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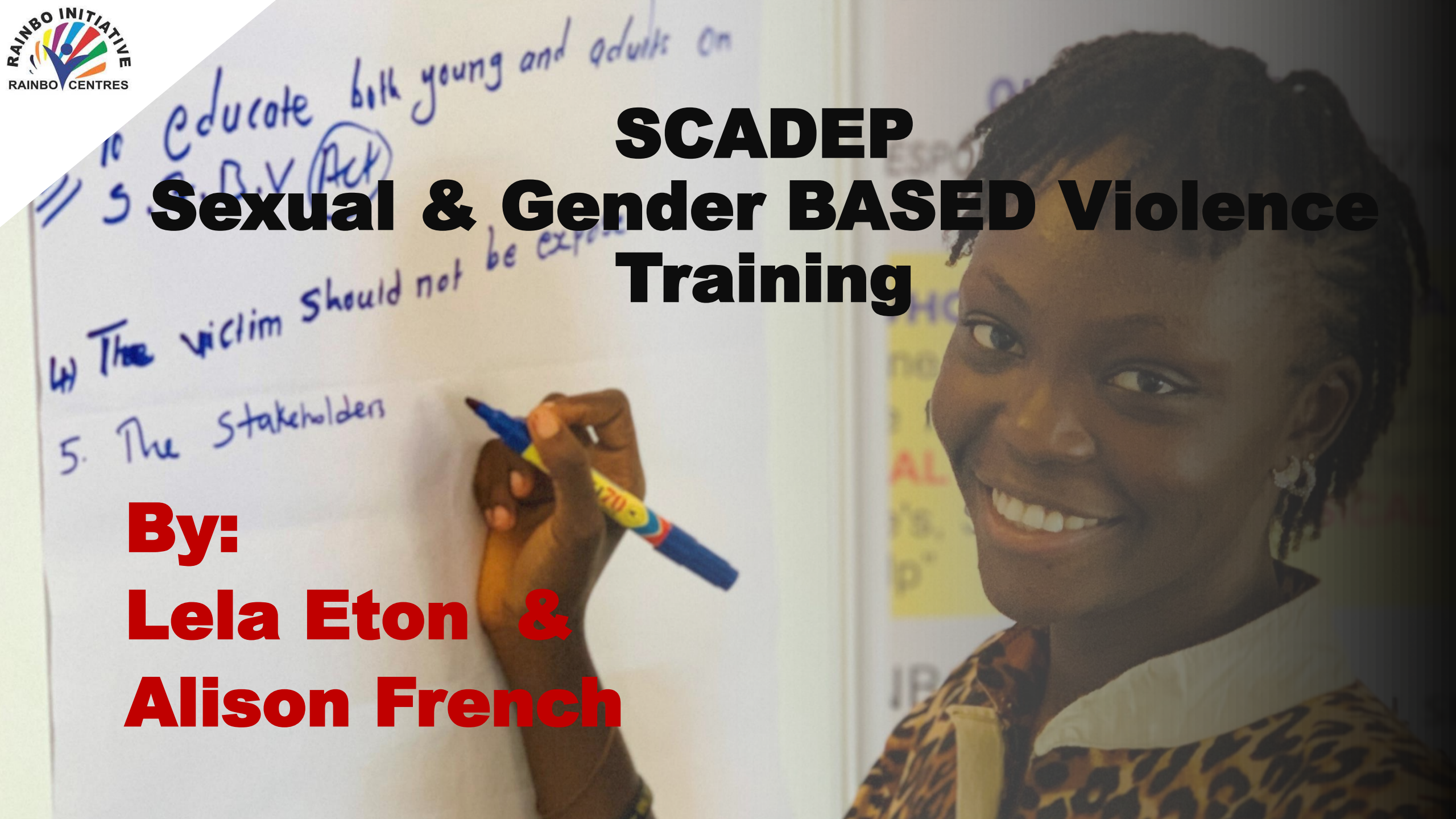
SCADEP
Sexual & Gender BASED Violence Training



By:
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Understanding Child Safeguarding

Session Content:

1. The context for children
2. Understanding child abuse
3. Understanding child safeguarding
4. Recognising and responding to safeguarding concerns and abuse

1. The context for children:

Aims of the session

- Focus on children and begin to examine their own attitudes and values about children and childhood – childhoods differ according to the cultural context, and this needs to be understood in order to consider the impact of your work or that of the organisation
- Gain a better understanding of the children with whom they are working, or whom the organisation impacts upon, the risks they might face in their communities and the way in which communities protect them
- Understand that our own values, beliefs and attitudes towards children will influence our ability to recognize risks and concerns and take appropriate action in our child safeguarding policy.

1. The context for children

Objectives of the session:

- To help the group get to know each other and feel comfortable sharing experiences.
- To acknowledge the participants' different attitudes to children and childhood.
- To see the connection between our own attitudes and values about children and how they contribute to, or stop, children being safe.
- To begin considering the implications for child safeguarding of the experiences of children – positive and negative – in their communities.

1. The context for children – cont'd

Group Exercise 1: Childhood – past and present

- To explore the changing ways children are seen by society.

Keynote:

- Perceptions about children and childhood change from one generation to the next, but some things remain the same.
- A community's perception of children and childhood is influenced by powerful groups and ideas at particular times.
- Understanding children and childhood in a cultural context is crucial – you need to understand what children are experiencing in order to consider the impact of your own work or organisation and the risks that this might present.
- Our own values, beliefs and attitudes towards children will influence our ability to recognize risks and concerns and take appropriate action in our child safeguarding policy.

1. The context for children – cont'd

Discussion:

What are differences seen in the lives of children today?

Compare with their/your own childhood and that of their parents/or carers. What influenced the changes?

What are the Perspectives on childhood…..

2. Understanding Child Abuse

Aim of the session:

- To think about what we understand by the term child abuse, particularly in the context of our own country.

Objectives of the session:

- To explore personal attitudes, values and beliefs about child abuse.
- To define child abuse, locally and internationally.
- To identify the ways organizations and communities protect children.

2. Understanding child abuse – cont'd

- Child abuse is a complex subject. It challenges some of our basic beliefs about the world, for example, that a parent, or someone working for a faith-based organisation, would never harm a child.
- Assumptions that people who work with charities have humanitarian beliefs – they want to help people – surely they would never harm a child/young person accessing a service? It is hard for us to accept that any of these people might abuse a child because it would be so terrible if they did.
- Opinions about abuse are subjective: what might be abusive in one person's view may not be seen that way by another.
- We all use our own personal experiences, values and attitudes when making judgements about abusive behaviour.

2. Understanding child abuse – cont'd

Child abuse is a global problem that is deeply rooted in cultural, economic and social practices. According to the UN Convention on the Rights of the Child (UNCRC), a child is every human being below the age of 18 years.

Child abuse and neglect, sometimes also referred to as child maltreatment, is defined in the World Report on Violence and Health as all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust, or power.

Many children living throughout the world can therefore easily be described as being abused in a very general sense because they are denied basic human rights and live in circumstances that are extremely difficult. However, any definition of abuse needs to be carefully thought through as no child safeguarding policy can address all abuse of children and would be ineffective if it were used in this way

2. Understanding child abuse – cont'd

What is abuse and where does it happen?

Universal categories of abuse:

Sexual abuse: Actual or threatened sexual exploitation of a child including all forms of sexual activity such as rape, incest and pornography.

Physical injury: Actual or likely physical injury to any child or a failure to prevent physical injury or suffering.

Neglect: The persistent or severe neglect of a child or the failure to protect a child from expose to any kind of danger including cold or starvation, failure to carry out important aspects of care resulting in the impairment of the child's health or development.

Emotional abuse: Actual or likely severe adverse effect on the emotional and behavioral development of a child caused by persistent or severe emotional ill-treatment or rejection. All abuse involves emotional ill-treatment.

Exploitation: Abuse of a position of vulnerability or trust for commercial or sexual purposes (commercial & sexual exploitation).

2. Understanding child abuse – cont'd

Types of child abuse:

- **Physical:** hitting, shaking, choking, smothering, throwing, burning, biting, poisoning, using physical restraints.
- **Sexual:** Child sexual abuse happens when an adult, teenager or child uses their power or authority to involve another child in sexual activity.
- **Emotional**: rejection, name calling, teasing or bullying, yelling, criticism, isolation or locking a child up for extended periods, exposure to domestic and family violence.
- **Neglectand negligent treatment**:: food, housing and clean living conditions, health care, adequate clothing, personal hygiene, adequate supervision.
- **Commercial exploitation:** exploiting a child in work or other activities for the benefit of others and to the detriment of the child's physical or mental health, education, moral or social-emotional development. It includes, but is not limited to, child labour.

2. Understanding child abuse cont'd

Key notes:

- Children can be abused in the community as well as in, or because of, any organisation.
- An organization's primary responsibility is to prevent the abuse of children within, or because of, the organisation. The organisation needs to have mechanisms in place to respond to abuse or risks of abuse that are identified in the community.
- It is hard to acknowledge the possibility or existence of abusive practices by those employed by or partnered with your own organisation.
- All organizations need to develop a policy and procedures to manage child safeguarding concerns.

Emotional Abuse

Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

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EMOTIONAL

Attention seeking behaviour

- Substance misuse
- Self harm
- Suicidal thoughts
- Eating disorders
- School refusal
- Chronic runaway
- Speech disorder
- Wetting and soiling
- Frequent Vomiting
- Poor peer relationship

SEXUAL ABUSE

Physical Indicators

- Soreness, bleeding in genital or anal areas
- Itching in genital areas
- Stained or bloody underwear
- Stomach pains or headaches
- Pain on urination
- Difficulty in walking or sitting
- Bruises on inner thighs or buttocks
- Anorexic / bulimic

Behavioural Indicators

- Chronic depression
- Inappropriate language,
- Sexual knowledge for age group
- Making sexual advances to adults or other children
- Low self esteem
- Afraid of the dark
- Wariness of being approached by anyone
- Evidence of substance misuse
- Acquisition of money, mobile phones etc without plausible explanation
- Association with older people, particularly men, outside the usual range of contacts
- Phone calls/messages from adults outside the normal range of contacts

Signs Of Neglect

Physical Indicators

- Constant hunger
- Exposed to danger; lack of supervision
- Inadequate / inappropriate clothing
- Poor hygiene
- Untreated illnesses
- Persistent tiredness

Behavioural Indicators

- Lack of peer relationships
- Low self-esteem
- Compulsive stealing / begging

Signs Of Organizational abuse

- Lack of flexibility and choice for people using the service
- Inadequate staffing levels
- Poor standards of care
- Lack of adequate procedures
- Poor record keeping and missing documents
- Absence of visitors
- Public discussion of personal matters Lack of management overview and support

What is safeguarding?

3. Understanding Child Safeguarding

Aim of the session

- To understand what we mean by child safeguarding, and the responsibility of organizations to prevent risks of harm and abuse to children from its staff, associates, and activities.

Objectives of the session:

- To consider an organization's “area of control”.
- To consider appropriate actions for addressing abuse in the wider community.
- To define child safeguarding and child protection.

3. Understanding Child Safeguarding

Child safeguarding is the responsibility that organizations have to ensure their staff, operations and programmes “do no harm” to children and that any concerns the organisation has about children’s safety within the communities in which they work are reported to the appropriate authorities.

“Do no harm” is a principle that has been used in the humanitarian sector but can equally be applied to the development field. It refers to organizations' responsibility to minimize the harm they may be doing inadvertently as a result of their organizational activities.

Child protection: in the international context describes the work being undertaken to strengthen laws, policies and systems, which are designed to protect children in a given country in his or her own family and community.

Purpose of Safeguarding

The policy is designed to outline Organization's commitment to prevent harm, and to promote the health and wellbeing of children, young people and vulnerable adults. The policy is normally designed to inform, guide and direct staff and volunteers in the use of organization's safeguarding framework.

- Recognise the purpose of safeguarding and the need for an effective approach to safeguarding
- Identify who must be safeguarded

Safe guarding and Child Protection

Child Protection

Child protection is the term used to describe the activity that is undertaken to protect children who are suffering or likely to suffer from significant harm

Safeguarding

Safeguarding means proactively seeking to involve the whole community in keeping children and vulnerable people safe and promoting their welfare

Safeguarding is more than child protection. Safeguarding begins with **promotion and preventative** activity which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is not adversely affected. It includes support to families and early intervention to meet the needs of children and continues through to child protection.

3. Understanding Child Safeguarding

An overall approach to child safeguarding is rooted in understanding the risks to children from the organisation, (its staff, programmes and operations) and addressing those risks with measures that create child-safe organizations.

To achieve this your organisation needs to consider:

- where, when and how your organisation affects children and what risks this presents
- what policies and procedures are needed to prevent harm and how to respond to concerns appropriately
- who is the appropriate designated person/s to act as the focal point in an organisation to receive and manage any safeguarding concerns and subsequent inquiry/investigation
- what safeguarding induction and training is needed to ensure staff know what the organisation expects of them and what to do if they have a concern
- a clear code of conduct so that all staff understand their professional boundaries when working with children and what is and is not acceptable behavior
- how to recruit safely

3. Understanding Child Safeguarding

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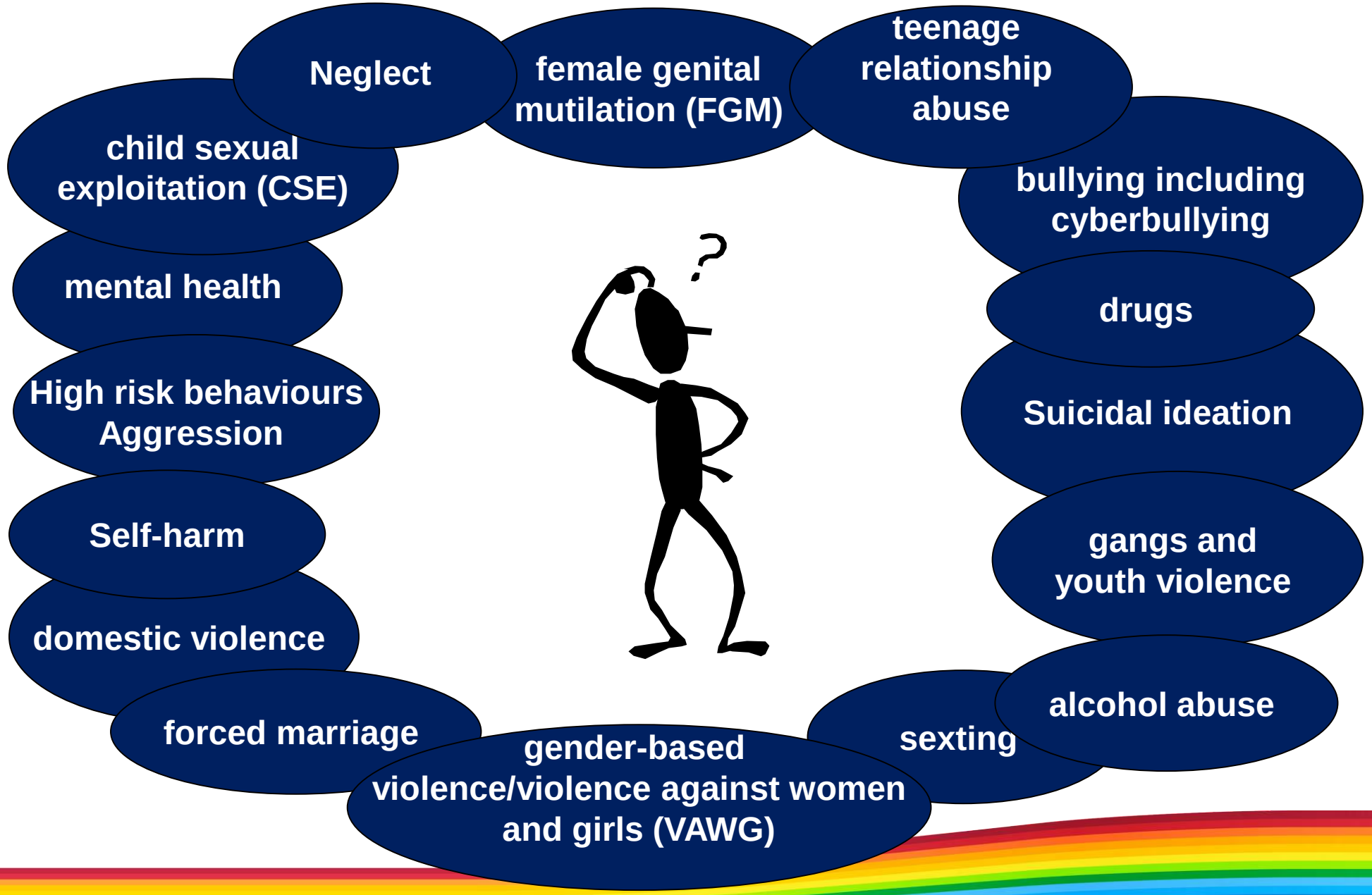
Child Protection

Safeguarding and promoting welfare

- Anti-bullying Policy
- Behaviour management
- Child Protection Policy
- Governance
- Health and Safety
- CSE
- Whistle blowing
- Counselling Service
- Safe recruitment & selection . Staff code of conduct & safe practice
- Safeguarding Team
- The school environment buildings and security
- Risk assessment
- E-safety
- PDMU/ Curriculum (Personal Development & Mutual Understanding)
- SEN and inclusion
- Attendance, suspensions and expulsions & children missing education Transition arrangements

Safeguarding Issues in Organisations/Schools



Safeguarding Awareness Raising for staff & Children

All staff need to know:

- How to identify signs and symptoms of possible abuse
- What the procedures are
- How to talk to children about whom there are concerns
- Who are the Designated and Deputy Designated Teachers/focal person for child protection
- Staff code of behaviour

All Children:

- Every school/organisation must have one
- Reviewed annually
- Shared with parents
- Talk to focal person for help

4. Recognising and responding to safeguarding concerns and abuse

Aim of the session:

- To help participants build skills and confidence in recognizing situations that may put children at risk, and responding appropriately.

Objectives of the session

- To raise awareness of local legislation and procedures for protecting children.
- To think about how different experiences, values and attitudes can influence how we recognize and respond to child abuse concerns.
- To identify the signs, indicators or clues children give us that someone is hurting or abusing
- them.
- To recognize the things that stop us responding to those signs.
- To recognize the many things that stop children telling when they are being abused.
- To identify the need for organizations to have written procedures to be followed when child
- abuse concerns are raised.

Emotional barriers and anxieties

Anxiety often revolved around the following themes:

- Worry about the reaction of the person they told
- Worry that they would not be believed
- Worry that they would be blamed
- Worried that they would be labelled as a problematic child or adolescent
- Worry that they were making a big deal out of what was going on
- Worried about retaliation by the perpetrator(s)
- Distrust in professionals and how they would respond

Young people's experience of disclosure :

Positive disclosure experiences occurred where:

- Young people were automatically believed
- Staff reported the abuse through appropriate channels
- The staff member explained what would happen next and kept the child/Young Person informed
- Emotional support through the process was provided by a staff

Negative disclosure experiences occurred where:

- Staff failed to inform the young person of how they would handle the disclosure- leaving the young person in suspense and fearful about what would happen next
- Some staff went straight to the parents who were the perpetrators of abuse or who were aware of/or enabled the abuse in some way

Dealing with Disclosures:

Receive: Listen actively, open body language, accept, non Judgemental, TED (tell, explain, describe)

Reassure: ‘You’ve done the right thing by coming to me’, re assure child that you have listened and hear what they are saying; don’t promise what can’t be delivered

Respond: Tell what you are going to do and do it. Ensure child is ok before leaving

Report: As soon as possible,

Record: Vital – facts, no opinions – When? Where? Who? What?

DUTIES

RECOGNIZE

REFER

RECORD

HOW TO SAFE GUARD

RESPOND

REPORT

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What do you do if someone discloses a safeguarding issue to you?

- **Listen without making judgment**
- **Ask the right question- Where, When, what who but not why.**
- **Determine if the person is still at risk**
- **Take down notes the more information the more likely we will act.**

Do’s and Don’t If Disclosure Of Abuse

If someone discloses they have been abused, DO:

- Remain calm and try not to show any shock or disbelief
- Take what you have been told seriously – even if the child is confused
- Demonstrate an empathic approach by trying to think what it might feel like to be in their present position. You can never really know what it will feel like to that person but empathy is trying to do exactly that
- Talk to the child some more without interrogating him/her
- Say that they have done the right thing by sharing the information with you
- Say you are treating the information seriously
- Say that the abuse is not their fault (if the information is being shared by the person who is being abused)

Do’s and Don’t If Disclosure Of Abuse

If someone discloses they have been abused, DO:

- Be aware of the possibilities of ‘Forensic evidence’ if the disclosure refers to a recent abuse
- Observe the child and take note of their body language
- tell the child that you are required to share the information only with the person who can help them
- Let them tell you the facts – what happened and when
- Listen do not ask any questions
- Reassure the child, that any further investigation will be conducted sensitively and with their full involvement, wherever possible
- Make sure that the child who is being abused is safe and secure – this is paramount
- Reassure the child that steps to support and, where appropriate, protect them in the future will be taken
- Report the information to your line manager at the earliest opportunity
- Make a written record of what people have told you - preferably in their own words

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If someone discloses they have been abused, DON’T

- Stop anyone who is freely recalling significant events, enable them to share whatever is important to them
- Ask questions or pressure the child for more details (it is important to avoid unnecessary stress and repetition for the child concerned)
- Promise to keep secrets
- Make promises you are unable to keep
- Contact the alleged ‘abuser’ or alleged ‘victim’ (depending on which person is sharing information with you)
- Be judgemental, e.g. ‘Why didn’t you try and stop them?’
- Ignore what you have been told or dismiss what you have heard
- Change the subject
- Say things like; ‘come off it’, ‘stop messing about’, ‘that’s ridiculous’, ‘don’t be stupid’, ‘S/he wouldn’t do that’
- Discuss the incident with anyone other than the safeguarding lead or their deputy

Barriers To Reporting Abuse

- Communication difficulties causing them less likely to tell anyone about any abuse they have suffered
- English is not their first language (including British Sign Language users)
- Person may see abuse as normal behaviour
- Worry about implications of complaining, having to move

Barriers To Reporting Abuse

- May feel they deserved to be abused (low self-esteem/low self-image)
- Feel threatened, people who abuse are very skilful, plausible and powerful people and often abuse other people without being detected
- Other cultures may feel less confident about disclosing abuse
- Lack of training and unclear about definitions or how to report
- Cases may have been reported may not be recorded or may get lost before they are collated in agency-wide reports, especially if managers are not interested in the issue or are overwhelmed by other demands

Myths About Abuse

1. Most abuse is perpetrated by a stranger	
2. Abuse is more prevalent in lower income or poorly educated families	
3. Most victims of abuse will tell someone without prompting	
4. Abusers fit common stereotypes and are easy to identify	
5. Sexual abuse is the most common form of abuse	

Myths About Abuse

1. Most abuse is perpetrated by a stranger	False
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for participating

We hope you enjoyed this and learnt something valuable

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