



Safeguarding at Sheldon

Basic introductory level



Learning objectives

By the end of this training you should have basic awareness of:

- What is safeguarding?
- Types of abuse
- When you might need to act
- Extra things to consider
- How to respond to disclosures
- Sheldon-specific guidance
- How to report concerns





What is safeguarding?

- Safeguarding is all the things we collectively do to protect people from harm, abuse and neglect.
 - We are all responsible to play our part.
- Everyone has a right to be safe.
- Safeguarding applies to
 - children
 - adults-at-risk



Some definitions ...

- **Abuse** is an act which causes harm or injury to another person.
- **Neglect** is the persistent failure to meet a person's basic needs.
- National and international laws apply, and Sheldon has a legal duty to comply and safeguard all those involved with the organisation.
- A **child** is defined as a person under the age of 18 (Children Act 1989).
- An **adult-at-risk** is defined as a person
 - aged 18 years or over who is unable to look after their own wellbeing, property, rights, or other interests,
 - **AND** is experiencing or at risk of harm (either from another person's behaviour or their own behaviour) because they have a disability, mental disorder, illness, addiction, specific frailty or vulnerability, or physical or mental infirmity.



Types of abuse

- The law defines 10 categories of abuse
 - 4 relate to children; all 10 relate to adults

(Children)

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| <ul style="list-style-type: none"> • Physical abuse • Neglect • Emotional abuse • Sexual abuse | <ul style="list-style-type: none"> • Financial abuse • Domestic abuse • Self-neglect • Organisational abuse • Discriminatory abuse • Modern slavery |
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Abuse – further definitions (1) ...

- Physical abuse
 - anything that causes physical harm to a person
 - e.g. hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating
- Neglect
 - ongoing failure to meet someone's basic physical or psychological needs, that is likely to result in serious impairment of someone's health and development
 - e.g. not providing adequate food, clothing or shelter; failing to protect a child from harm
- Emotional abuse
 - persistent emotional ill-treatment that causes severe and long-lasting adverse effects on someone's emotional development
 - e.g. consistently telling someone they are worthless, unloved or inadequate; using intimidation, coercion and harassment; having inappropriate expectations for a person's age; seeing or hearing another person being mistreated





Abuse – further definitions (2) ...

- Sexual abuse
 - forcing a person to take part in sexual activities, whether or not they are aware.
 - It may involve physical contact/touching, non-contact activities, looking at sexual content, being photo'd or filmed for production of indecent images, grooming in preparation. It can be family/non-family, women/men/other children
- Financial abuse
 - having money or other property stolen, being defrauded, being put under pressure in relation to money/property
 - e.g. scamming, exploitation/coercion, denying access, etc
- Domestic abuse
 - any threatening behaviour, violence or abuse between intimate partners or family



Abuse – further definitions (3) ...

- Self-neglect
 - living in a way that puts own health, safety or wellbeing at risk
 - e.g. unwillingness to care for self, inability to avoid self-harm, failure to seek help
- Organisational abuse
 - mistreatment within an institution or by those providing care in the home
- Discriminatory abuse
 - unfair treatment because of a protected characteristic
 - e.g. age, disability, gender reassignment, marital or civil partnership status, pregnancy or maternity, race, religion or belief, sex (gender) or sexual orientation
- Modern slavery (also known as human trafficking)
 - recruitment, transportation, harbouring or receipt of a person by improper means (force, abduction, fraud, coercion, etc) for an 'improper purpose'
 - e.g. forced labour, domestic servitude, sexual exploitation, bonded labour





When you might need to act

- You may see or hear things directly
 - Things that cause you concern
 - Things that make you feel uncomfortable
- Someone else might tell you something
- A person may tell you directly about their experience of abuse, or come to you for help (this is called a “disclosure” of abuse)
- Signs can be physical, behavioural, or emotional



Indicators/signs

- Physical indicators
 - visible injuries (unexplained marks, scars or injuries; defensive injuries to unexposed body parts; injuries inconsistent with explanation), changes in weight (up or down), insufficient clothing or inadequately dressed
- Behavioural indicators
 - self-soothing behaviours (may not be age-appropriate, e.g. rocking, hair-twisting, thumb-sucking, substance misuse); poor school attendance or performance and poor peer relationships; concerning interactions with adults or other children (inappropriate displays of affection); sexualised behaviour or sexually explicit knowledge inappropriate to age
- Emotional indicators
 - low self-esteem, attachment issues, depression, self-harm and eating disorders; signs of distress, tearfulness and anger; reluctance to be alone with a particular person.
 - Note: some level of emotional abuse is usually present in all types of abuse or neglect but can occur on its own too. Perpetrators of abuse are usually someone know to them, male or female, family member/peer/carer/someone in a position of trust – the victim may be afraid or ashamed to divulge



Indicators/signs (2)

- *In addition, for adults ...*
- Physical
 - malnutrition, dehydration, very poor personal hygiene or unkempt appearance
- Behavioural
 - alcohol or drug dependency; appearing frightened to talk to strangers; avoidance of eye contact; limited access to money, unexplained withdrawals, or possessions missing; living in dangerous or squalid conditions, hoarding, a lack of basic facilities
- Emotional
 - low self-esteem, depression or self-harming; signs of distress like tearfulness or anger; reluctance to be alone with a particular person; fear of outside intervention especially from law enforcers; appearing withdrawn and isolated



Extra things to consider

- Cyber abuse
- Radicalisation: indoctrination into ideology or mindset that often leads to crime, abuse of others, becoming racist or xenophobic, hating others, or inflicting psychological or physical harm to others
- FGM (female genital mutilation)
- Living within a domestic violence and abuse environment (even if not directly harmed)
- Bullying
- Serious and violent crime (peer groups, street gangs or larger organised criminal groups)





How to respond to disclosures

- Do:
 - Keep calm
 - Do more listening than talking – reflect back
 - Show acceptance – **take it seriously**
 - Reassure them they have done the right thing
 - Tell them you will need to share what they have told you
- Don't:
 - Show shock or upset
 - Ask too many questions
 - Ask them why they haven't said anything before
 - Tell them not to tell anyone else
 - Promise to keep secret or confidential



Sheldon-specific guidance

- Accommodation
 - Always knock before entering a room
 - Do not enter if occupied by an unaccompanied child or adult on their own
- Around the site:
 - Be alert – someone you do not recognise looking about – ask who they are
 - Someone in the wrong place, someone acting strangely, someone who starts a conversation with you, the contents of which troubles you – report it
 - Working alone – be accountable; make someone else aware of your status/activity
 - Any situation where you perceive risk of harm/accusation to self – excuse yourself

If in doubt ... please report it!





How to report concerns

- Share concerns/information immediately with
 - The Safeguarding Co-ordinator (Warden, Sarah Horsman), or
 - The Lay Chaplain (Carl Lee), or
 - The trustee responsible for safeguarding (Lynda Barley), or
 - Sheldon's independent safeguarding agency: info@thirtyoneeight.org or 0303 0031111, or
 - Social services or the police
- Report to first level in list above (where suspicions do not implicate them) – that person will inform others as appropriate
- Complete the form held in the file in reception
- Treat reports and data records as strictly confidential



In summary ... five Rs

- Recognise the concern or disclosure
- Respond appropriately, sensitively, in a timely way
- Record your concerns or the disclosure
 - place, date and time, who was there, what was said
- Report to the Safeguarding Coordinator
- Reflect on what happened and seek support as required

- Right information, right way, right people → right thing can be done

