



## **SAFEGUARDING FOR PARENT CARER FORUMS**

### **SHERRAN FINNEY**



# Welcome!

Welcome to this Contact Online Learning Session.

If there is a technical hitch, please do bear with us.

Those of you joining by pc, laptop, tablet or smart phone should now be able to see this introduction slide.

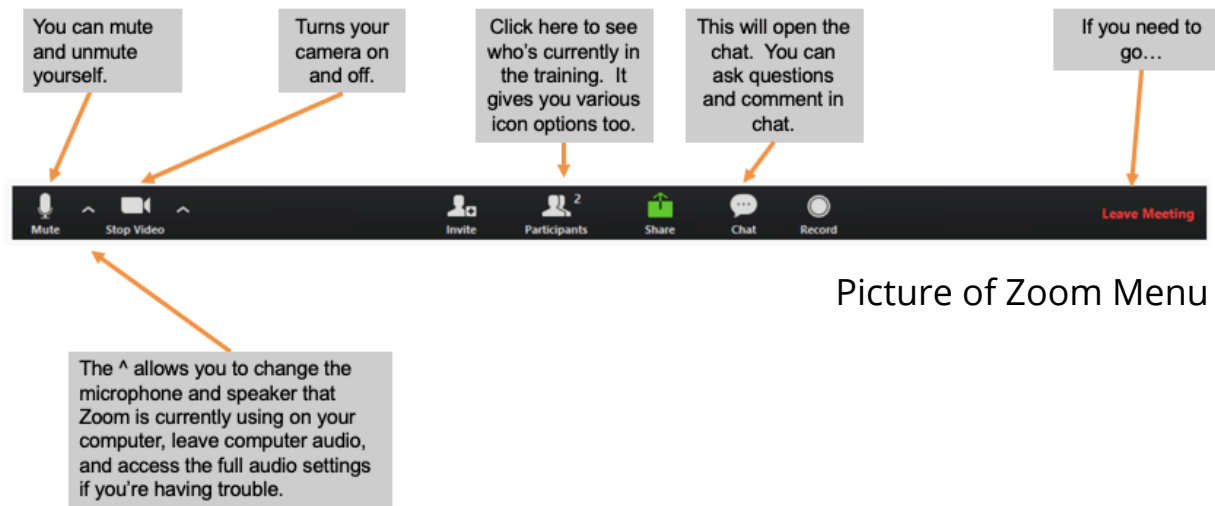


## Timings and Questions

As there are so many attendees  
you will all remain 'muted'  
throughout.



# Tips on how to use Zoom



Picture of Zoom Menu Bar



# Aims and Objectives

This workshop is designed to offer safeguarding support and guidance to Parent Carer Forums. By the end of the workshop you should be able to:

- Recognise your role in safeguarding children and vulnerable adults
- Define the different categories of abuse and recognise the indicators of abuse
- Know who to contact if concerned about a child or young person or a vulnerable adult
- Understand the purpose of having clear safeguarding policies and procedures in place to ensure those attending, and running, Forums know how to act appropriately to any concerns.



# Safeguarding Children



All those who come into contact with children and families in their everyday work, including people who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children.

Everyone should be familiar with their organisation's procedures in relation to the safeguarding of children and know who to contact to express concerns about a child's welfare



# What do we mean by safeguarding children and young people?

**‘Safeguarding’** is defined in the Children Act 2004 as protecting children from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood.

**‘Child Protection’** deals specifically with procedures to protect those children who are at risk of suffering, or are suffering, significant harm due to neglect or other forms of abuse.

*A child is anyone below the age of 18 years*



# Early Help

Alongside protecting children who are experiencing significant harm, it is really important that we recognise that some children will need support at an early stage so all those who work with children in any capacity should be alert to the potential need for early help/intervention.

Some examples would be where a child is:

- Being a young carer for another member of the family
- Disabled and has specific additional needs or has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups (ie. County Lines) or is going missing from home, care or education.
- Living in a home where there are concerns over substance misuse, parental mental health and domestic abuse
- Showing early indicators of abuse and neglect





## Definition of Abuse – children and young people

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

- » Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet).
- » They may be abused by an adult or adults, or another child or children.

– *Working Together to Safeguard Children 2018*



# Categories of Abuse

- » Physical Abuse

- » Emotional Abuse

- » Neglect

- » Sexual Abuse

- As defined by Appendix A of ‘Working Together to Safeguard Children (2018)’



# Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.



# Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.

It may also involve overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another; it may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.



# Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs



# Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.



<b>Neglect</b>	<b>Emotional</b>	<b>Physical</b>	<b>Sexual</b>
<ul style="list-style-type: none"> <li>• Tired/listless</li> <li>• Unkempt</li> <li>• Poor hygiene</li> <li>• Untreated medical conditions</li> <li>• Medical appointments missed</li> <li>• Constantly hungry or stealing food</li> <li>• Over eats when food is available</li> <li>• Poor growth</li> <li>• Poor/late attendance</li> <li>• Being regularly left alone or unsupervised</li> <li>• Dressed inappropriately for the weather condition</li> <li>• Having few friends and/or being withdrawn</li> <li>• Ill equipped for school</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to thrive</li> <li>• Attention seeking</li> <li>• Over ready to relate to others</li> <li>• Low self esteem</li> <li>• Apathy</li> <li>• Depression/self harm</li> <li>• Drink/drug/solvent abuse</li> <li>• Persistently being over protective</li> <li>• Constantly shouting at, threatening or demeaning a child</li> <li>• Withholding love and affection</li> <li>• Regularly humiliating a child</li> </ul>	<ul style="list-style-type: none"> <li>• Unexplained injuries</li> <li>• Injuries on certain parts of the body</li> <li>• Injuries in various stages of healing</li> <li>• Injuries that reflect an article used</li> <li>• Flinching when approached</li> <li>• Reluctant to change</li> <li>• Crying/ instability</li> <li>• Afraid of home</li> <li>• Behavioural extremes</li> <li>• Apathy/depression</li> <li>• Wanting arms and legs covered even in very hot weather</li> </ul>	<ul style="list-style-type: none"> <li>• Age inappropriate sexual behaviour/knowledge/ promiscuity</li> <li>• Wary of adults/ running away from home</li> <li>• Eating disorders/depression/ self harm</li> <li>• Unexplained gifts/ money</li> <li>• Stomach pains when walking or sitting</li> <li>• Bedwetting</li> <li>• Recurrent genital discharge</li> <li>• Sexually transmitted diseases</li> </ul>



# Additional indicators for children with SEND

Adults who work with children and young people with SEND should be aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right.

Some children may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care

[Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#)





## Contextual Safeguarding – Children and Young People

Contextual Safeguarding is applicable to a wide range of risks which can potentially cause significant harm to children and young people where the prime cause of harm is outside of the family. This list isn't exhaustive but includes:

- peer on peer and relationship abuse
- criminal/ sexual exploitation/ online abuse
- missing episodes
- risks associated with gangs
- risks associated with radicalisation
- safeguarding risks in public spaces
- trafficking and modern slavery

[Contextual Safeguarding Network – The Contextual Safeguarding programme, and the team who deliver it, are part of the International Centre: Researching child sexual exploitation, violence and trafficking \(IC\) at the University of Bedfordshire](#)



# Online Abuse

- » Online abuse is any type of abuse that happens on the web, whether through social networks, playing games online or using a mobile phone. It can take place anywhere and at anytime.
- » Online bullying or cyberbullying is an increasingly common form of bullying behaviour which occurs on social networks, games and mobile phones and can include such things as posting nasty messages, inappropriate images or videos.
- » Online grooming can occur when someone builds an emotional connection with a child online to gain their trust for the purposes of sexual abuse, exploitation, trafficking etc. It is easy for groomers to hide their identity online and may pretend to be a child in order to become 'friends'.
- » CEOP (Child Exploitation and Online Protection) can help with online issues.
  - <https://www.ceop.police.uk/safety-centre/>



## Concerns about adults



# What is a vulnerable adult?

- » A vulnerable adult is someone who has needs for care and support;
- » Is experiencing, or is at risk of, abuse or neglect and is unable to protect him or herself (sometimes referred to as 'an adult at risk of harm')

*'Abuse is not normal and never ok. Being abused means a person is being deliberately hurt by someone else. It can vary from the seemingly trivial act of not treating someone with dignity and respect to extreme punishment, cruelty or torture.'*



## Abuse of adults

- Financial & material abuse
- Modern slavery
- Sexual abuse
- Organisational abuse
- Physical abuse
- Not providing care & support
- Psychological abuse
- Self-neglect
- Discriminatory abuse
- Domestic abuse



# Possible signs and indicators of abuse of an adult

- » A person not having enough money, food or clothing due to theft or misuse of benefit.
- » Malnutrition, dirty clothing, bedsores, having medication withheld by another.
- » Living in a cold and damp environment
- » Refusing support
- » Showing signs of emotional harm, anxiety, being humiliated by another or others.
- » Poor care standards within an organisation, lack of staff or effective management of a setting.
- » Being discriminated against for race, sex, gender, religion etc.



# Possible signs and indicators of adult abuse

» Indecent assault, rape, being exploited by others, forced to take part in sexual acts without consent. Being trafficked for criminal or sexual exploitation.

» Being forced into labour, domestic servitude, forced marriage, being locked up, being deprived of money and personal belongings.



# Disability Hate Incidents

- » If someone has been violent or hostile towards you because you're disabled, you have been the victim of a hate incident.
- » Disability hate incidents can happen anywhere. Sometimes you may know the person who attacked you, sometimes hate incidents are carried out by strangers.
- » You can be the victim of a disability hate incident if someone believes you're disabled even though you're not.
- » You can also be the victim of a disability hate incident because of your association with someone who is disabled - for example, if someone targets you because you have a disabled child.
- » Citizens Advice have excellent resources on hate incidents including how to report something. You can, of course, report directly to the Police.
  - [Disability hate crime - Citizens Advice](#)





# Fiona Pilkington & Francesca Hardwick



Fiona Pilkington killed herself and her severely disabled daughter Francesca Hardwick in 2007, after 10 years of torment by local youths.

An independent report found that there were 33 recorded incidents to the Police by Fiona between November 1997 and October 2007.

Incidents were often dealt with in isolation and with an unstructured approach which prevented a true picture of the level of harassment suffered by the family.



# Domestic Abuse: Home Office definition

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional



# Home Office definition

## **Controlling behaviour is:**

A range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

## **Coercive behaviour is:**

An act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.



# Signs and Indicators of Domestic Abuse

Signs of DA, controlling or coercive behaviour can be any of those relating to the different types of abuse or neglect that can occur in any incident, including:

- Physical (slapping, burning, punching, beating or choking)
- Emotional or psychological (intimidation, bullying, insults, criticism, humiliation, suicide threats, isolation, threats to kill children or pets)
- Sexual (rape, forced and unwanted sexual acts, sexual degradation or prostitution)
- Financial (withholding money, not allowing victim to work or checking receipts)
- Stalking and Harassment

[Domestic abuse: how to get help - GOV.UK \(www.gov.uk\)](https://www.gov.uk/domestic-abuse-how-to-get-help)



# National statistics on Domestic Abuse

- » One in four women will be victims in their lifetime
- » One incident is reported to the police every minute
- » On average, two women per week are killed by their partner or former partner
- » Domestic abuse accounts for 25% of all violent crime
- » 750,000 children witness domestic abuse each year
- » In 90% of incidents children are either in the same room or the next room during an assault on their mother
- » 73% directly witness the violent assaults on their mothers, including 10% whose mothers are sexually abused
- » Research shows that up to 60% of child protection cases nationally also involve domestic abuse



# Linked Issues

## » Forced Marriage

- [Forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk/forced-marriage)

## » Honour-Based Violence

- ['Honour'-based violence - Refuge Charity - Domestic Violence Help](https://www.refugecharity.org.uk/domestic-violence-help/)

## » Female Genital Mutilation

- [Female genital mutilation \(FGM\) - NHS \(www.nhs.uk\)](https://www.nhs.uk/conditions/female-genital-mutilation/)

## » Modern Slavery

- [Modern slavery | Metropolitan Police](https://www.met.police.uk/stop-modern-slavery/)



## The impact of domestic abuse on children

Children may witness domestic abuse directly, but they can also witness it indirectly by:

- hearing the abuse from another room
- seeing a parent's injuries or distress afterwards
- finding disarray like broken furniture
- being hurt from being nearby or trying to stop the abuse
- experiencing a reduced quality in parenting as a result of the abuse
  - (Royal College of General Practitioners and NSPCC, 2014; Holt, Buckley and Whelan, 2008).

[How to Protect Children From Domestic Abuse | NSPCC](#)



# Sharing your concerns





# How to respond to a concern about a child or adult

- » Concerns that a child or adult may be at risk of harm may arise from something that you have seen (or someone else has seen and told you).
- » You may have a worry about someone's behaviour, their living conditions, who they have contact with (it may be someone who poses a risk) or it may be that someone has concerns about an injury a child or adult has.
- » Disclosure could come from the child or adult themselves – very often people tell someone they feel they can trust. That might be you and you need to know what to do.
- » Don't ignore or dismiss what you have been told or seen – seek advice from your Designated Safeguarding Lead.



# Top Tips - Disclosure

## » Do:

- Try and remain calm; listen carefully and reassure.
- Acknowledge how difficult this is and that you are taking what the person says seriously
- Remember to record carefully using their words, the date and time it happened.
- Report to DSL

## » Don't

- Look shocked or upset
- Investigate it or challenge alleged perpetrator(s)
- Speculate or make assumptions
- Make promises you can't keep or promise confidentiality
- Ignore – do something!



# Reporting Concerns

- » The Designated Safeguarding Lead (DSL) should be consulted in the first instance if there are any concerns raised about a child or adult's welfare (or the Deputy DSL in their absence)
- » The DSL will make enquiries, seek advice and, where necessary, make a referral to Children or Adult's Social Care.
- » Research shows that being open with parent/carers from the beginning results in better protection for children however sometimes it is not the most appropriate thing to do, especially if by discussing it with the parents places the child more at risk. Consider it carefully and discuss with the DSL.
- » All reasonable efforts should be made to inform parents/carers beforehand, however, an inability to inform them should not prevent referrals being made.
- » For adults, be clear about what you are going to do and again seek advice from your DSL.



## Five statements that help encourage people to speak up

- We must all stand up for people who can't speak up for themselves.
- Speaking up if you're worried someone is harming or abusing someone else is always the right thing to do. It's not the same as 'snitching' or 'being a grass'.
- People are often worried that if they report someone for doing wrong, they'll hurt that person. But doing nothing could hurt others even more.
- There are many reasons why people might feel uncomfortable or be scared to report suspicions of abuse. That's ok. It's worth fighting those fears so you can help someone.
- If you speak up, your organisation should protect you and make sure you're not harmed or criticised for it.
- [Recognise, respond and report — NCVO Knowhow](#)



# Safeguarding Essentials

## How are we doing?



# Safeguarding Essentials

## How are we doing?

- » Safeguarding Policy
- » Safeguarding awareness and training
- » Safe Recruitment/Disclosure and Barring Service Checks
- » Management of workers (paid and voluntary)
- » Working safely/Code of Conduct
- » Responding to concerns
- » Managing those who pose a risk to children, young people and vulnerable adults
- » Working in partnership with other organisations/agencies



## Are you vulnerable?

Some factors which may leave community organisations vulnerable are:

- The lack of a clear, confident and actioned child protection/adult safeguarding policy and procedures, for example a policy that is either just a book on a shelf or still 'in development'.
- Complacency about the likelihood of abuse happening
- A feeling of awkwardness or discomfort about discussing safeguarding issues that leads to a lack of dialogue and openness about the subject
- A lack of training and support for staff in dealing with child protection issues and the risks to vulnerable adults.
- A lack of training and/or understanding about how to manage concerns about staff, volunteers and committee members/trustees etc.



# Your safeguarding policy

- » Safeguarding determines the actions that we take to keep children and vulnerable adults accessing your Forum safe and protect them from harm.
- » A good safeguarding policy shows your Forum is committed to safeguarding and promoting the welfare of all those who attend, in whatever capacity.
- » The Policy should be clear about what action will be taken where concerns are raised about a child or adult.
- » The Policy will show that you follow safe working practices (recruitment, DBS checks)
- » The Policy will also show that you know what to do where there are concerns about a colleague, staff member, volunteer or trustee.
- » The Policy will also identify who your Designated Safeguarding Lead is and any deputy roles; it will be clear on how to contact them and what action is expected following any referrals to Children or Adult Social Care.





# Disclosure and Barring Service (DBS)

## Types of checks

### **Basic DBS check:**

This provides details of convictions and conditional cautions considered to be 'unspent' under the terms of the Rehabilitation of Offenders Act 1974.

### **Standard DBS check:**

This provides information about convictions, cautions, reprimands and warnings held on the Police National Computer (PNC), regardless or not of whether they are spent under the Rehabilitation of Offenders Act 1974. The law allows for certain old and minor matters to be filtered out

### **Enhanced DBS check:**

This provides the same information about convictions, cautions, reprimands and warnings held on the Police National Computer (PNC) as a Standard DBS check, plus additional information held by police such as interviews and allegations.

### **Enhanced DBS check with children's barred list information:**

Where people are working or seeking to work in **regulated activity** relating to children, this allows an additional check to be made about whether the person appears on the children's barred list, along with a check of the Police National Computer records plus additional information held by police as above.



# Regulated Activity

- » A regulated activity is a job role, or part of a job role, that involves working with vulnerable adults or children. This can mean direct contact or indirectly working in the vicinity of those vulnerable groups.
- » A regulated activity is used to determine whether an enhanced DBS check is required. If the activity is deemed to be regulated, then an enhanced check is required, if not then a standard or basic DBS check may be acceptable instead.

[www.dbschecks.org.uk/guide-to-enhanced-dbs-eligibility-what-is-a-regulated-activity/](http://www.dbschecks.org.uk/guide-to-enhanced-dbs-eligibility-what-is-a-regulated-activity/)



# Safeguarding concerns about committee members, staff and volunteers

- » Sometimes we have concerns about someone we work with either as a member of staff, volunteer or Trustee. It is important that we know what to do in these circumstances so that concerns can be dealt with in a timely manner.
- » It can be worrying when it is someone we know and we may feel that it is not our place to 'report someone' or we may not be sure about what we have seen, heard or had reported to us but it is vital that action is taken.
- » Within Children's Social Care and also in Adult Social Care there will be someone who is there to deal with concerns/allegations against staff or volunteers. They are usually called a LADO (local authority designated officer) but depending on your local authority they may be called something different in your area.
- » It would be good practice to know what your local procedures are.



# Reporting Allegations against staff, volunteers or Trustees

- » Any concern relating to a member of staff should be reported to the Designated Safeguarding Lead.
- » A discussion will then be held with the Local Authority Designated Officer (LADO) about the best way forward.
- » The LADO has a key role as the first point of contact for organisations when an allegation is made.
- » Some allegations are so serious to warrant immediate referral to Social Care and the Police for investigation - this will happen alongside procedures to protect the child/vulnerable adult
- » All allegations are considered on an individual basis and will be dealt with accordingly, which may involve strategic meetings involving senior managers etc.



## For forums to consider if there is a safeguarding concern raised in relation to a committee/steering group member or trustee

- » It can be helpful to have a code of conduct in place which will outline what action will be expected in such scenarios i.e., depending on the circumstances someone may be asked to stand down temporarily whilst investigations are carried out.
- » Do not assume that just because someone is being 'investigated' that they are automatically guilty!
- » When an allegation or safeguarding concern is being investigated it is likely to be a very stressful experience for the adult subject of the investigation, and potentially for their family members so you may wish to consider appropriate welfare support.
- » Information is confidential and should not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation – information is dealt with on a 'Need to Know' basis.



# And finally .....

- » There has been a lot to take in on this session so please try not to feel like you need to become an 'expert' on safeguarding children and adults!
- » Remember that the most important thing is always to speak up if you are concerned about a child, young person or vulnerable adult. Speak to your Designated Safeguarding Lead about your worries – it is always better to share. Don't wait to be proved wrong!
- » Safeguarding is like a jigsaw, we all have different pieces of information but if we put them together we make up the whole picture.



# Safeguarding References and Contact details

- » Government guidance: [Working Together to Safeguard Children \(workingtogetheronline.co.uk\)](http://workingtogetheronline.co.uk)
- » Keeping Children Safe in Education 2021 – statutory guidance for schools/colleges: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- » NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- » Disclosure and Barring Service: [www.gov.uk](http://www.gov.uk)
- » [Home — NCVO Knowhow](#) – advice and support for voluntary organisations
- » Safeguarding adults: <https://www.scie.org.uk/care-act-2014/safeguarding-adults/>

Trainer: Sherran Finney - E-mail: [sefinney@hotmail.com](mailto:sefinney@hotmail.com)



# Thank you!

Thank you for attending with us today.

The recording of this webinar and presentation will be available on Contact's website in the next two weeks. Look out for news about this on our homepage and social media networks.

**[www.contact.org.uk/get-involved/parent-carer-participation/resources](http://www.contact.org.uk/get-involved/parent-carer-participation/resources)**





# Questions and Resources

If you have any other questions relating to your forum please contact your [Regional Parent Participation Adviser](#) or [parent.participation@contact.org.uk](mailto:parent.participation@contact.org.uk)

For advice on SEND issues get in touch via **Contact's free helpline** 0808 3555 (9.30 – 5pm Mon-Fri) or [helpline@contact.org.uk](mailto:helpline@contact.org.uk) or visit our advice pages on our website [www.contact.org.uk](http://www.contact.org.uk)

Webinars and other resources can be found on our **participation pages** [https://www.contact.org.uk/get-involved/parent-carer-participation/resources-\(general\)/](https://www.contact.org.uk/get-involved/parent-carer-participation/resources-(general)/)

