

Safeguarding Leads

Session 1



Creating safer places. Together.

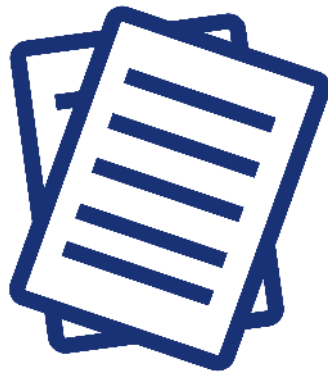
Introductions & poll

Who's in the room?





**2.5 hours
2 short breaks**



**Link for slides and
handbook**



**Webcam and
microphones**



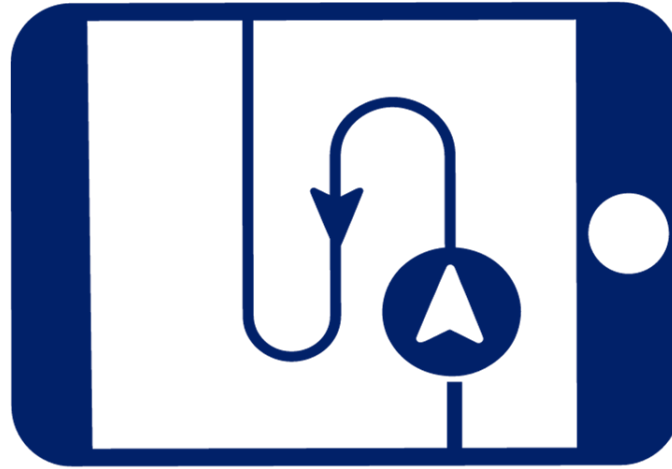
**Sensitive and
confidential**



Get support



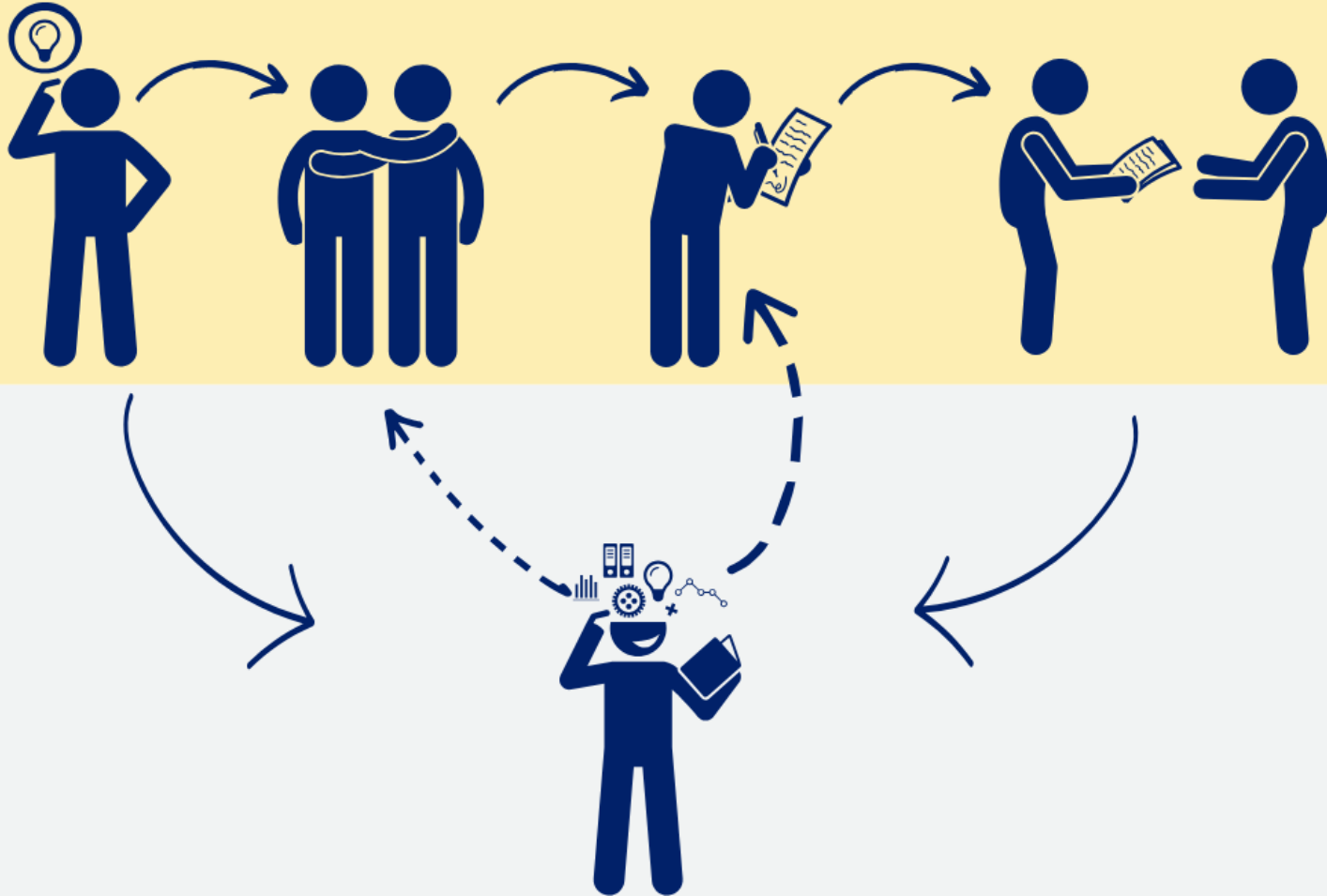
Chat facility



0303 003 1111 - Option 2
helpline@thirtyoneeight.org



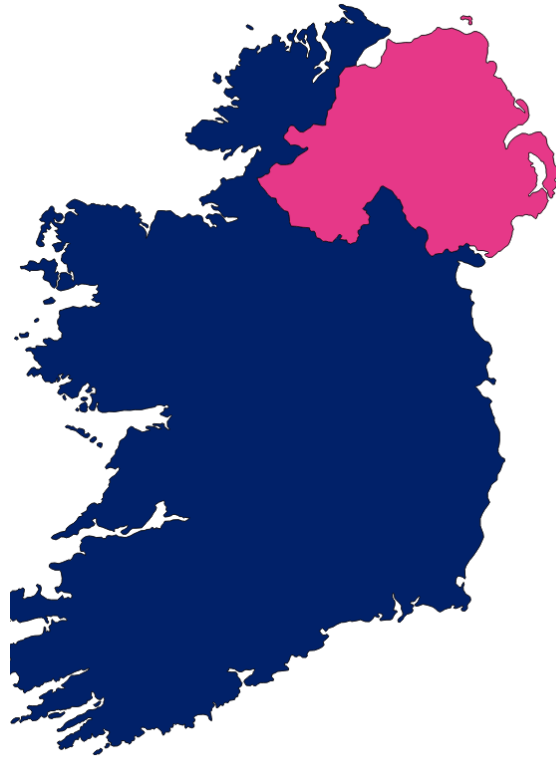
Our learning journey:



1. Recognise
2. Respond
3. Record
4. Report

5. Review

UK 4 Nations



What is the role?



Listen, advocate &
empower



Co-ordinate, build
team & communicate



Informed, fair &
organised

Survivor Voice:

“

“Thank you to the lady who listened to me today. I felt heard and validated. It really helped to hear the things she said. She gave me time to say everything I needed to and has given me good advice about the next steps I can take.”

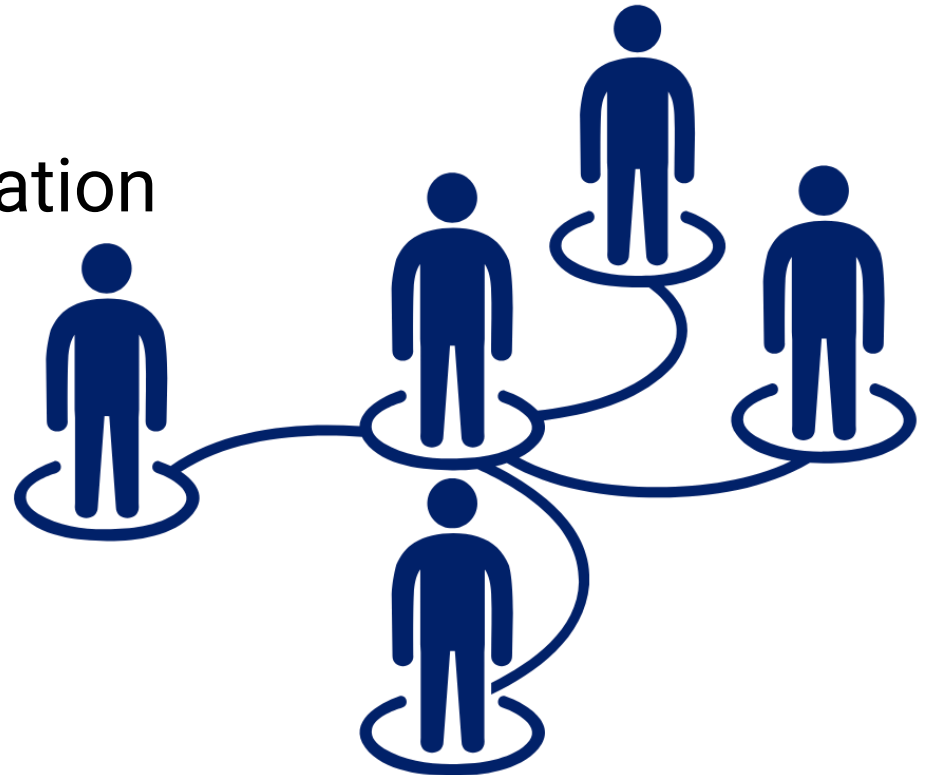
”

Contextual safeguarding

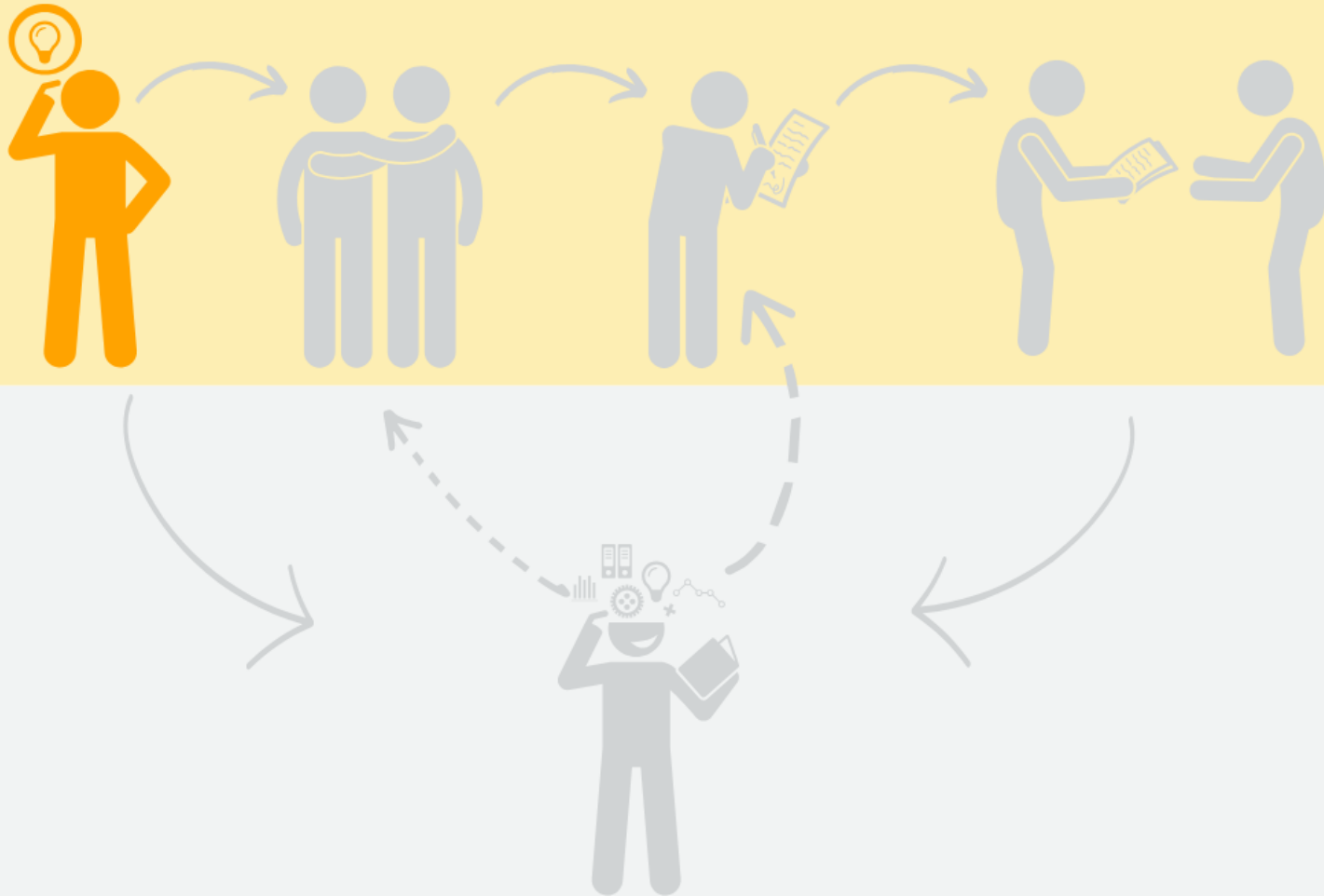
Understand the individual's multiple environments

Understand your environment

Understand that nothing happens in isolation



Module 1 - Recognise



1. Recognise

2. Respond

3. Record

4. Report

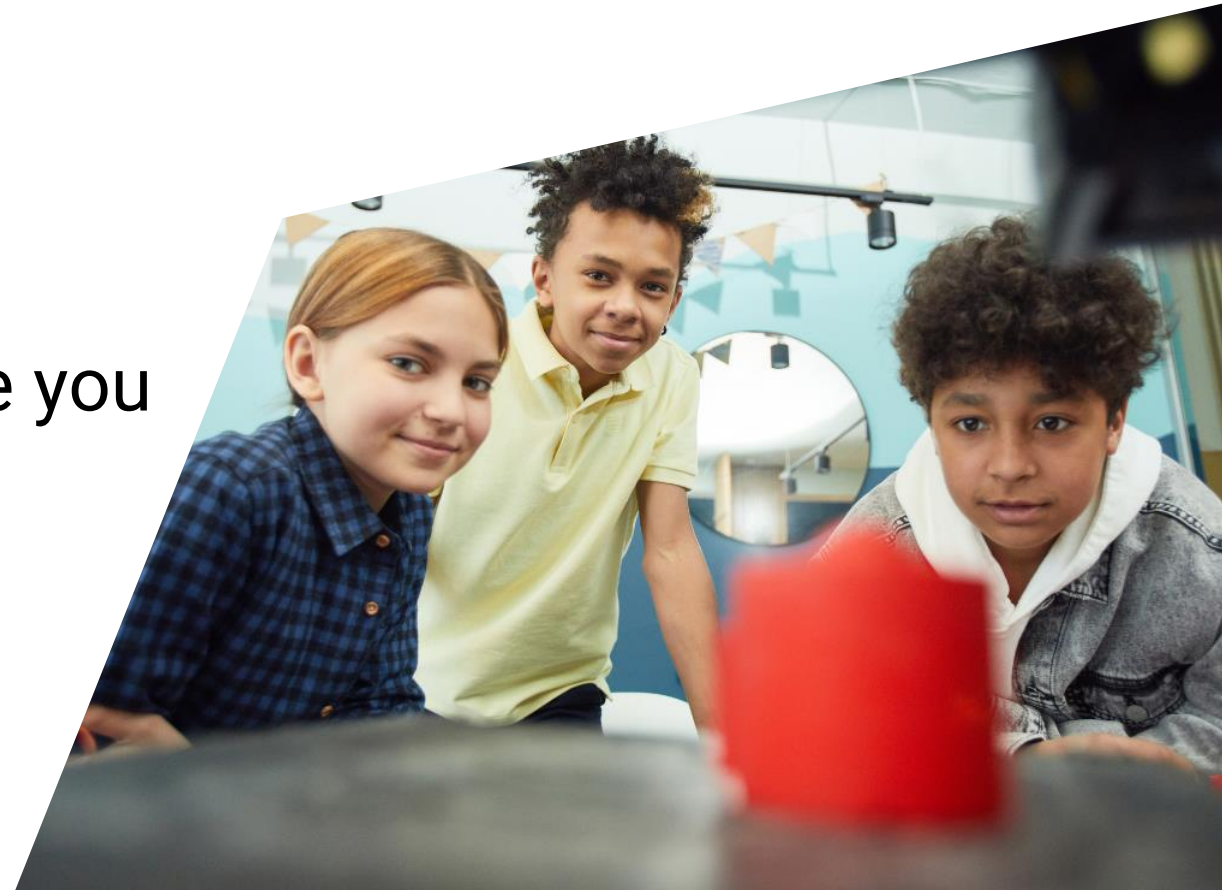
5. Review

Discussion:

Who are you serving?

What activities?

What are the challenges facing those you serve?



Recognise: Real people in their contexts

Our participants:
Abilities and limitations



Recognise: Real people in their contexts

Our wordina

Simplify the following....

Recognise: Real people in their wider contexts

Wider community: Key influences





5:000

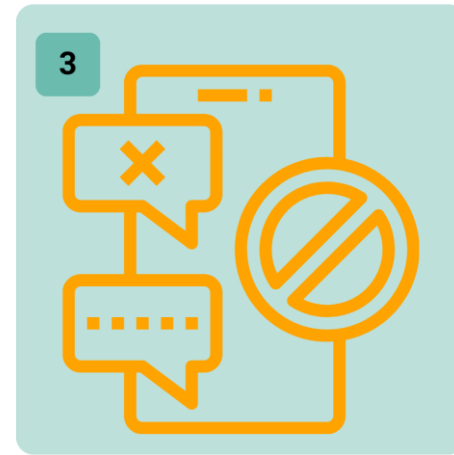
Recognise emerging forms of harm and abuse



Cuckooing



Catfishing



Sextortion



Mate crime

Survivor Voice:

“

Do I want to lose my freedom or do I want to be dead? I don't want none of that. I want to be alive. I want to be living. I want to have a family.

Danny, young person with experience of exploitation.

”

Recognise evolving forms of harm and abuse



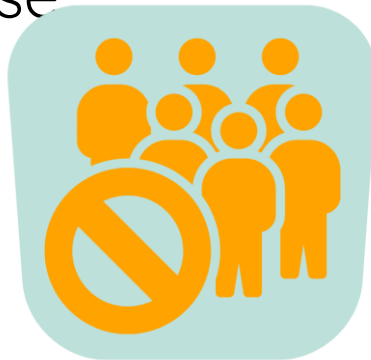
Domestic
abuse



Fabricated/
induced illness



Child
exploitation



Honour-based
abuse



Child abuse
linked to faith &

Pause and consider:

What factors can increase someone's vulnerability / risk of being harmed?



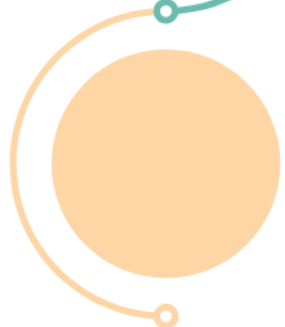
Recognise the parameters of your role



Know what you **don't know**
(...and what to do about it)

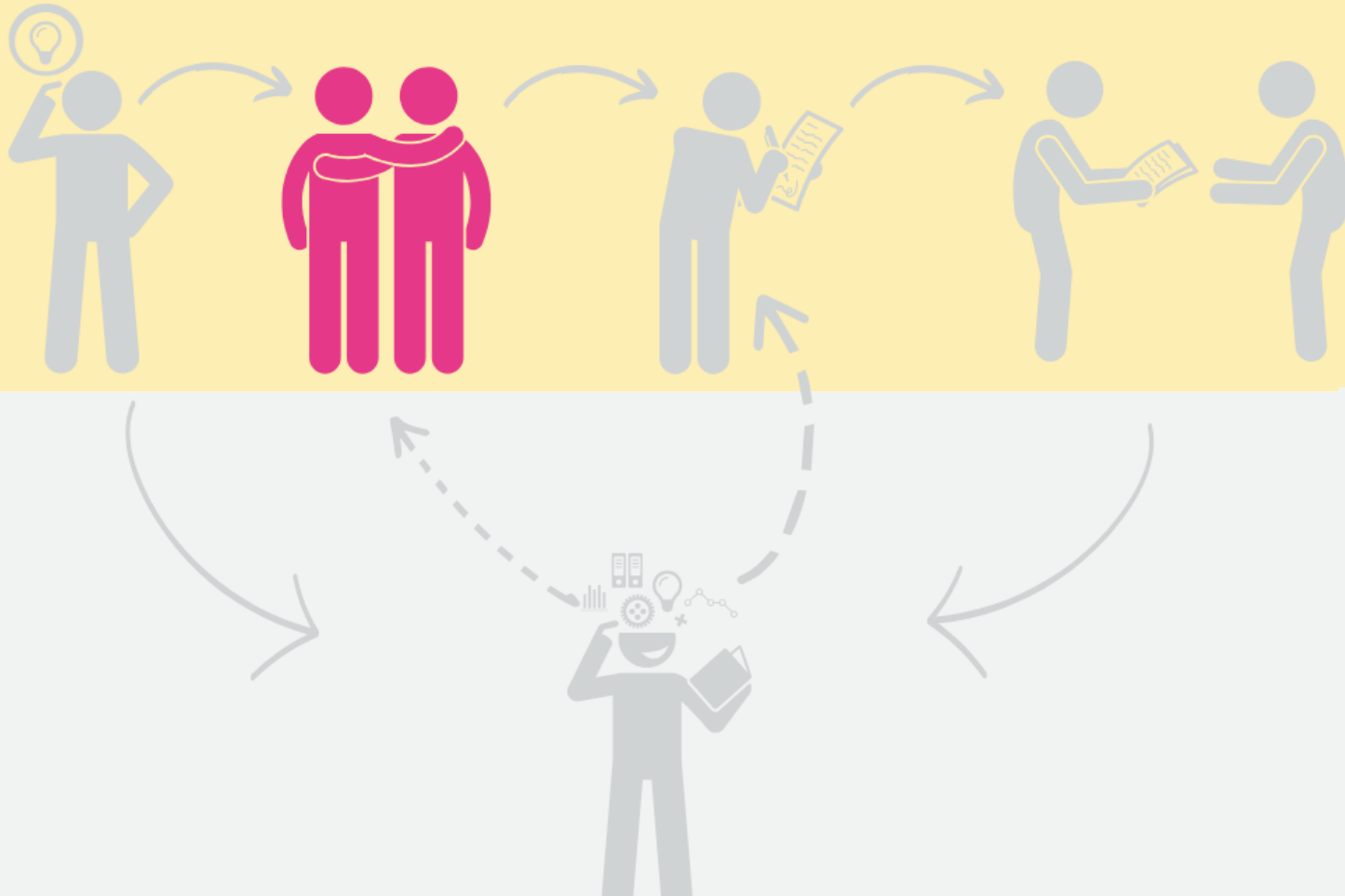


Build your **signposting store**



Maintain records **post-referral**

Module 2 - Respond



1. Recognise
2. Respond
3. Record
4. Report

5. Review

Victim-survivor centred responses

What is it?

The victim-survivor is always our priority

Why it matters

Our response should be/feel like the opposite of abuse

How we do it

View our processes through their eyes



Survivor Voice:

“

I am angry with them [the church].

I haven't even read the report about me. I need the report, but the church is holding on to it. Where's my justice?

Andrew Cadogan, victim-survivor of child sexual abuse.

”

Victim-survivor centred responses: Adults and children



Adults:
Trust through advocacy

Children:
Trust through creativity,
leading to advocacy



Responding fairly – unconscious bias

What is it?

Beliefs and views we have about groups of people

Why it matters

People have the right to be treated fairly.

How we mitigate it

Question our thoughts and assumptions





5:000

Discussion: Responding well

What's your emotional response?



Case Scenarios 1

- 1) What determines your next steps?
- 2) How would you practically respond?



Scenario 1 - Trevor

- Trevor holds a position of trust
- 5-yr old Alex said Trevor hurt him
- Parents realise this is the second incident

Scenario 2 - Anna

- A friend shares a rumour
- Your children's worker recently married
- Anna apparently has 'a dark past'

Scenario 3 - Zaire

- Fundraiser on your premises
- No formal connection
- Apparently no safeguarding considerations

Scenario 4 – Nancy

- One of your volunteers is a nursery worker
- Allegation been made about conduct there
- Parents expressing concern

Scenario 5 - Fin

- 15-year-old Fin has social difficulties
- Tried to kiss a girl, she told him no
- Behaviour continued

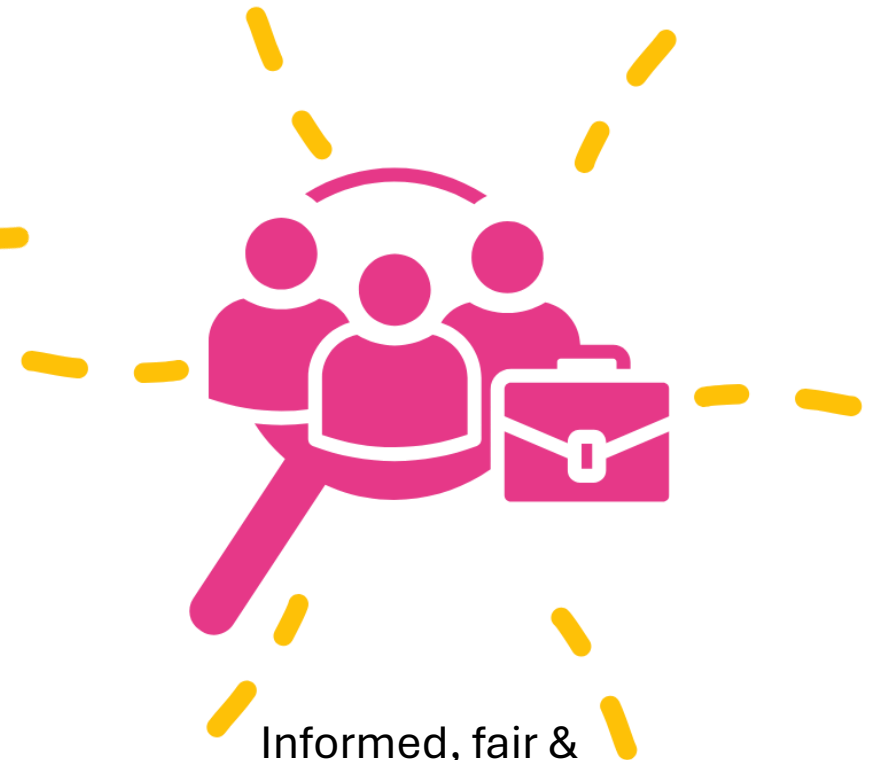
Responding well: Responses to your responses



Listen, advocate & empower



Co-ordinate, build team & communicate



Informed, fair & organised

End of session 1



Safeguarding Leads

Session 2



Creating safer places. Together.

Take a moment:

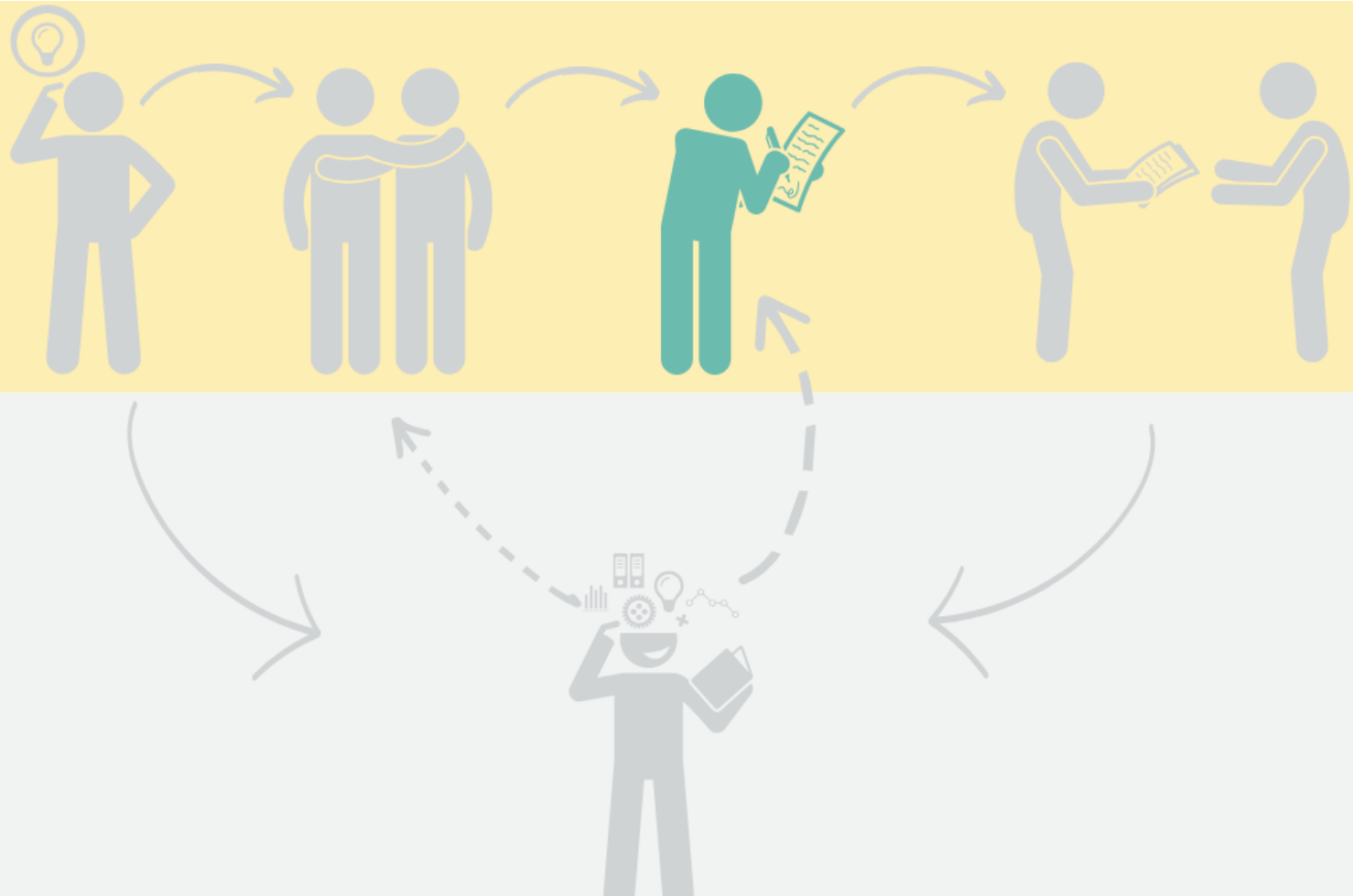
What was helpful?

What was unclear?

What are you hoping to gain from session 2?



Module 3 - Record



1. Recognise
2. Respond
3. Record
4. Report

5. Review

Recording safeguarding concerns

- Accurate, informative, timely and organised
- Capture use-able information
- Produce running records



Survivor Voice:

“

I displayed many behaviours that should have let my parents, guardians, teachers and the adults in my life to recognise that I must have been abused.

Dorota's story – The Survivors Trust.

”

Recording safeguarding concerns

1. Information
2. Advice sought
3. Advice received
4. Advice regarding consent
5. Assessment of concern
6. Actions taken
7. Referrals made
8. Ongoing support
9. Parent/carer informed?
10. Other relevant info

Case Scenarios – record key information

- 1) What should you note down?
- 2) What ‘key terms’ would you need to include to facilitate searching in future?

Have someone write down what you’d include in a report.

Scenario – Anna (part 2)

- Work with children, often in the home
- Wish to complete a safer recruitment process
- History of violent criminal behaviour

Scenario – Nancy (part 2)

- Nancy believes it's a 'personal vendetta'
- Her creche have taken action
- She 'won't cope' if anything else gets 'taken from her'

Securely storing records



Protecting
people /
Do no harm



GDPR/
confidentiality



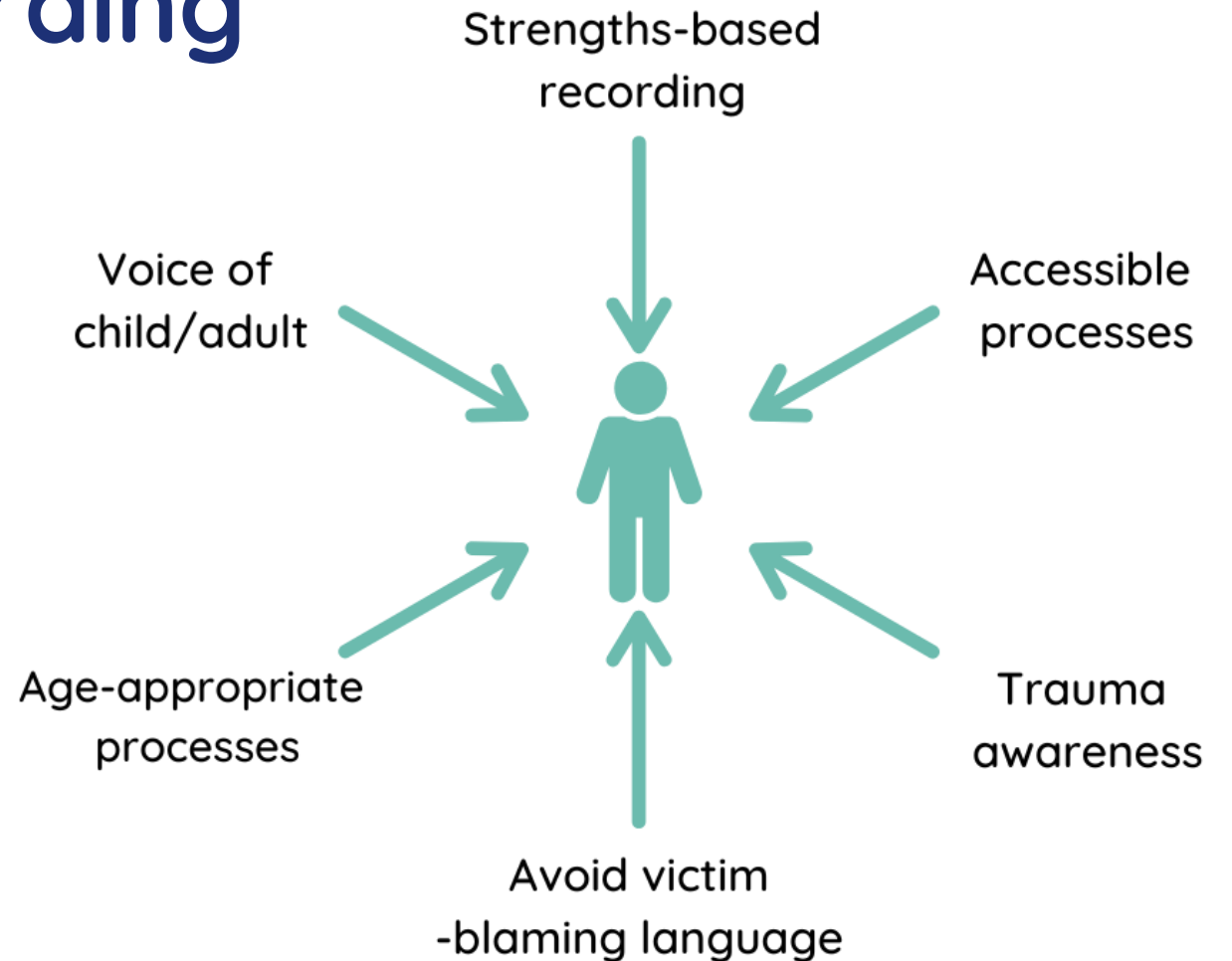
Resource and
budget



Long-term
use

Person-centred recording

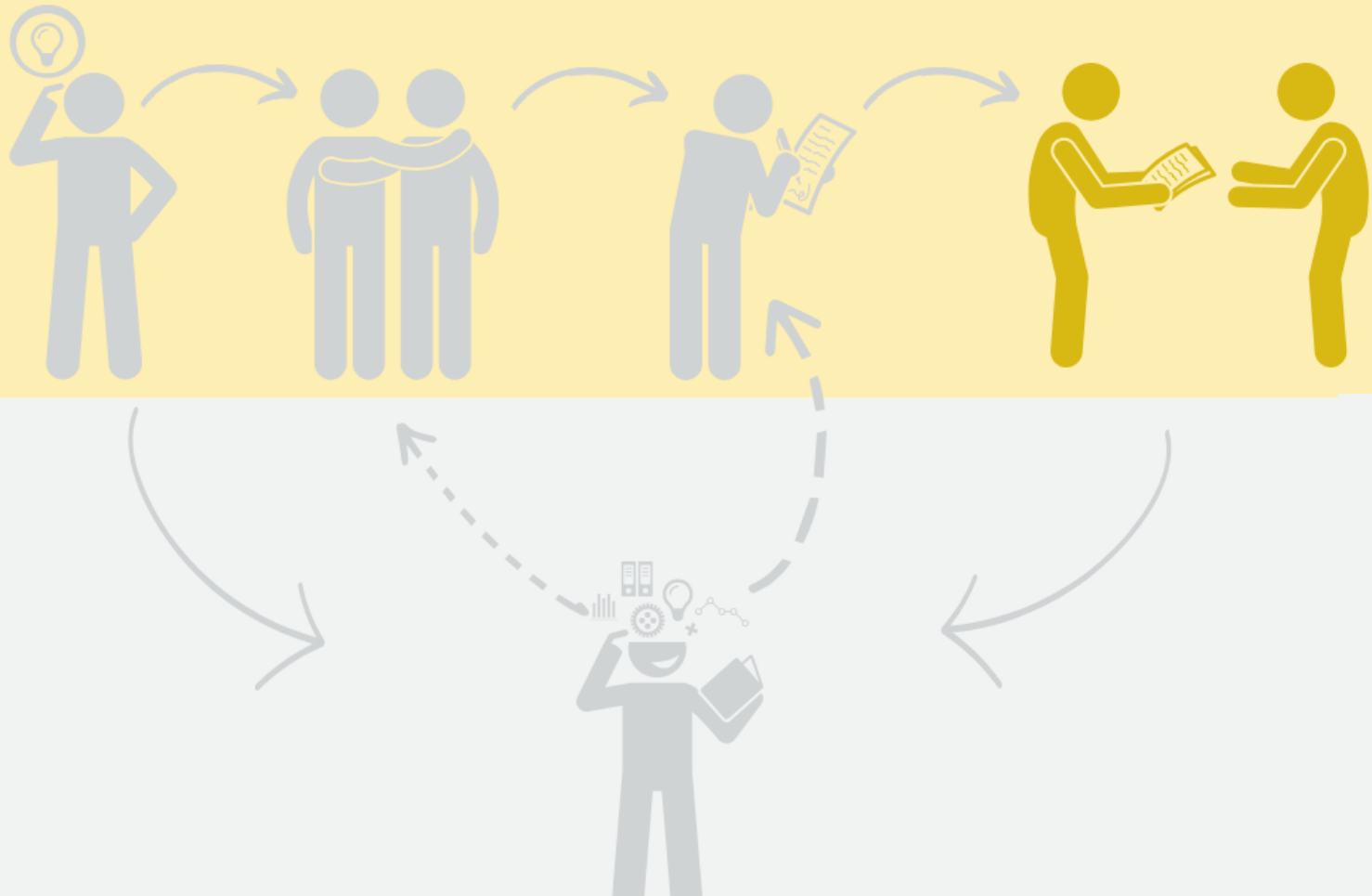
What do you think is meant by the six principles in the illustration?





5:000

Module 4 - Report



1. Recognise
2. Respond
3. Record
4. Report

5. Review

Reporting externally: Adults

Key principle:

Proportionate

Reporting to:

Police

Adult social care



Reporting externally: Children

Key principle:

Paramount

Reporting to:

Police

Social services

MASH / named person / local safeguarding board / Gateway Service Teams



Reporting externally: Thresholds



Sara's teacher Helen Simmons described her as a "happy child", who at times would be "sassy".

Giving evidence about Sara Sharif who died with 'disturbing injuries in August 2023.



Case Scenarios – reporting

- 1) Would you need to report externally?
- 2) Who to?
- 3) Challenges for you as Safeguarding Lead?



Scenario - Trevor (part 2)

- Phone call from Alex's mum
- Marks on Alex's armpits
- "That's where Trevor hurt me."

Reports involving those in positions of trust

It's illegal for those holding positions of trust have a relationship with under 18-year-olds under their care.

- Teachers
- Social workers
- Sport coaches (not applicable in Scotland)
- Faith leaders and youth workers (not applicable in Scotland)



Reporting externally: Lists

Lists are held by:

**Disclosure and barring service [DBS] and
Disclosure Scotland**

What is 'standard of proof'?



Reporting externally: all the others!



Charity regulator



Insurance company



Denomination /
network

Discussion: 'Reporting' to family

When should you share concerns with guardians, carers or family members?

Would you inform Fin's parents? Why?
If so, when?



Scenario - Fin (part 2)

- Fin pulled back the waistband of a girl's trousers.
- "I'm just playing, Jessie lets me."
- Youth worker not sure what to do.

Reporting internally: Who needs to know?

Trustees

Organisation leaders

Group leaders



Reporting structures – escalating concerns

What they can expect after disclosing concerns:

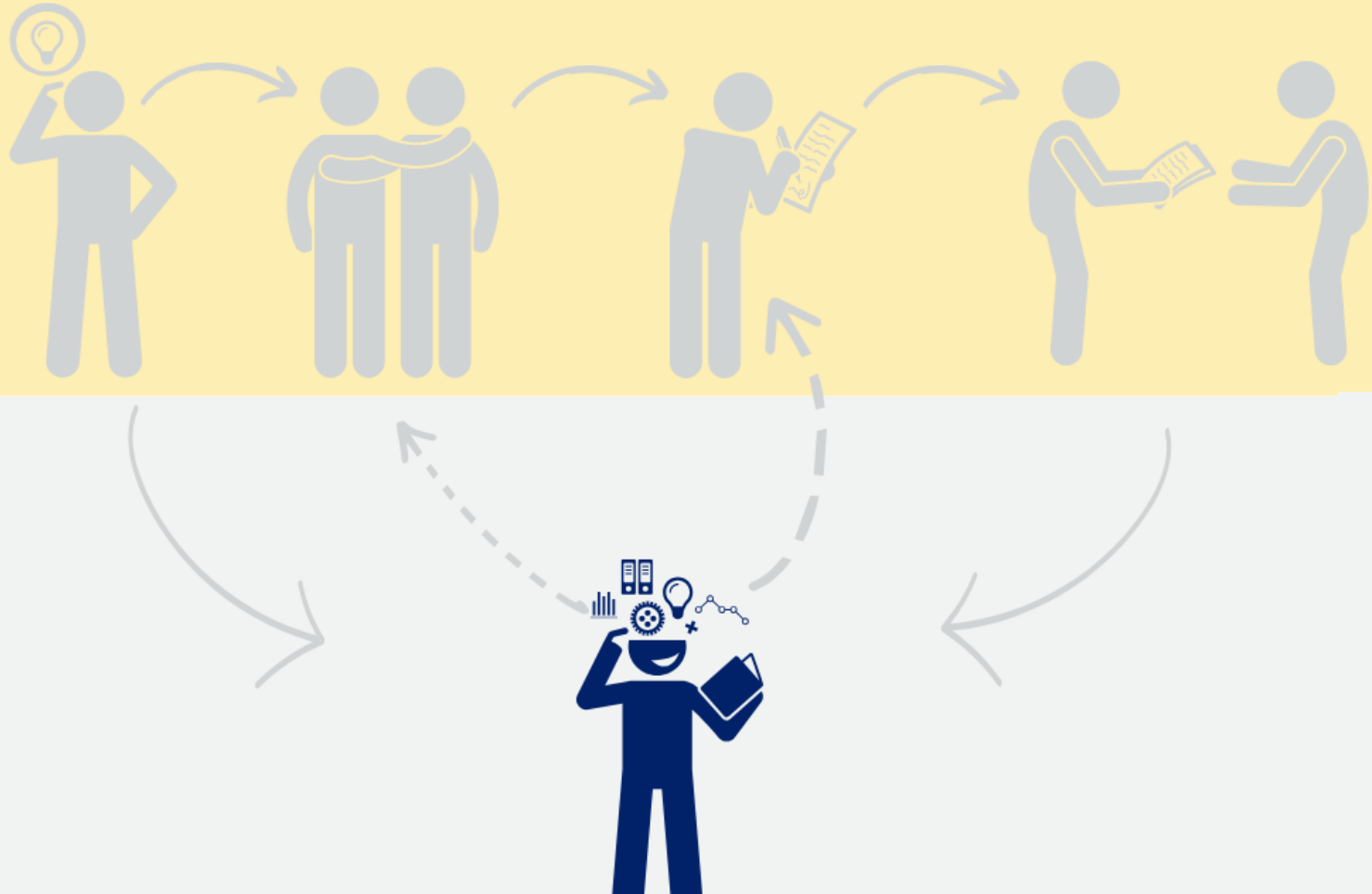
A victim-survivor centred approach

Whistleblowing policy

What if you're still concerned?



Module 5 - Review



1. Recognise
2. Respond
3. Record
4. Report

5. Review

Review your live responses

Peer reflection sessions:

- 1) Handling live concerns
- 2) Safeguarding culture for our teams





5:000

Review your capacity and wellbeing

How could this role adversely affect your wellbeing?

How would you know?

How can you avoid it?

How can you maintain healthy boundaries?



The relationship between Safeguarding Lead and Trustees

Safeguarding Lead:

- Operational responsibility
 - General oversight
- 2-way conduit of information



Lead Trustee:

- Legal responsibility
- Strategy and guidance
- Governance and culture

Review your ongoing awareness



Discussion: Review your processes

Read part two of Zaire's situation.

Would your current safeguarding processes enable you to effectively manage this situation?

If no, what would you need to change or improve?

Annual review of policies and team processes



Scenario - Zaire (part 2)

- Funders want follow up stories
- He hasn't considered safeguarding
- Zaire's unsure where to begin

Review with your team

What about our safeguarding culture isn't obvious to all?

Trevor: Ignored behaviours or ignored bias?

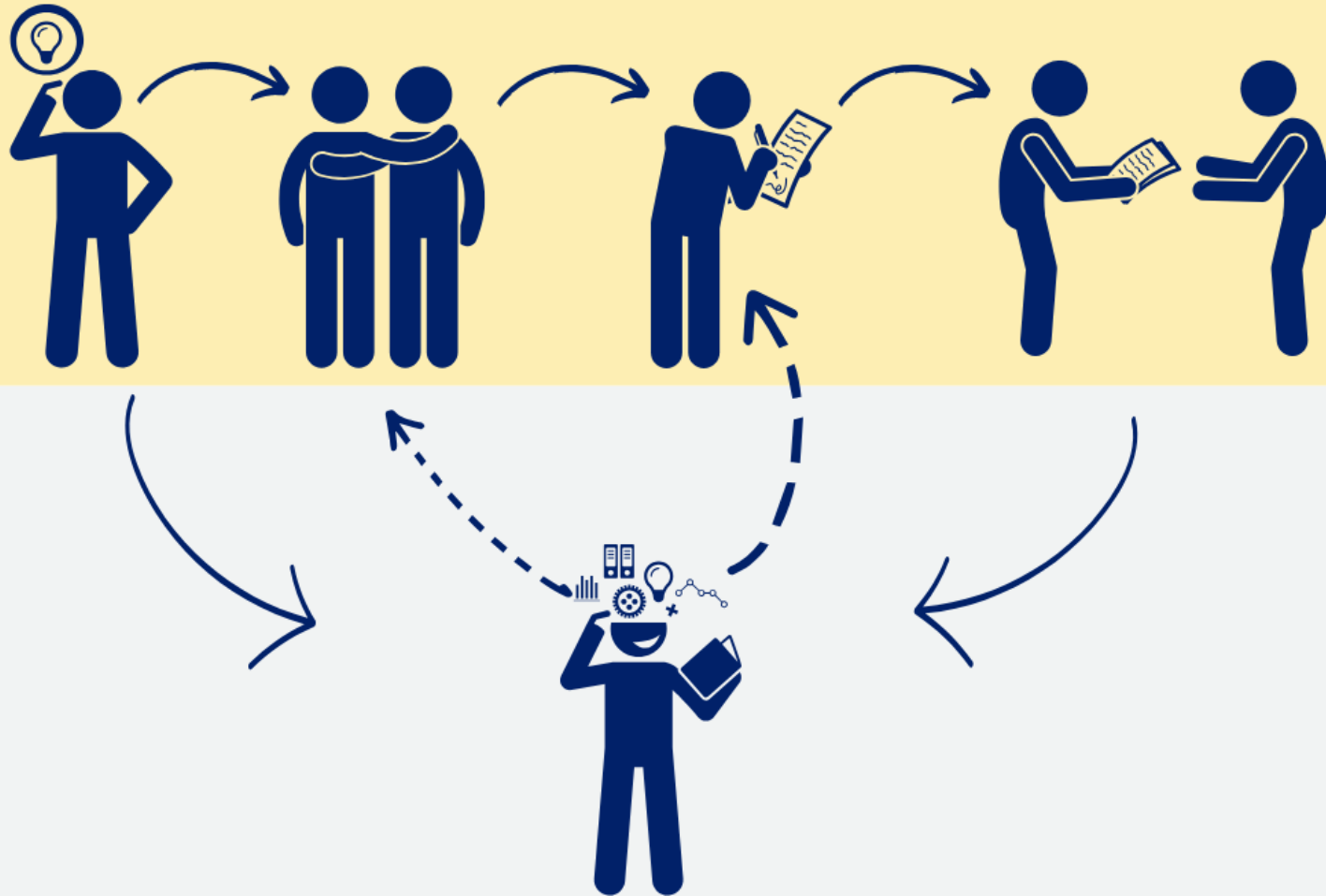


Review your victim-survivor centred approach

Imagine the individuals in the case studies were part of your organisation.

Do you believe your safeguarding processes would keep them (the victim-survivor) at the centre?

Reflecting on our learning journey:



1. Recognise
2. Respond
3. Record
4. Report

5. Review

**Your feedback is
important to us**





thirtyone:eight

Creating safer places. Together.