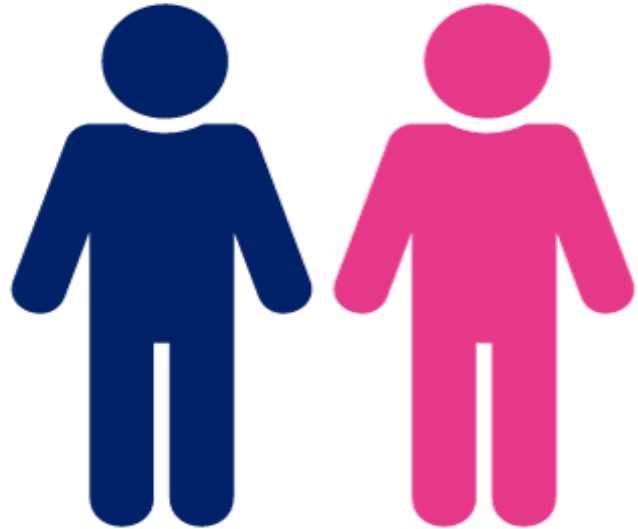
- Becoming aware of allegation/conviction
- Known Offenders
- Role & responsibility



How might we become aware of allegations?



Whose behaviour might we need to be concerned about?



Status of concerning behaviour:

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

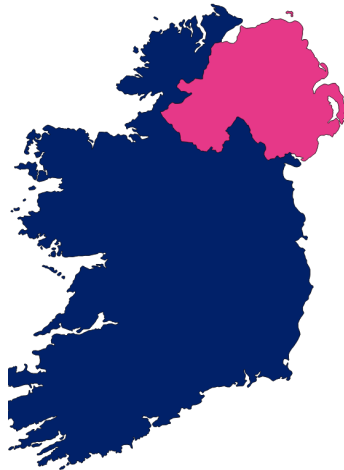


Serious offences:

MAPPA



PPANI



**MAPPA
Scotland**



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

Concerns: Your role and responsibility



Record keeping



Maintain
confidentiality



Liaise with
statutory bodies



Identify key
people internally



5:00

Module 1 Concern

Module 2 **Collaboration**

Module 3 Contract

Module 4 Consequences

Module 5 Care & community

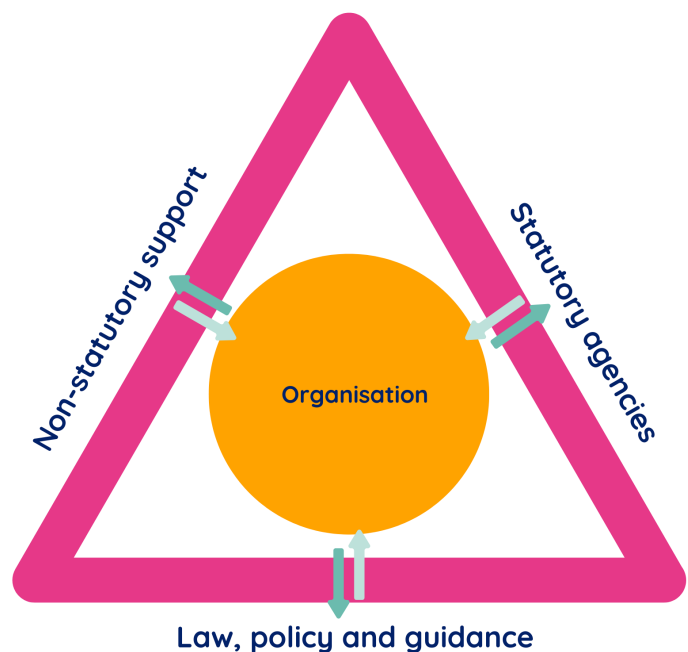
In this module

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



We never do safeguarding alone!

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



Scenario – Initial phone call

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

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?

We never do safeguarding alone!



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

Government/law makers & Professional bodies

Collaboration: Your role and responsibility

Be thoughtful

Be open

Be honest

Module 1

Concern

Module 4

Consequences

Module 2

Collaboration

Module 5

Care & community

Module 3

Contract

In this module:



Risk assessment



Written agreements –
aka contracts



Key players:

The person who
may pose a risk



Probation/criminal
justice or other
statutory agencies

Representative from
your organisation

Risk assessment

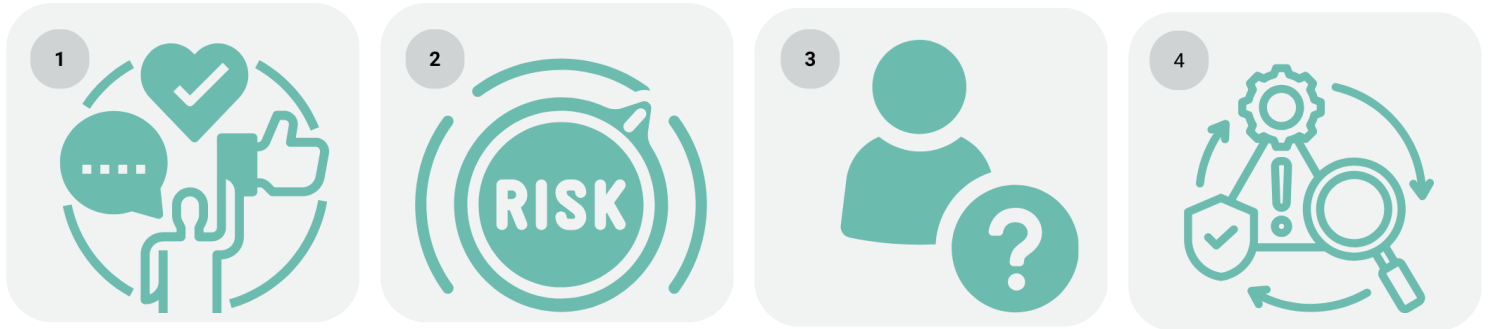


A good assessment is the basis of an
intervention plan [contract].

— Social work with sex offenders



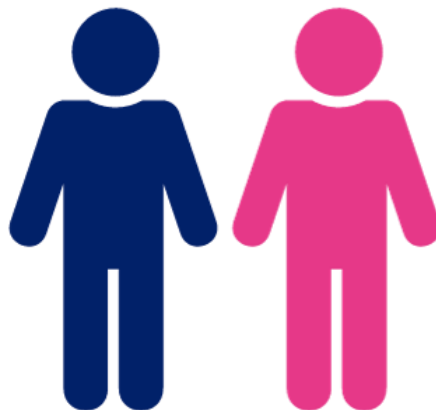
Key elements of risk assessments



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?

Scenario option 1 – Sam (Pt 2)



Scenario option 2 – Annie PT1



Contracts – written agreements



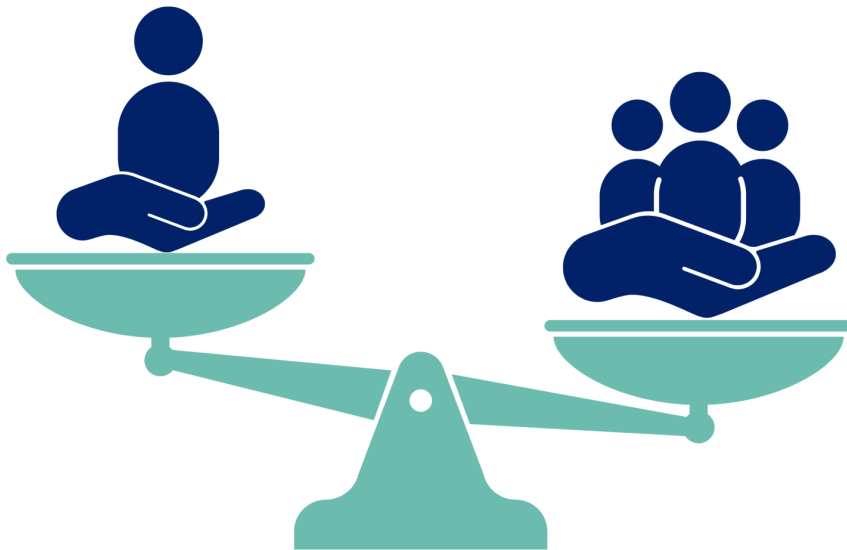
*To be in the written agreement, but discussed in modules 4 and 5

Case Scenario – Sam/Annie

Written agreements



A note on the voice of the individual:



Confidentiality ≠ secrecy





5:00

Module 1 Concern

Module 2 Collaboration

Module 3 Contract

Module 4 Consequences

Module 5 Care & community

In this module:

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



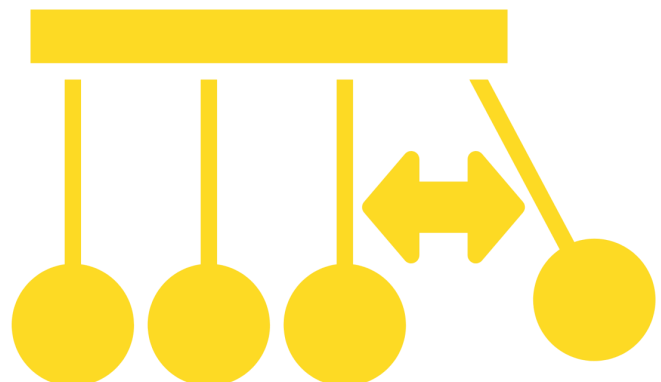
Non-Compliance

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

Consequences:

Convictions

Non-Convictions



Case Scenario – Sam/Annie

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

Scenario option 1 – Sam (Pt 3)

- Non-attendance
- No longer communicating
- Possible relationship



Scenario option 2 – Annie (pt2)

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



Survivor voice:

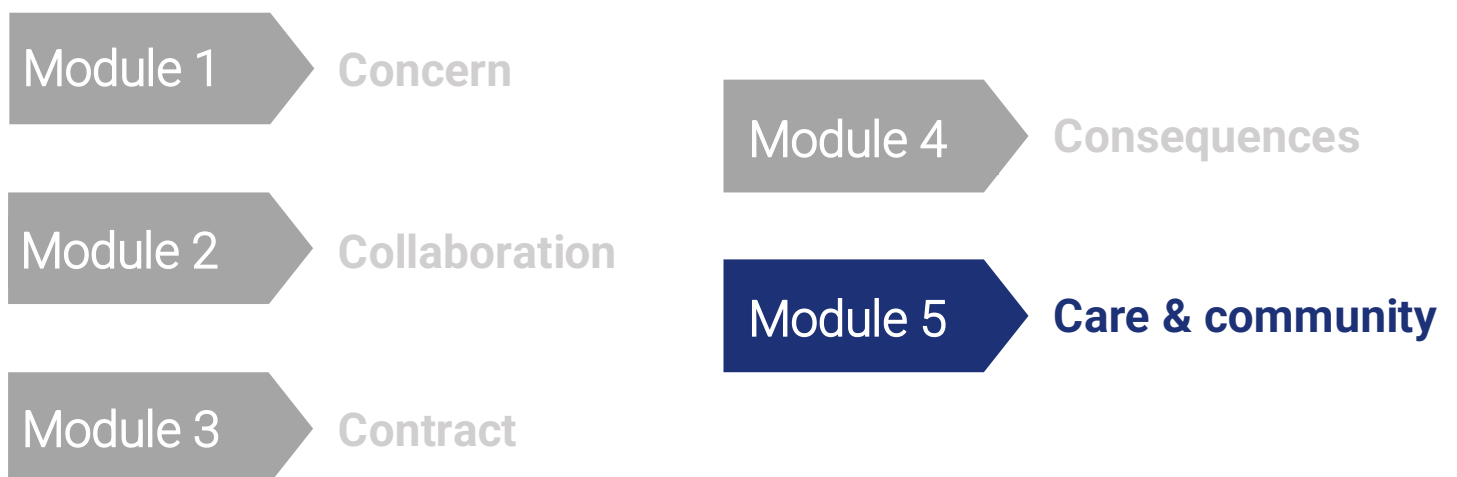
“

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

— Laura-Jane
Independent Inquiry into Child Sexual Abuse

”

Consequences: Your role & responsibility



In this module:

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



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.

Support and community

Circles UK

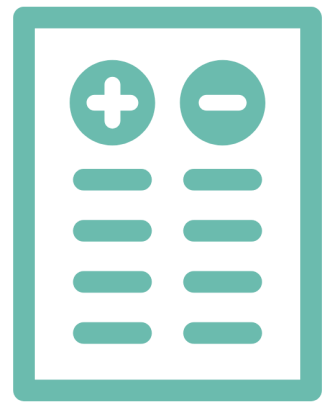
Good Lives Model

Recycling Lives

Unlock



Addressing ambiguity



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

What's already 'a win'?



I have learnt.....



**Your feedback is
important to us**





thirtyone:eight

Creating safer places. Together.