

Working alongside Safeguarding Professionals



Creating safer places. Together.

1

Introductions Who's in the room?



2



**2 hours
short break**



**Link for slides and
handbook**



**Webcam and
microphones**



**Sensitive and
confidential**

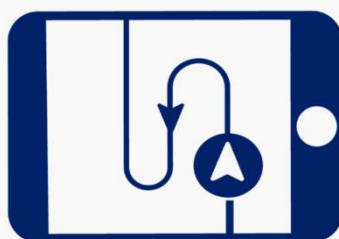


Get support



Chat facility

3



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



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Safeguarding Professionals in statutory agencies

Set up by law (*statute*) to carry out
certain services for people and
enforce certain rules.

Several agencies have specific
duties connected to
safeguarding.



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Addressing faith in the faith & community sector

- Faith is a central concern for many service-users
- Faith is often overlooked by safeguarding professionals
- Outworking of religious views can contradict law
- Spirituality and community is a protective factor



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Pause and consider:

Safeguarding professionals have a responsibility to safeguard people.

- 1) Real life examples
- 2) Who and how
- 3) Faith & Community groups' contribution



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Working alongside safeguarding professionals



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Working alongside safeguarding professionals



- Different Roles, Shared Goals
- Roles: Yours and Theirs
- Relationships: The context
- Relationships: The realities

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Different roles, shared goals...



Legal duty

Safeguarding (*def.*):
“...enabling people to live free from
harm, abuse and neglect.”

Moral duty



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Your role: Case Scenario

- 1) What roles?
- 2) What goals?
- 3) Shared or oppositional?



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Scenario 1 – Accompanying Dory

- Mo and Dory have recently separated
- Son's school referred them to social services
- Mo wants you to communicate on her behalf

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Your role in the process



1. Safeguard the
'at risk' individual



2. Support &
advocate



3. Support the
safeguarding process

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Your role: Safeguarding duties



- Legislation and guidance
- Basic legal literacy
- Commitment to partnership working

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- Regulated professions
- Services required by law
- Significant challenges

Qualification

UK regulated professions and their regulators

Regulation

Self-regulation

Profession category	Second level	Self-regulating bodies	Local and regional regulators
Education	Provide free education for all	Identify and report on issues	Department of Education (DfE)
Local social services	Child and adult safeguarding Care planning	Protection panels Professional standards Identifying and managing risks	Local authorities Social Work England Local Social Care England
Health care	Primary, secondary and specialist services	Register of health professionals Professional standards (Medical Council (GMC))	General Medical Council (GMC)
Police	Public order Crime prevention Emergency response Protecting the public	Professional standards Promoting integrity Investigating and managing risks	Metropolitan Police Police Commissioner
Multi-agency/regional	Information sharing Monitoring	Risk assessment Collaborative	All 43 of the above where these services are provided

Regulation

regulated by the UK, and is subject to the Professional Qualifications (Regulation) Act 2013

Self-regulation

Profession?

Profession is a term used to describe a group of people who are engaged in a particular activity or occupation. It is a term that is used to describe a group of people who are engaged in a particular activity or occupation. It is a term that is used to describe a group of people who are engaged in a particular activity or occupation.

Regulated in the UK, em?

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Roles: Potential tension



Relationships: The potential



- Fill gaps
- Provide context
- Enhance resilience

“Social workers will only be competent to engage with people if they, also, engage with these important aspects of many individuals’ lives.”

Religion, Belief and Social Work

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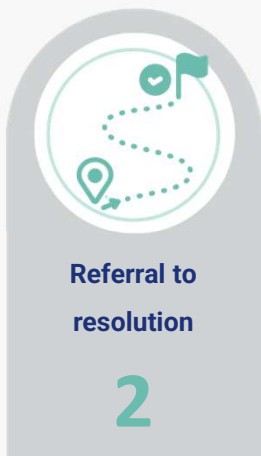
Key Action: Roles & Relationships

Equip yourself for the 3 possible 'roles in the process'.



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Working alongside safeguarding professionals



- Referrals: To / from safeguarding professionals
- What partnership looks like
- Resolution: Ensuring safe outcomes

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Referrals **to** safeguarding professionals



Who



What



When



How

21



22

08:00

23

Referrals to safeguarding professionals: Case Scenario

Review your safeguarding notes from 2021.

- 1) What is helpful?
- 2) What is unhelpful?

... and welfare
... can be filled in electronically. If the form is taken to ensure that the form is legible) 1, 2, 3

Adult's name (subject of referral): Geoffrey D.	Date of birth/age: About 80. Child/Adult: Adult	Address: 23 Cherry Tree A
Time of incident: 21/04	Date & time (of writing): 2pm 28/04	
Name (print): A. B. C.	Role/job title: Group Leader	
Signature: <i>A. B. C.</i>		

Other members of the household: Graham (husband), Steve. I gave him a call.

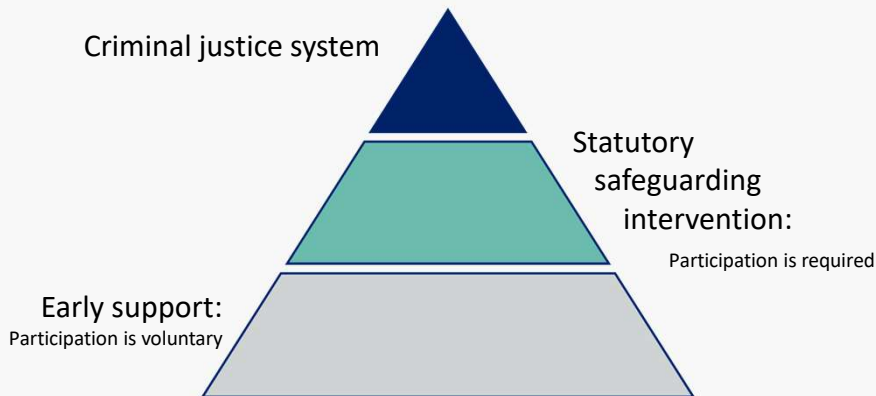
Record the following factually: Nature of concern, e.g. disclosure, change in behaviour, demeanour, appearance, injury, witnesses etc. (please include as much detail in this section as possible. Remember the quality of

I saw Geoffrey first video and noticed that he just isn't looking himself. He's lost a lot of weight, his hair is greying and his clothes aren't fitting like he normally has them. I thought to myself that it didn't seem right, but forgot as he didn't make it to this morning's coffee meet up.

Geoffrey did lose his wife recently. I think he's finding the grief too much to deal with.

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Referrals **to/from** safeguarding professionals: Levels of intervention



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Referrals **to/from** safeguarding professionals: Criminal justice system



- Several places of intersectionality
- Working alongside safeguarding professionals often involves being or supporting a witness

1.

Witness of Fact

2.

Expert Witness

3.

Vulnerable witness

4.

Character Witness

5.

Witness in
Safeguarding
Proceeding

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Referrals **from** safeguarding professionals



Formal arrangements



Social Prescribing



Informal arrangements

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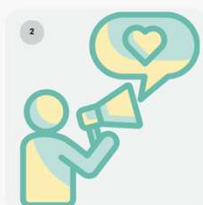
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(Who, what, when, how)... **why**



1. Safeguard the
'at risk' individual

2. Support &
advocate



3. Support the
safeguarding
process

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What partnership looks like: Be present



- Contact details
- Availability
- Responsiveness



What practical things
do you do to **build** and
maintain strong
relationships with
safeguarding
professionals?

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What partnership looks like: Be committed



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Resolution – Ensuring safe outcomes

A good resolution:

- Ensures the individuals' safety
- Addresses all concerns
- Involves a comprehensive plan supported by all involved.



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Resolution – Ensuring safe outcomes



Safeguarding situations are fluid:

- Contingency plans
- Understand what will trigger a re-referral

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Resolution – Reflect & escalate if needed



Reflect with your team



Whistleblowing / ombudsman / commissioner



Specialist community & advocacy groups

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Victim-Survivor:

“

The judge describes the victim as having “participated willingly and enthusiastically in [the sexual conduct] and had enjoyed it”. This does not, it seems, reflect anything which was actually said by her.

”

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Resolution – Our emotional wellbeing

Pause and consider:

What healthy coping techniques can we use to navigate less-than-ideal resolutions?



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Key Action: From referral to resolution

- Read through the Safeguarding Assurances list in the handbook.
- What elements are you missing?



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Working alongside safeguarding professionals



- Communicating service-users' voices
- Communicating situations
- Collaborating to reduce risk
- Collaborating to find solutions

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Victim-Survivor:



Ensure **service-users** are heard

"[They] all are White and all saying the same thing...There are no other Brown people there. I struggle to explain because it is only me."

Miriam, a mother.

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Communication: Service-users voices



Ensure the **contexts** are understood

- faith-based understanding/context
- the legal context



Other forms of abuse linked to faith and belief?

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Communication: Situations

- 1) Communication issues?
- 2) Supporting role?

Reflect: Reluctance to involve safeguarding professionals?



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Scenario – Communicating situations

- Distrust between faith group and safeguarding professionals
- History and evidence of abuse
- Case dismissed but had long-standing impacts

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Communication: Faith Literacy



Faith literacy:

(def). a basic understanding of beliefs, behaviours, and institutions of global religious traditions.



Christianity



Islam



Hinduism



Sikhism



Buddhism



Judaism

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Communication: Situations



Pause and consider:

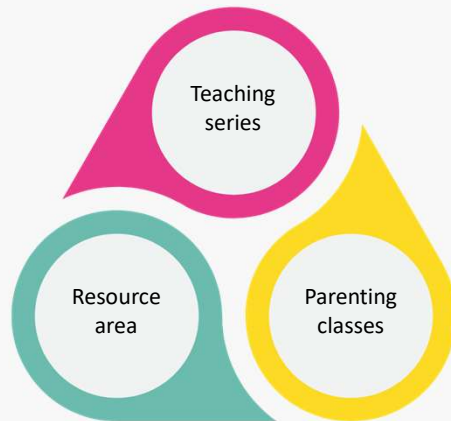
What do the holy scriptures say about the vulnerable? Justice? Abuse?



Would those you're partnering with know these things?

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Collaboration: Reducing Risk



Creating safer cultures

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Collaboration: Finding solutions

“

The reality of that emptiness – the responsibility of learning to be you – can feel very, very scary and quite overwhelming.

”

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Collaboration: Finding solutions



Pause and consider:

How can our faith and community groups offer resilience-building solutions?



This can be preventative, or after statutory agencies step away.

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Key Actions: Communication & Collaboration

Amplify service-users voices

Collaborate for safer faith communities



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Review of learning:



Roles &
relationships

1



Referral to
resolution

2



Communication
& Collaboration

3

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**Your feedback is
important to us**



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