Safeguarding Training

Designated Safeguarding Lead
Spring 2019
What will we be doing

• Welcome and introductions
• Safeguarding – context and the role of the DSL
• Understanding vulnerability
• Assessing and responding to safeguarding concerns

LUNCH BREAK (45 minutes)
• Creating safe spaces and relationships
• Writing a safeguarding framework and training volunteers
Introductions

- Who you are and where you are from
- Your experience of safeguarding
- Your expectations of today’s session
Creating a safe space

- Safeguarding can be emotive
- Look after yourself
- Share professional, not personal experiences
- Do not disclose personal or sensitive information (for example names)
- If you have a specific current issue, discuss with outside of wider group
- If we think someone is at risk, we will act
What is safeguarding?
Safeguarding is the responsibility that organisations have to make sure their people, operations, and programmes:

- Do no harm to people – children and adults;
- Do not expose them to the risk of harm, exploitation, abuse and neglect;
- Make sure that concerns about the safety and wellbeing of people within the communities in which they work, are dealt with and reported to the appropriate authorities;
- Protect its employees and volunteers when they are vulnerable.
Safeguarding means protecting people's health, wellbeing and human rights, and enabling them to live free from harm, exploitation or abuse.

**Safeguarding children** - promoting their welfare includes protecting them from maltreatment or things that are bad for their health or development and making sure they grow up in circumstances that allow safe and effective care.

*(Working together to Safeguard Children 2018).*

**Safeguarding adults** - includes protecting their rights to live in safety, free from harm, exploitation or abuse, with people and organisations working together to prevent the risk of harm, exploitation or abuse, and to stop them from happening, and making sure people's wellbeing is promoted, taking their views, wishes, feelings and beliefs into account.

*(Care Act/Social Services and Well-being Act, 2014)*
Prevention…

…approach and measures which protect children, young people and adults and reduce the potential risk of harm or damage.

Protection….

…is specifically about the steps and measures an organisation puts in place to protect individuals identified as either suffering, or likely to suffer from harm, exploitation, abuse and neglect.
Role of the Designated Lead

Designated Safeguarding Lead acts as the main source of support, advice and expertise for safeguarding.
Role of the Designated Lead

- supporting volunteers with advice and guidance on safeguarding issues.
- responding to safeguarding concerns.
- referring cases of suspected harm, exploitation and abuse to the local authority social care as required.
- referring cases where a crime may have been committed to the Police as required.
- ensuring that any safeguarding concerns raised about volunteers are addressed and appropriately resolved with guidance from Citizens UK DSL.
- ensuring there is an appropriate safeguarding monitoring and reporting procedures in place.
- keeping accurate, secure, written records of safeguarding concerns and actions.
- ensuring that all safeguarding concerns are stored securely and accessed only by authorised individuals.
NOT the role of the Designated Lead to...
decide whether someone has been abused or not – that is the responsibility of investigative statutory agencies like social work services or the police.
What are the challenges of being the DSL?
Understanding vulnerability
Throughout our life, we are exposed to all kinds of situations and circumstances.

Some of these may increase our vulnerability – physically, environmentally, emotionally or socially.

Sometimes, the things that make us who we are, for example, our gender, can also increase our vulnerability.

When our vulnerability increases, the likelihood and impact of being harmed can also increase.
Activity – what makes us vulnerable
You don’t need to be an expert

- Everyone can recognise characteristics or circumstances that may increase vulnerability.
- Any of these factors may affect children and adults we work or come into contact with.
- No one factor creates a direct link to potential risk of harm and abuse.
- Not everyone will need any additional help or support or protection.
Resilience is the ability to cope with and rise to the inevitable challenges, problems and set-backs a person may meet.

A resilient individual has the knowledge, ability and the confidence to be actively involved in and responsible for their own safety and wellbeing and to cope with life’s challenges.

Resilience factors are not only the skills, qualities and attributes we develop as individuals but also the environment and circumstances in which we live our life.
Vulnerability, resilience and risk of harm

Resilience can be increased by getting help when we need it, having support around us and knowing what to do for ourselves.
Identifying and responding to safeguarding concerns
Employees and volunteers, partners, operations and programmes may:

• harm vulnerable people.
• expose people to the risk of discrimination, neglect, harm and abuse.
• affect the safety or welfare of people within the workplace or communities in which they work.
• be vulnerable themselves.
A concern may arise because:

- An adult or child says they are being harmed or abused.
- An adult or child indicates they want to harm themselves.
- You spot signs of abuse, exploitation or neglect.
- The behaviour of the adult or child gives you or someone else cause for concern.
- You directly witness an adult or child being harmed.
- Somebody tells you an adult or child is being harmed or is at risk of harm. This could be another volunteer, a supporter, donor or a member of the public.
- The behaviour of a volunteer gives you cause for concern about the safety of others.
- An adult survivor of abuse tells you about their experience of abuse in childhood (often called ‘historical abuse’). The perpetrator may still be alive, and children may be at risk.
What is not a safeguarding concern

• HR related issues
  • Personal disagreements and disputes.
  • Complaints about working conditions.
  • Volunteer safety and wellbeing.
  (unless these have consistently been raised and ignored by others to the point that someone is at serious risk of harm)
• Whistleblowing
  • Organisational failings
  • Poor practice
  • Escalating concerns
Activity - What concerns?
Safeguarding Systems

- Vulnerable person’s needs are put first
- Share appropriate information in a timely way
- Use our expert judgement to find right solution
- Contribute to whatever actions are needed to safeguard and promote the person’s welfare
Safeguarding duty of care

- Promote a **proactive response** to keeping people safe, encouraging their active participation in keeping themselves and others safe.
- Always **act in the best interests** of individuals, respecting and involving individuals, **providing them with safe and appropriate information** that meets their needs and supports their rights.
- **Treat all safeguarding concerns seriously** and take advice when needed.
- We **work in partnership** with other organisations, including statutory services like the police and social care, to signpost and refer to services who provide help and support and to protect those who have been or are at risk of harm, exploitation or abuse.

SPONSOR REFUGEES
Citizens UK Foundation for Community Sponsorship of Refugees
Responding to concerns

Primary objective is always to identify and minimise any potential ongoing risk to children and adults.

Whilst everyone should do what they can to keep others safe from harm, the first priority is always protecting yourself.
Defining concerns

**Safeguarding concern** – when you are worried about the safety or wellbeing of a child or adult if they don’t get professional help.

**Allegation** - when someone tells you they, or someone they know, has been harmed, exploited or abused by another person.

**Incident** - when you have witnessed or someone else has told you they have witnessed, a situation in which an adult or child has been harmed, exploited or abused.
Levels of safeguarding concerns

Safeguarding Emergency. A life-threatening situation where there is imminent danger and harm to a person.

Protection concerns. A person is unable to protect themselves and is at current risk of or has experienced abuse, exploitation or neglect.

Complex or serious needs. No-one has been harmed in any way, but person is experiencing a wide range of vulnerable circumstances and personal vulnerabilities and has needs which without intervention would seriously impair their health or development or put them at risk of harm.

Vulnerable or emerging needs. No-one has been harmed in any way, but a person shows signs of being in vulnerable circumstances and you have concerns for their health, wellbeing or safety if they do not get help.
Threshold of need: Child protection

Level 4
Child Protection

Level 3
Children in Need

Level 2
Early help and targeted support

Level 1
Basic care
<table>
<thead>
<tr>
<th>LEVELS OF SAFEGUARDING CONCERNS</th>
<th>WITHIN 7 DAYS</th>
<th>WITHIN 3 DAYS</th>
<th>WITHIN 24 HOURS</th>
<th>IMMEDIATELY</th>
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<tr>
<td><strong>Level 1</strong> Vulnerable or emergency needs.</td>
<td>Shows signs of being in vulnerable circumstances and you have concerns for their health, wellbeing or safety if they do not get help.</td>
<td>You should speak with the individual, to make sure they have the support they need.</td>
<td>You will need to help the person to access their local authority services or refer them to another organisation with their consent.</td>
<td>You must contact the Local Safeguarding Team (children/adult) or the police directly and make a telephone referral. This should always be followed up with a written referral.</td>
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<td><strong>Level 2</strong> Complex or serious needs</td>
<td>Experiencing a wide range of circumstances/vulnerabilities and without intervention would seriously impair their health or put them at risk of harm</td>
<td>If the individual refuses consent to your referral you should contact the local safeguarding team for advice and inform the individual of your actions. You may need to make a written referral.</td>
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<td><strong>Level 3</strong> Protection Concerns</td>
<td>A person is unable to protect themselves and is at current risk of or has experienced abuse, exploitation or neglect.</td>
<td></td>
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<td>You must contact the emergency services directly.</td>
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<tr>
<td><strong>Level 4</strong> Emergency</td>
<td>A life-threatening situation where there is imminent danger and harm to a person</td>
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Consent

The individual should be involved in any discussions about referrals or professional help. This means explaining they need immediate professional help, or that you are really worried about their safety.

If the individual refuses permission, we must explain that they will still need to share the information with other professionals, in order to make sure they and their family get the help they need.

You do not need to seek consent to share information if it might:

1. Be unsafe to seek (e.g. if might increase the risk to the adult or child).
2. Cause an unjustified delay.
3. Prejudice the prevention, detection or prosecution of a serious crime.
Assessing Concerns

1. What is the concern and how has it been received?
2. What do we know about the situation, what don’t we know?
3. What are the priorities?
4. What is the risk of harm?
5. Do we have any concerns about the individuals or their vulnerabilities?
1. Is there a risk of harm, exploitation or abuse? or evidence of potential harm, exploitation or abuse?

2. Is the risk of harm imminent or significant? Imminent risk or significant harm means that a child or adult is in immediate danger and to do nothing would result in actual harm to the individual.
BREAK
Activity – responding to concerns
Stage 1: Initial actions

1. Is it a safeguarding concern?
2. Immediate actions
   - People involved
   - Volunteers
   - Organisational reputation/partnerships
3. Further support
4. Outside agencies
5. Next steps and actions
6. Information management and communication
1. **The incident**: Describe briefly the facts of the disclosure/ incident or concern. *Do not include opinion*

2. **Contextual information**: Is there anything you have observed that might assist in understanding the concerns? Include names and details of witnesses.

3. **What action** has been taken internally to support the vulnerable person?

4. Has the young person/parent or carer given their **consent** for you to share the information?
   
   Yes/No; If they have not consented, please state why a decision has been made to override this.
Stage 2: Ongoing management

1. Gather additional information
2. Briefing for other volunteers
3. Liaison with other agencies
4. De-mobilisation (if an emergency)
Stage 3: Closure

Consider:

- Have all the concerns been addressed?
- Are there any further actions needed?
- Have you decided to monitor?
- Have statutory authorities taken the concern and there are no further actions for us?
- Is the individual no longer involved with Sponsor Refugees?
Keeping Records

Records should be:
- adequate, relevant and not excessive for the purpose(s) for which they are held
- accurate and up to date
- only kept for as long as is necessary

Your organisation must:
- know the reason why you’re keeping records about children and/or adults (for example, because they relate to child protection concerns)
- assess how long you need to keep the records for
- have a plan for how and when the records will be destroyed.
Creating safer spaces
Creating a ‘safe space’

Creating a safe space means we keep people safe while they are with us.

A ‘safe space’ is one where we build relationships where individuals can learn, feel supported and build resilience.
Working safely

• Be aware of situations which may present risks and manage them, reporting to managers if there are any issues.

• Plan and organise the work and the workplace to minimise risks.

• Create and maintain a non-defensive attitude and an open culture in which to discuss any issues or concerns.

• Foster a culture of mutual accountability so that any potentially inappropriate or harmful behaviour can be challenged.

• Respect each vulnerable person’s boundaries and help them to develop their own sense of their rights as well as helping them to know what they can do if they feel that there is a problem.
Activity – volunteer vulnerability
Activity - What support and guidance do volunteers need?
Activity - What do we do well – what could be better?
Reflections and close