



Safeguarding young people during the Covid-19 pandemic



with Partnership for Young London
Monday 22nd June 2020
11:00 – 15:15



Slide Pack for Participants

Session slides – click on title for slides

Safeguarding young people during the Covid-19 pandemic

This introductory session will explain the legal and policy context for the Covid19 pandemic in relation to safeguarding. Fusing this introduction with pragmatic guidance on implementing safer working in practice, the session will conclude with an open space for questions and answers.

[Introduction - Isabelle King](#)

[Covid Law & Policy: Tom Burke](#)

[Practice Issues & Lessons Learnt: Clair Cooke](#)

[Reassessing your organisations' risks and updating policies & procedures](#)

Presenter: Tom Burke

As the Covid19 legal restrictions begin to lift; the pandemic continues. Organisations will need to consider how they recover from a period of rapid change and respond to a changing environment. Effectively managing risk will enable you to make informed and safer choices as the pandemic continues.

[Safer recruitment practice and supervision](#)

Presenter: Clair Cooke

An essential part of your ongoing safeguarding commitment is to follow a robust recruitment process and provide effective supervision for all your staff and volunteers. By reviewing and adapting processes and expectations organisations will be able to maintain good safeguarding standards.

[Young people at risk of harm during the pandemic](#)

Presenter: Isabelle King

While any young person can experience abuse, neglect or harm, the pandemic is exacerbating existing inequalities of access to services and support. Those with the biggest barriers to support are likely to be most disadvantaged. This session will help you identify those who are particularly impacted by the pandemic or at increased risk of harm during this period.

About us

We have worked together as three independent consultants to develop this Seminar. Each of us delivers a wide range of services supporting voluntary organisations.

Clair Cooke

Clair is a practice improvement consultant and trainer with over 30 years' experience in the youth sector. She is committed to supporting organisations to engage safely, effectively and to role model values for young people to be inspired and motivated by. With a former background in law and youth work, she brings a fusion of analytical and pragmatic approach to her work. With prior senior management roles including The Children's Society and Girlguiding, Clair has a breadth of operational management and service improvement experience across a variety of service user groups and organisational structures.

Email: clair.cooke@outlook.com

Call: 07786 324138

Connect on LinkedIn: www.linkedin.com/in/clair-cooke

Isabelle King

Isabelle has over 30 years' experience in capacity building within the youth sector at senior management level. She specialises in organisational learning and development and is a notable leader in the youth safeguarding arena. Isabelle currently chairs the National Safeguarding Youth Forum (NSYF), delivers training, consultancy and public speaking around building a safeguarding culture. She is also a member of the NSPCC's Communities Advisory Board. She has worked in the voluntary and public sector as Head of Safeguarding at the Girlguiding Association and most recently as a subject matter expert for the Voluntary Police Cadets.

Email: Ymazik07@gmail.com

Call: 07939 289492

Follow on twitter: @IsabelleKing07

Tom Burke

Tom is a leading authority on safeguarding in voluntary organisations working under the amplify.org.uk platform. Having grown up engaging with youth organisations, he moved from service user to professional, he now regularly delivers training, consultancy and public speaking on safeguarding law, policy & practice. He previously worked at the Children's Rights Alliance for England, held senior roles at Y Care International, the international development agency of the YMCA and led the implementation of the National Council for Voluntary Organisations Safeguarding Training Fund. He recently co-authored Safeguarding & the Law with BWB (forthcoming).

Email: tom@amplify.org.uk

Connect on LinkedIn: linkedin.com/in/tomwburke

Website: www.amplify.org.uk

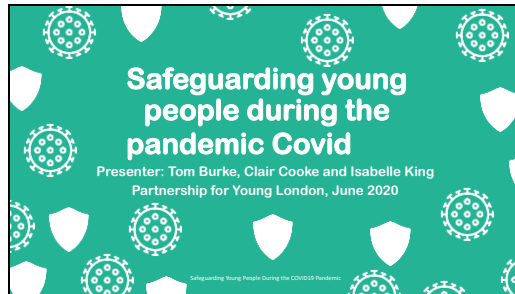
Follow on Twitter: @tomwburke

Safeguarding young people during the Covid-19 pandemic

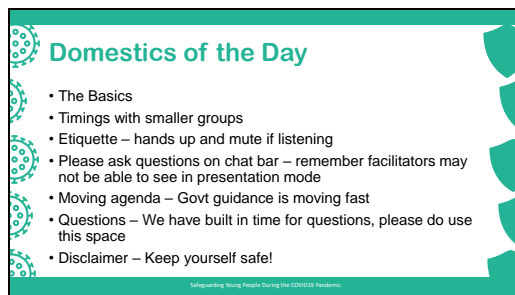
Presenters: Clair Cooke, Isabelle King and Tom Burke

Introduction Isabelle King

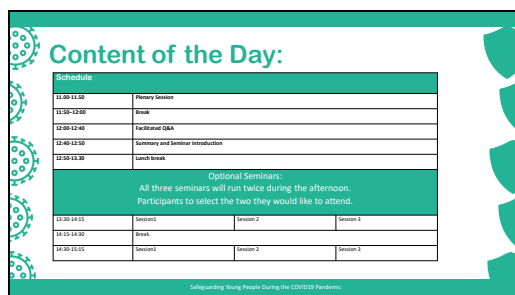
Slide 1



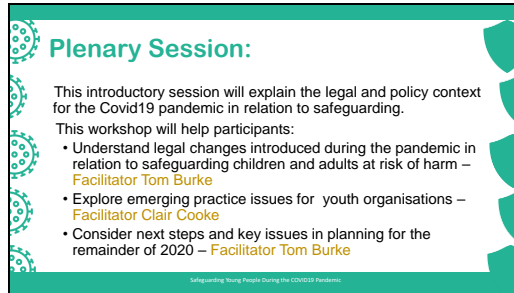
Slide 2



Slide 3



Slide 4



Plenary Session:

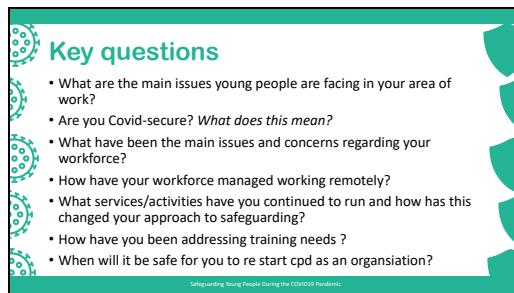
This introductory session will explain the legal and policy context for the Covid19 pandemic in relation to safeguarding.

This workshop will help participants:

- Understand legal changes introduced during the pandemic in relation to safeguarding children and adults at risk of harm – Facilitator Tom Burke
- Explore emerging practice issues for youth organisations – Facilitator Clair Cooke
- Consider next steps and key issues in planning for the remainder of 2020 – Facilitator Tom Burke

Safeguarding Young People During the COVID19 Pandemic

Slide 5

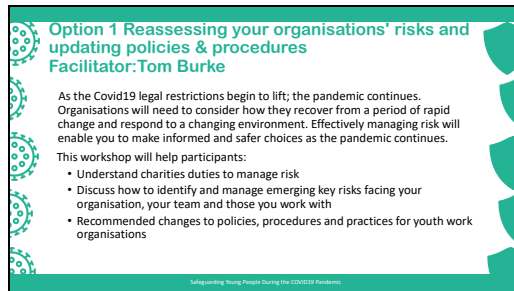


Key questions

- What are the main issues young people are facing in your area of work?
- Are you Covid-secure? *What does this mean?*
- What have been the main issues and concerns regarding your workforce?
- How have your workforce managed working remotely?
- What services/activities have you continued to run and how has this changed your approach to safeguarding?
- How have you been addressing training needs?
- When will it be safe for you to re start cpd as an organisation?

Safeguarding Young People During the COVID19 Pandemic

Slide 6



Option 1 Reassessing your organisations' risks and updating policies & procedures

Facilitator: Tom Burke

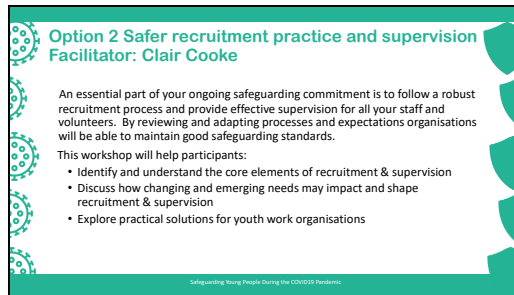
As the Covid19 legal restrictions begin to lift; the pandemic continues. Organisations will need to consider how they recover from a period of rapid change and respond to a changing environment. Effectively managing risk will enable you to make informed and safer choices as the pandemic continues.

This workshop will help participants:

- Understand charities duties to manage risk
- Discuss how to identify and manage emerging key risks facing your organisation, your team and those you work with
- Recommended changes to policies, procedures and practices for youth work organisations

Safeguarding Young People During the COVID19 Pandemic

Slide 7



Option 2 Safer recruitment practice and supervision

Facilitator: Clair Cooke

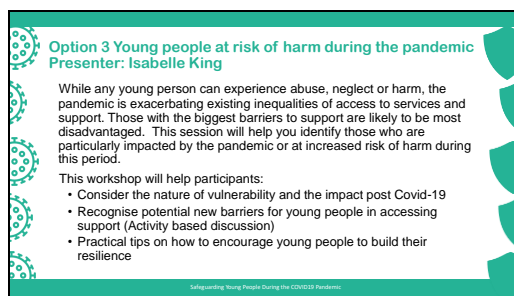
An essential part of your ongoing safeguarding commitment is to follow a robust recruitment process and provide effective supervision for all your staff and volunteers. By reviewing and adapting processes and expectations organisations will be able to maintain good safeguarding standards.

This workshop will help participants:

- Identify and understand the core elements of recruitment & supervision
- Discuss how changing and emerging needs may impact and shape recruitment & supervision
- Explore practical solutions for youth work organisations

Safeguarding Young People During the COVID-19 Pandemic

Slide 8



Option 3 Young people at risk of harm during the pandemic

Presenter: Isabelle King

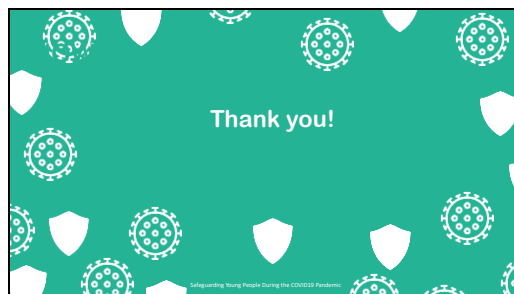
While any young person can experience abuse, neglect or harm, the pandemic is exacerbating existing inequalities of access to services and support. Those with the biggest barriers to support are likely to be most disadvantaged. This session will help you identify those who are particularly impacted by the pandemic or at increased risk of harm during this period.

This workshop will help participants:

- Consider the nature of vulnerability and the impact post Covid-19
- Recognise potential new barriers for young people in accessing support (Activity based discussion)
- Practical tips on how to encourage young people to build their resilience

Safeguarding Young People During the COVID-19 Pandemic

Slide 9



Thank you!

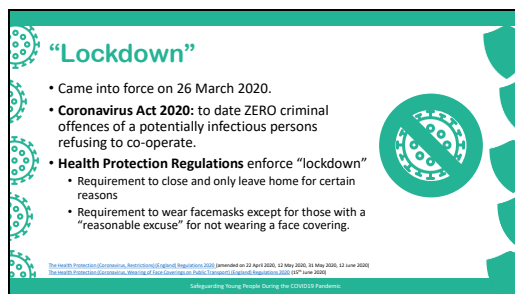
Safeguarding Young People During the COVID-19 Pandemic

Covid Law & Policy: Tom Burke

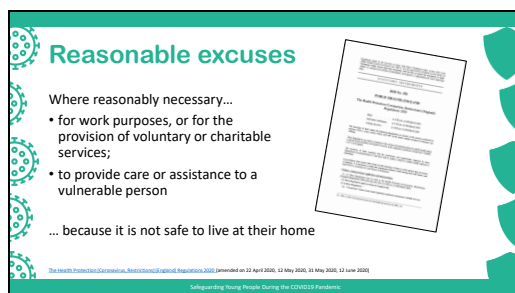
Slide 1



Slide 2



Slide 3




Up to June 1st → Applied for the area during the emergency period, no person may leave the place where they are living without reasonable excuse.

After June 1st → No person may, without reasonable excuse, stay overnight at any place other than the place where they are living [F2or where their linked household is living].

Slide 4

Lockdown enforcement



Fixed Penalty Notices (FPNs)

- 4Es: Engage. Explain. Encourage. Enforce.
- 15,715 in England up to 8 June.
- 1,060 issued by Metropolitan Police
- No right of appeal or review against the FPNs
- Significant downward trend in enforcement

Of FPNs issued:

- 80% of FPNs have been issued to men
- 37% of FPNs given to 18-24-year-olds; in total 55% to those age 29 & under.
- 19% of FPNs given to Black, Asian and 'Mixed' individuals

National Police Chief Council (NPCC) [lockdown enforcement figures](https://www.npcc.gov.uk/news/press-releases/2020/06/lockdown-enforcement-figures) by police in England and Wales
<https://www.met.police.uk/news/2020/06/08/1060-fixed-penalty-notice-issued-8-june-2020/>
<https://www.theguardian.com/uk-news/2020/jun/08/coronavirus-in-england-and-wales-the-first-mass-ban-on-the-beach-opens-in-london/>

Safeguarding Young People During the COVID-19 Pandemic

Fines

Fines differ depending on which country you are in. People who do not pay a fine could be taken to court, where they could be fined an unlimited amount.

England

People aged 18 or over can be fined:
 £100 for the first offence, lowered to £50 if paid within 14 days
 £200 for the second offence, then doubling for each further offence up to a maximum of £3200

Slide 5

Closure of buildings

Community centres can only open for the purpose of :

- Hosting essential voluntary activities and urgent public services, such as food banks, homeless services;
- To host a blood donation session
- Registered early years provision
- To host indoor markets

- An offence for an owner, proprietor or manager carrying out a "business" to contravene the Regulations, without reasonable excuse.
- Monitored by Environmental Health and Trading Standards Officers
- Businesses and venues that breach them will be subject to prohibition notices, and a person who is 18 or over, may be issued with a fixed penalty.
- It is also an offence, without reasonable excuse, to fail to comply with a prohibition notice.
- If not complied with, or fixed penalty notice not paid, impose potentially unlimited fines.

The Health Protection (Coronavirus, Restrictions) (England) Regulations 2020
<https://www.gov.uk/government/consultations/further-business-and-entertainment-licences-to-allow-further-business-and-entertainment-to-continue>

Safeguarding Young People During the COVID-19 Pandemic

Slide 6

Children

- Core safeguarding and child protection legal duties remain unchanged
- Local authorities may be working in changed circumstances
- Multi-agency child protection conferences go ahead remotely
- NOTE: London Child Protection Procedures and Practice Guidance not being amended for Covid

Follow principles:

- child-centred
- risk-based
- family focussed
- evidence informed
- collaborative
- transparent

<https://www.gov.uk/government/consultations/consultation-on-guidance-for-children-social-care-providers>

Safeguarding Young People During the COVID-19 Pandemic


Slide 7

Schools

- Since 20th March schools have been on reduced provision
- "Vulnerable children" allowed continued attendance
 - Those engaged in children's social care
 - Have an EHC plan
 - "Otherwise assessed as vulnerable" (definition amended 15th May)
- Approx. 75,000 vulnerable children attending schools; estimated just 15% of those eligible to attend
- From 1st June Reception, Year 1 and 6 can go back to school
- From 15 June 2020 at the earliest, some face-to-face support to supplement the remote education of year 10 and year 12

<https://www.gov.uk/government/news/education-minister-asks-for-attendance-in-education-and-early-years-settings>
<https://www.gov.uk/government/news/education-minister-asks-for-attendance-in-education-and-early-years-settings>

Safeguarding Young People During the COVID-19 Pandemic



are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child have an education, health and care (EHC) plan and it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance.

Slide 8

Children's services

Changes and removal of duties to specific groups and services:

- Children in Care
- Fostering and adoption
- Children's homes
- Inspection of services
- Education, Health and Care Plans
- Assessment of need for young carers & children turning 18

Adoption and Children's Services Regulations 2005
<https://www.gov.uk/government/news/adoption-and-childrens-services-regulations-2005>
<https://www.gov.uk/government/news/adoption-and-childrens-services-regulations-2005>

Safeguarding Young People During the COVID-19 Pandemic



Slide 9

Adults at Risk of Harm

- Core safeguarding duties remain unchanged
- "Safeguarding adults remains a statutory duty of local authorities to keep everyone safe from abuse or neglect. It is vital that local authorities continue to offer the same level of safeguarding oversight and application of Section 42."



https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/601006/safeguarding-adults-at-risk-guidance-for-local-authorities-during-the-covid-19-pandemic.pdf

Safeguarding Young People During the COVID-19 Pandemic

Slide 10

Adults receiving care and support

- Local authorities have the opportunity to take an "easement" and not have to comply with **some** duties under the Care Act 2014
- But... local authorities should comply with their Care Act duties for as long and as far as possible and only make changes where this is "essential in order to maintain the highest possible level of services".
- To date: Eight local authorities used "easements" and one currently using




https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/601006/safeguarding-adults-at-risk-guidance-for-local-authorities-during-the-covid-19-pandemic.pdf

Safeguarding Young People During the COVID-19 Pandemic

Slide 11

Radicalisation and "Prevent"

- Core Prevent duties remain unchanged.
- Local authorities expected to continue with Channel Panels (if remotely/delayed)
- Young people engaged in Channel should be supported on a case-by-case basis at a local level
- Pupils receiving Channel support can be offered a school or college place as a "vulnerable" child



<https://www.channelpanel.org.uk/what-is-channel-panel.aspx>

Safeguarding Young People During the COVID-19 Pandemic



Slide 12

Criminal Record Checking

- Temporary changes to the ID checking
- COVID-19 24-hour emergency "fast track service" with checks of the Barred List(s) for certain health and care roles (incl of volunteers)
 - As of 10 June, 113,591 24-hour emergency checks of the Barred List(s) with 43 matches against the Barred List(s).
- New Factsheets and webinars online
- Barring function within DBS continues

<http://www.gov.uk/government/government/children/children-and-barred-lists>
<http://www.gov.uk/government/government/children/children-and-barred-lists>

Safeguarding Young People During the COVID-19 Pandemic


Slide 13

It's not all change...

- Mental Capacity Act 2005 (& DOLS)
- Equality Act 2010
- Data Protection Act 2018
- For providers of public services and public authorities, the Human Rights Act 1998
- Health and Safety requirements

<http://www.mentalhealthuk.org.uk/resources/2018-11-13-the-mca-2005>

Safeguarding Young People During the COVID-19 Pandemic



Slide 14

Charity Commission Expectations on charities

- Must continue to meet Charity Commission Duties on Safeguarding
- "...now more than ever it is critical to ensure that charities protect and safeguard their beneficiaries, volunteers and staff. This is all the more relevant for those directly helping communities or vulnerable members of society who are self-isolating."

<http://www.gov.uk/government/government/children/children-and-barred-lists>

Safeguarding Young People During the COVID-19 Pandemic



Slide 15

Charity Commission Reporting and serious incidents


- It is still important during the pandemic that trustees are aware of matters that may need to be reported as a serious incident.
- Some New Covid19 examples given:
 - There is an allegation that a staff member/volunteer has abused a beneficiary during the pandemic.
 - A member of staff alleges that they have suffered significant harm due to their working conditions during the pandemic.
 - There is an outbreak of within a charity that is still operating and vital services to at risk beneficiaries you're or unable to continue its normal operations

<https://www.charitycommission.gov.uk/serious-incidents>

safeguarding Young People During the COVID19 Pandemic

Slide 16

Any questions



safeguarding Young People During the COVID19 Pandemic

Slide 17

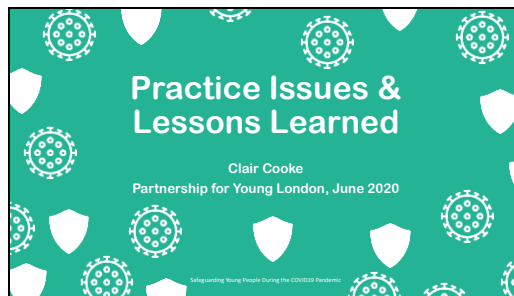
Covid19: What's next?

Tom Burke | tom@amplify.org.uk
Partnership for Young London, June 2020

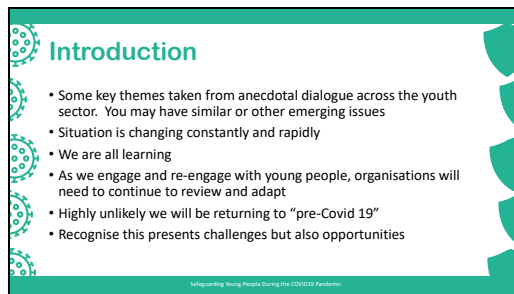
safeguarding Young People During the COVID19 Pandemic

Practice Issues & Lessons Learnt: Clair Cooke

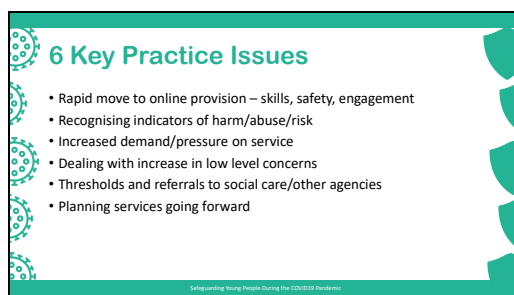
Slide 1



Slide 2



Slide 3



Slide 4

What is your experience?	
Rapid move to online provision – skills, safety, engagement	Dealing with increase in low level concerns
Recognising indicators of harm/abuse/risk	Thresholds and referrals to social care/other agencies
Increased demand/pressure on service	Planning services going forward
Others? – please tell us in the chat	

Safeguarding Young People During the COVID-19 Pandemic

Slide 5

Rapid move to online provision – skills, safety, engagement

- Platform that works for staff/volunteers and young people.
- Check views, wishes and preferences of young people and their parents/carers
- Safeguarding policy & related policies up to date
- Checks and Measures
- Protocols for managing the session
- Training and support for staff and volunteers
- Check security features
- Consent: Review your policy.
- Working online requires greater attention to self care

Safeguarding Young People During the COVID-19 Pandemic

Platform: Make sure it is not a barrier

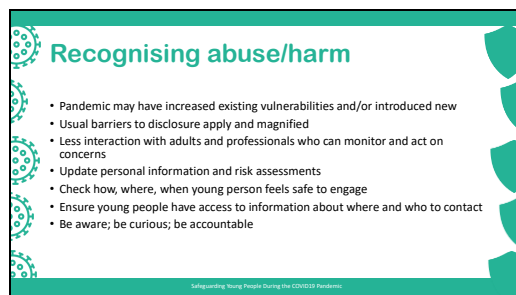
Policies: set clear expectations and how policy applies to digital engagement

Checks and measures: reciprocal code of conduct; monitor professional boundaries; regular supervision; quality assurance; how service users contact you about concerns; let service users know how they can expect you to contact/work with them; invite feedback/facilitate service user discussion; safer recruitment

- Protocols: sessions are scheduled in diary/case notes and written up; check-in with young person – are they able to talk freely?
- Training & Support: space to reflect, review and share lessons learned
- Check security features: set protocols for use; checklists
- Consent: Children aged 13 or over can legally provide their own consent; competence; must understand what consenting to. Assess and record decisions for seeking/not seeking parent/carer consent

- Working online: time, boundaries.
Set expectations about breaks
and amount of online meetings

Slide 6



Recognising abuse/harm

- Pandemic may have increased existing vulnerabilities and/or introduced new
- Usual barriers to disclosure apply and magnified
- Less interaction with adults and professionals who can monitor and act on concerns
- Update personal information and risk assessments
- Check how, where, when young person feels safe to engage
- Ensure young people have access to information about where and who to contact
- Be aware; be curious; be accountable

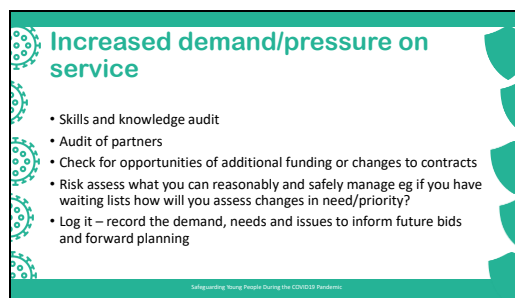
Safeguarding Young People During the COVID19 Pandemic

Increased vulnerabilities:
relationship abuse; substance
misuse; online bullying; trauma;
anxiety and fear; health
conditions

Barriers: shame; not realising
being abused/cannot accept; lack
of trust etc; AND may have less
opportunity to tell someone; fear
of consequences

- Update information: review and
update regularly
- Checking how to engage: adapt
and blend to facilitate access eg
be flexible, offer different ways eg
phone, online platforms
- How to contact information: –
websites; discuss during session,
if appropriate; digital leaflet ..
- Be aware of indicators; risk
factors; barriers. Be curious and
ask questions, clarify – don't
assume. Be accountable follow
up appropriately with actions

Slide 7



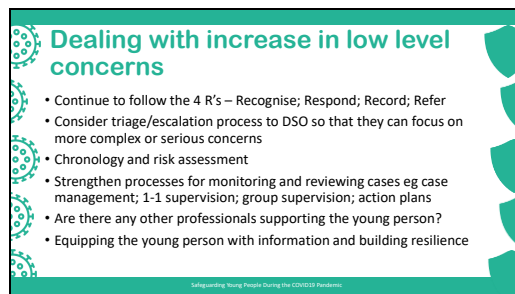
Increased demand/pressure on service

- Skills and knowledge audit
- Audit of partners
- Check for opportunities of additional funding or changes to contracts
- Risk assess what you can reasonably and safely manage eg if you have waiting lists how will you assess changes in need/priority?
- Log it – record the demand, needs and issues to inform future bids and forward planning

Safeguarding Young People During the COVID19 Pandemic

Audit internal: are there skills/experience that are not being used or could be re-routed, even temporarily; re-prioritise work
Audit external: new and existing; how can you work together; who is taking referrals, process etc

Slide 8



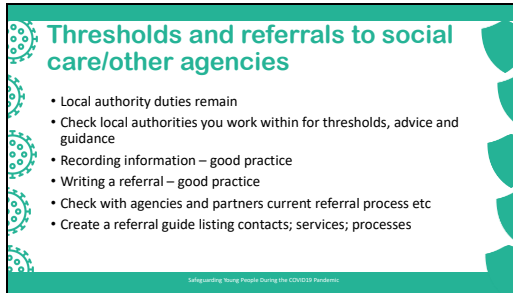
Dealing with increase in low level concerns

- Continue to follow the 4 R's – Recognise; Respond; Record; Refer
- Consider triage/escalation process to DSO so that they can focus on more complex or serious concerns
- Chronology and risk assessment
- Strengthen processes for monitoring and reviewing cases eg case management; 1-1 supervision; group supervision; action plans
- Are there any other professionals supporting the young person?
- Equipping the young person with information and building resilience

Safeguarding Young People During the COVID19 Pandemic

Chronology – a list of dates of significant events. Updating and reviewing risk and chronology will help draw together crucial information/patterns and new information to aid decisions and actions

Slide 9



Thresholds and referrals to social care/other agencies

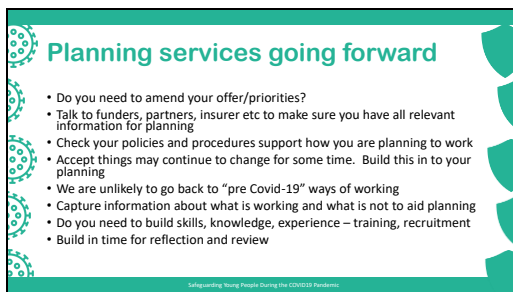
- Local authority duties remain
- Check local authorities you work within for thresholds, advice and guidance
- Recording information – good practice
- Writing a referral – good practice
- Check with agencies and partners current referral process etc
- Create a referral guide listing contacts; services; processes

Supporting Young People During the COVID-19 Pandemic

Recording standards eg timely, up to date; fact/opinion; young person's voice; young person centred. Check your local authority who will have recording standards

Referrals – think about what information is most crucial and set out clearly so the person on duty can quickly see the risks and reason for referral. Eg what you are referring for and most recent incident; give information about any previous concerns/referrals; summarise your concerns with facts; detail risk factors as well as potential areas for strength (eg relationships, partner organisations, interests); state the outcome you would like; include the young person's voice (and parents/carers)

Slide 10



Planning services going forward

- Do you need to amend your offer/priorities?
- Talk to funders, partners, insurer etc to make sure you have all relevant information for planning
- Check your policies and procedures support how you are planning to work
- Accept things may continue to change for some time. Build this in to your planning
- We are unlikely to go back to "pre Covid-19" ways of working
- Capture information about what is working and what is not to aid planning
- Do you need to build skills, knowledge, experience – training, recruitment
- Build in time for reflection and review

Supporting Young People During the COVID-19 Pandemic

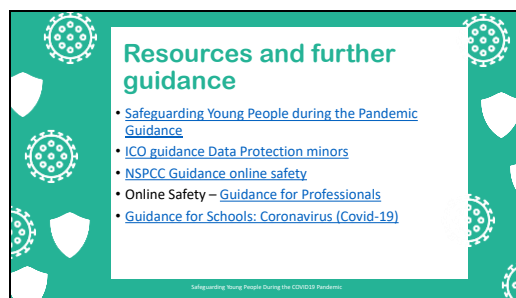
Check existing guidance to get a sense of how this may impact your service eg <https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>. Check local

authorities, voluntary organisation networks and other relevant activity or professional guidance. Most bodies are monitoring the situation and issuing advice and guidance regularly to help people get ready

- Capture information: identify and address risks; canvas your young people, parents, partners and workforce to create a service that is accessible and still meets needs
- It's okay to remind young people, parents/carers and other organisations that you are following government guidance.

In some areas you may not be able to put firm plans in place until you have more information eg if you deliver from partner venues like schools and community centres, you will need to see their protocols and policies. Keep your stakeholders informed and where possible keep in touch

Slide 11



Young people at risk of harm during the pandemic

Presenter: Isabelle King

While any young person can experience abuse, neglect or harm, the pandemic is exacerbating existing inequalities of access to services and support. Those with the biggest barriers to support are likely to be most disadvantaged. This session will help you identify those who are particularly impacted by the pandemic or at increased risk of harm during this period.

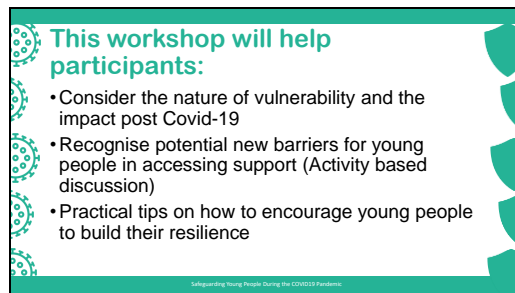
This workshop will help participants:

- Consider the nature of vulnerability and will this be different post Covid-19?
- Recognise potential new barriers for young people in accessing support (scenario based discussion in break out rooms)
- Practical tips on how to encourage young people to build their resilience

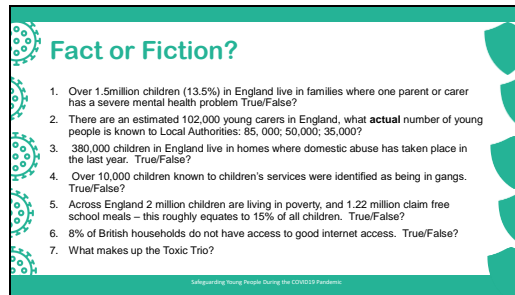
Slide 1



Slide 2



Slide 3



Fact or Fiction?

1. Over 1.5million children (13.5%) in England live in families where one parent or carer has a severe mental health problem True/False?
2. There are an estimated 102,000 young carers in England, what **actual** number of young people is known to Local Authorities: 85, 000; 50,000; 35,000?
3. 380,000 children in England live in homes where domestic abuse has taken place in the last year. True/False?
4. Over 10,000 children known to children's services were identified as being in gangs. True/False?
5. Across England 2 million children are living in poverty, and 1.22 million claim free school meals – this roughly equates to 15% of all children. True/False?
6. 8% of British households do not have access to good internet access. True/False?
7. What makes up the Toxic Trio?

Safeguarding Young People During the COVID-19 Pandemic

Answers

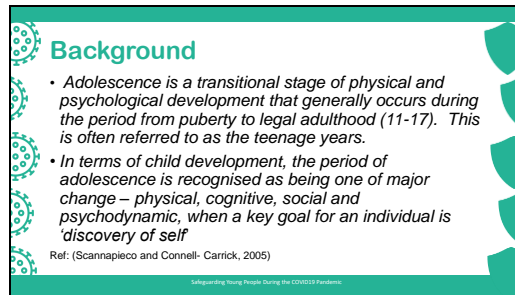
Over 1.5million children (13.5%) in England live in families where one parent or carer has a severe mental health problem **True**

There are an estimated 102,000 young carers in England, what **actual** number of young people is known to Local Authorities: **35,000**

- 380,000 children in England live in homes where domestic abuse has taken place in the last year. **True**
- Over 10,000 children known to children's services were identified as being in gangs. **True**
- Across England 2 million children are living in poverty, and 1.22 million claim free school meals – this roughly equates to 15% of all children. **False - 4.1 million** children are living in poverty
- 8% of British households do not have access to good internet access. **True**
- What makes up the Toxic Trio?
Abusive
environment/Alcohol/Poverty

Ref : We're in this Together - Report of local area profiles of child vulnerability 2020 April – Children's Commissioner

Slide 4



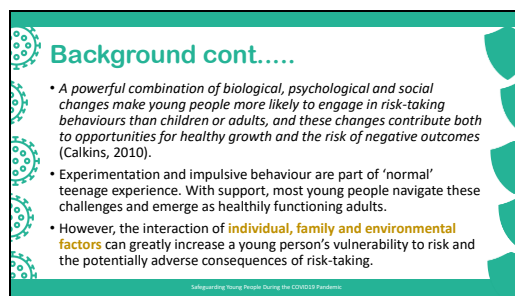
Background

- *Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood (11-17). This is often referred to as the teenage years.*
- *In terms of child development, the period of adolescence is recognised as being one of major change – physical, cognitive, social and psychodynamic, when a key goal for an individual is 'discovery of self'*

Ref: (Scannapieco and Connell- Carrick, 2005)

Safeguarding Young People During the COVID19 Pandemic

Slide 5

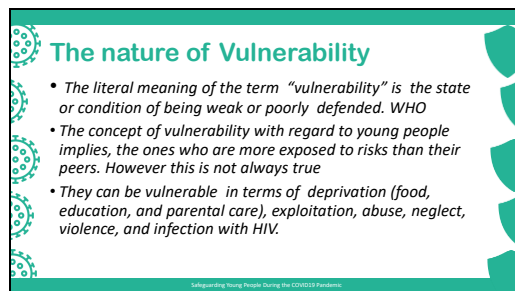


Background cont.....

- *A powerful combination of biological, psychological and social changes make young people more likely to engage in risk-taking behaviours than children or adults, and these changes contribute both to opportunities for healthy growth and the risk of negative outcomes (Calkins, 2010).*
- *Experimentation and impulsive behaviour are part of 'normal' teenage experience. With support, most young people navigate these challenges and emerge as healthily functioning adults.*
- *However, the interaction of individual, family and environmental factors can greatly increase a young person's vulnerability to risk and the potentially adverse consequences of risk-taking.*

Safeguarding Young People During the COVID19 Pandemic

Slide 6



The nature of Vulnerability

- *The literal meaning of the term "vulnerability" is the state or condition of being weak or poorly defended. WHO*
- *The concept of vulnerability with regard to young people implies, the ones who are more exposed to risks than their peers. However this is not always true*
- *They can be vulnerable in terms of deprivation (food, education, and parental care), exploitation, abuse, neglect, violence, and infection with HIV.*

Safeguarding Young People During the COVID19 Pandemic

Protected characteristics may also add to vulnerabilities

Slide 7

Vulnerability is defined around 3 fundamental aspects of dependency:

1. **Material aspects** — money, food, clothing, shelter, health care and education;
2. **Emotional aspects** — care, love, support, space to grieve and containment of emotions;
3. **Social aspects** — absence of a supportive peer group, of role models to follow, or of guidance in difficult situations, and risks in the immediate environment

Safeguarding Young People During the COVID-19 Pandemic


Maslow Hierarchy of Needs

Slide 8

Pre Lockdown – Government understanding of Vulnerable Young People !

- Young people with 'known' vulnerabilities who meet the statutory threshold
- Young people with 'at risk' vulnerabilities who do not meet the statutory threshold
- Young people with 'emerging' vulnerabilities
- Universal impact on young people

Ref: *Out of Sight Report 2020 - Children's Commissioner*



Safeguarding Young People During the COVID-19 Pandemic

Slide 9

Statutory Status:

Statutory services remain responsible for most services for children and young people. Schools remain open to what the Government has defined as 'vulnerable children'. This includes:

- those who have a social worker; including "children in need"; those who have a child protection plan and those who are looked after by the local authority
- those up to the age of 25 with education, health and care (EHC) plans.
- Others that schools and other education providers may also want to support if they wish to do so.

Safeguarding Young People During the COVID-19 Pandemic


Slide 10

Consider?

Valuable not Vulnerable

'Covid-19 has focussed totally on the 'vulnerability' and 'needs' of people with underlying health conditions and older and disabled people – creating a them (the needy) and us (the needed) division in which the skills, strengths, experience and assets of millions of people are overlooked as they are labelled by the things they lack'

Ref: Community catalysts




Safeguarding Young People During the COVID19 Pandemic

Slide 11

Vulnerability and Resilience

Vulnerability is always changing depending on the factors that positively or negatively influence our environment and situation. We can picture it as a set of balancing scales.

- Vulnerability increases when resilience factors are taken away.
- Vulnerability decreases when resilience factors are added.



Safeguarding Young People During the COVID19 Pandemic

Slide 12

Continued

- If our vulnerability outweighs our resilience we could be at risk of harm, as we can no longer cope with the challenges, problems or situations we may face.
- In combination, resilience factors enable us to continue 'as normal' despite difficult circumstances; to 'balance the scales', and to face, overcome and, in fact, be strengthened by the adversities and challenges of life.

ACTIVITY – Now take a few mins in your groups to come up with some of the skills, qualities and abilities young people develop when they engage with your organisation, which **increase** their resilience

Safeguarding Young People During the COVID19 Pandemic

Slide 13

What are the Positive Resilience Factors that you can support the development of?

- Good communication skills
- Independence
- Self-confidence
- Self-reliance
- Able to make autonomous decisions
- Physically active
- Emotional self-regulation
- Problem-solving skills
- Good social and peer networks
- Can moderate own behaviour and behave appropriately according to the environment
- Positive relationships with others
- Actively engaged in school, community, etc.
- Access to positive role models
- Reflection and perspective: seeing things from different points of view and learning from experiences

Safeguarding Young People During the COVID-19 Pandemic

Slide 14

Activity:

Take 1 group of young people and focus on the following:

Identify potential issues/barriers these young people may experience	How has Covid-19 potentially impacted and/or added additional barriers?	How can we support/ remove barriers?
--	---	--------------------------------------

Safeguarding Young People During the COVID-19 Pandemic

Slide 15

Vulnerable Groups

- Young People living in abusive households
- Those with poor mental health; including those experiencing first psychotic episode
- Young carers
- Young People facing sexual or criminal exploitation
- Young people leaving care and care experienced young people
- Young people in or affected by debt
- Young people gambling or affected by household gambling
- Young people at risk of extremism and radicalisation
- Individuals experiencing bereavement

NB: Not an exhaustive list

Safeguarding Young People During the COVID-19 Pandemic

Cross-cutting groups

Those in contact with perpetrators of harm

The National Crime Agency believes there are a minimum 300,000 individuals in the UK posing a sexual threat to children, either through physical 'contact' abuse or online.

Children and young people experiencing neglect

Evidence from Government is that nearly half of children with a child protection plan were initially categorised as experiencing neglect (48%) in 2018-19. Approximately 3 out of every 100 children in England will be known to children's social care as being a child in need of

support in 2018-19. These families will likely be under significant stress at this time. Many more children will be experiencing harm and will not be known to children's services.

Children and young people in poverty

Statistics show that before the pandemic, 30% of children live in poverty. Lone-parent families and Children in large families are at a far greater risk of living in poverty. 70% of children growing up in poverty live in a household where at least one person works. Many of these children will be at increased risks of poverty due to parents being furloughed on a reduced wage or no wage due to self-isolation or redundancy. Some will face higher risks of food insecurity with the demand for food banks escalating. You should check whether the family's circumstances have changed and if they know how to access support.

BAME young people

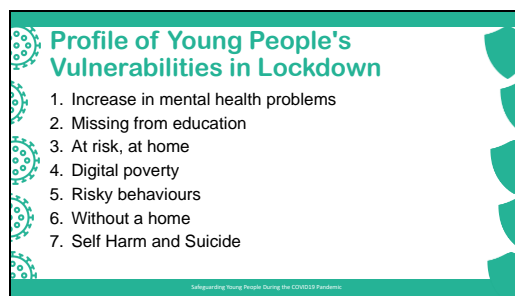
CharitySoWhite has compiled evidence of how Black, Asian and other Minority Ethnic people may be particularly adversely affected by Covid-19. For example, the disproportionate burden experienced by BAME people of poverty, overcrowded housing and unequal access to health services.

Disabled people

Many disabled children and young people – or those with disabled parents or carers – will be particularly affected by the pandemic. Government statistics show that nearly two-thirds of disabled people said coronavirus-

related concerns were affecting their wellbeing, from loneliness and problems at work, to worsening mental health. Many disabled people will be “shielded” and been advised not to leave their homes for many months. Barriers to accessing information, care and support can be particularly affected as rights to access statutory services are removed or services change how they operate. There is a huge variety of care, support and information needs amongst disabled people and these can often be condition or impairment specific. There are also significant changes in support available in each local area and local disabled people-led groups being heavily hit.

Slide 16

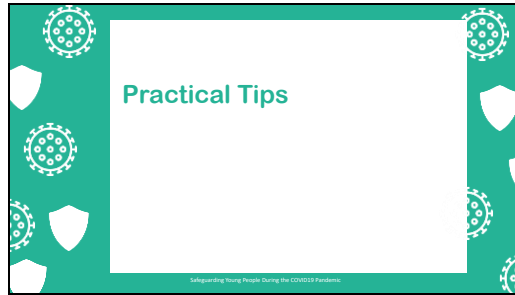


Profile of Young People's Vulnerabilities in Lockdown

1. Increase in mental health problems
2. Missing from education
3. At risk, at home
4. Digital poverty
5. Risky behaviours
6. Without a home
7. Self Harm and Suicide

Safeguarding Young People During the COVID-19 Pandemic

Slide 17



Slide 18

A presentation slide with a teal border decorated with white circular patterns and shields. The title "Know yourself" is in teal. On the left, there is a bulleted list. On the right, there is a black and white image of a person in a contemplative pose. At the bottom, there is a small line of text: "Safeguarding Young People During the COVID-19 Pandemic".

- Resilience does not always come naturally
- Past does define us, but we get to choose how
- The importance of recognising our default setting
- Strength comes from recognising our weaknesses
- Look within and spend time with ourselves
- What are your trigger points?
- Lead by example – role modelling
- Build your boundaries / take down your boundaries !

Slide 19

A presentation slide with a teal border decorated with white circular patterns and shields. The title "Communicate" is in teal. On the left, there is a bulleted list. At the bottom, there is a small line of text: "Safeguarding Young People During the COVID-19 Pandemic".

- Send YP regular electronic updates that remind them that you are there and listening.
- Ensure you have a clear mechanism somewhere prominent on your website that can be clicked on to alert you or an appropriate body to a concern (i.e. a logo to click on or in a footer)
- Share clear messages about how others can seek help if they are worried about an individual or have a safeguarding concern. You can remind people how to report any concern or allegation to you (i.e. phone line or email account) or signpost to CEOP or NSPCC.
- Ensure you have trained staff/volunteers regularly checking the emails or phone line to ensure you are responding quickly. Make a record of what is said and advice/guidance given.
- Contact young people you are concerned with, ask how they are, look for behavioural changes or responses that are out of character.

Slide 20

Safeguarding: Building a Safe Space

- Revisit policy, process and safer working practice
- Re-visit ALL your usual support groups, checking they are there (!) and what services they currently offering
- Contact your Local Authority, discuss services they are offering, change in reporting and thresholds
- Re – visit your activities and use 'powerful' activities to build resilience, self awareness etc..
- Risk assessing - Consider all young people as 'new' make no assumptions in terms of their resilience – things may have changed
- Consider building new skills and knowledge

Safeguarding Young People During the COVID19 Pandemic

Slide 21

Safeguarding: Early days

- Invite young people back personally
- Accept some young people wont come back and/or will remain online – build support for them or signpost – *leave the door open!*
- Accept some young people will be feeling betrayed, angry and frustrated – *allow them to be angry, create a space (Guided Reflective Learning)*
- Refresh basic safeguarding sessions for staff/volunteers
- Run basic safeguarding sessions for young people (age appropriate)
- Build a Safe Space for young people to reflect and share experiences
- Post any interaction with an individual young person or group sessions, you should debrief and observe groups dynamics and individual behaviour

Safeguarding Young People During the COVID19 Pandemic

Slide 22

Useful videos

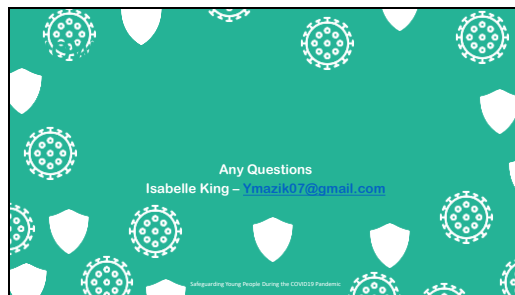
- **Adverse Childhood Effects-** <https://www.youtube.com/watch?v=XHqLV9KZ-A> 1 video (15 mins)
Adverse Childhood Experiences (ACEs) are traumatic events that affect children while growing up, such as suffering child maltreatment or living in a household affected by domestic violence, substance misuse or mental illness. This short animated film has been developed to raise awareness of ACEs, their potential to damage health across the life course and the roles that different agencies can play in preventing ACEs and supporting those affected by them.
The film has been produced for Public Health Wales and Blackburn with Darwen Local Authority. For further information visit www.aces.me.uk
- **Contextual safeguarding** - <https://www.csnetwork.org.uk/en/about/what-is-contextual-safeguarding> 3 videos 45 mins

Safeguarding Young People During the COVID19 Pandemic

Slide 23



Slide 24



Safer recruitment practice and supervision

Presenter: Clair Cooke

An essential part of your ongoing safeguarding commitment is to follow a robust recruitment process and provide effective supervision for all your staff and volunteers. By reviewing and adapting processes and expectations organisations will be able to maintain good safeguarding standards.

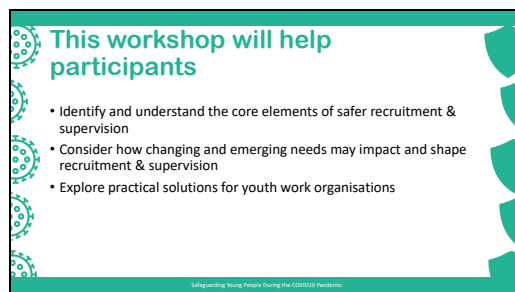
This workshop will help participants:

- Identify and understand the core elements of recruitment & supervision
- Discuss how changing and emerging needs may impact and shape recruitment & supervision
- Explore practical solutions for youth work organisations

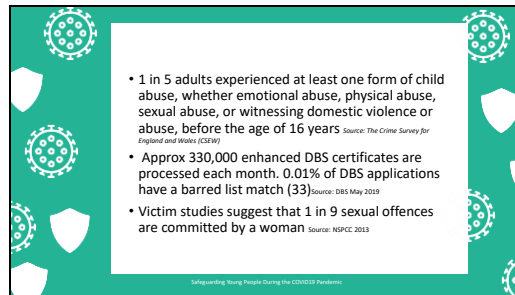
Slide 1



Slide 2



Slide 3

The slide features a teal border decorated with white circular patterns and shield icons. The central white area contains three bullet points and a source reference.

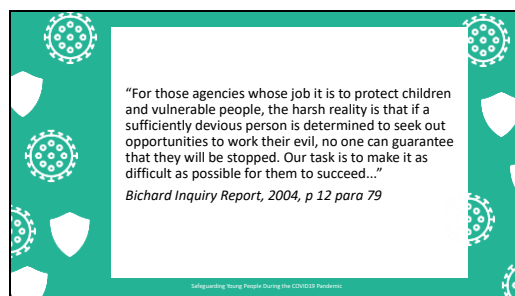
- 1 in 5 adults experienced at least one form of child abuse, whether emotional abuse, physical abuse, sexual abuse, or witnessing domestic violence or abuse, before the age of 16 years Source: The Crime Survey for England and Wales (CSEW)
- Approx 330,000 enhanced DBS certificates are processed each month. 0.01% of DBS applications have a barred list match (33) Source: DBS May 2019
- Victim studies suggest that 1 in 9 sexual offences are committed by a woman Source: NSPCC 2013

Safeguarding Young People During the COVID-19 Pandemic

There is no source providing the current prevalence of child abuse. The Crime Survey for England & Wales provides an underestimate of child abuse as abuse against 16- and 17-year-olds is not included. Abuse perpetrated by children aged under 16 years is also only included for sexual abuse.

In the year ending March 2019, the CSEW estimated that approximately 8.5 million adults aged 18 to 74 years experienced abuse before the age of 16 years. This is equivalent to 20.7% of the population aged 18 to 74 years

Slide 4

The slide features a teal border decorated with white circular patterns and shield icons. The central white area contains a quote and a reference.

"For those agencies whose job it is to protect children and vulnerable people, the harsh reality is that if a sufficiently devious person is determined to seek out opportunities to work their evil, no one can guarantee that they will be stopped. Our task is to make it as difficult as possible for them to succeed..."

Richards Inquiry Report, 2004, p 12 para 79

Safeguarding Young People During the COVID-19 Pandemic

Slide 5

The slide features a teal border decorated with white circular patterns and shield icons. The central white area contains a title, two bullet points, and a concluding sentence.

What's the purpose of Safer Recruitment?

- Deter, identify and reject unsuitable persons
- Protect and promote welfare of young people at every point they come into contact with your organisation

It is an ongoing process to prevent and detect including after appointment

Safeguarding Young People During the COVID-19 Pandemic

Slide 6



Slide 7

What we can do

Stress test policies:

- Risk assessment of roles eg remote working
- Review the role – reflective, realistic, resourced
- Training, induction & supervision – have a plan in place
- Support and build resilience

Maintain & strengthen ongoing culture of safeguarding that is continuously improved

Safeguarding Young People During the COVID19 Pandemic

Stress test policies against new ways of working eg increased risks of remote working: ie code of conduct, professional boundaries, recruitment, supervision, safeguarding, consent, digital protocols with yp, checking in with yp or carers about satisfaction of service and how to complain

Review the role: does the JD reflect what the person will be doing? Can activities still be safely managed? Is there adequate resource to support this role in line with safeguarding?

Remote working – including those working at home. Risks include no immediate supervision or line management support; less opportunity for observation; potential for sense of feeling isolated and impact on wellbeing

Support and building resilience: dealing with own and other's trauma, de-escalation

- As we flex and adapt our ways of working, test this against policies and resources to safeguard

Slide 8



See NSPCC for fuller guide on Safer Recruitment

Promote – prospective candidates should be aware from the outset and throughout the process of your commitment to safeguarding. This needs to be demonstrated by applying procedures consistently at each stage

Application form – candidate should be demonstrating suitable for role which includes their understanding of safeguarding appropriate to role and their commitment to it

Shortlisting – at least two people should scrutinise against the criteria and note any areas for clarification at interview

Interview – if conducting remotely, try to do online with video. Add non scored questions giving opportunity for them to let you know about anything on references or DBS that may come up.

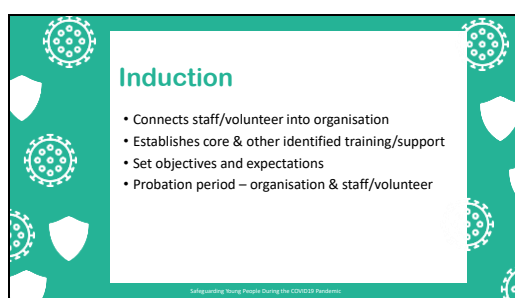
Slide 9



In person, you would usually ask to bring in ID docs so you can ask to see these online. Originals can be posted by registered post in the event you wish to make an offer
References: try to get one from previous employer; ask specifically about suitability for role and working with young people; you may want to add questions specifically reflecting their working remotely; follow up with at least one reference by phone to verify information. Bland/basic references will need to be followed up by phone to ask for details
DBS: make sure you are clear on the activities and eligibility. See DBS

website for current changes in processing
 Post interview contact: think about how you will maintain contact with the candidate between being offered and starting. Things may change during pandemic so good to keep in touch and reassure them.
 Training: getting essential training done (see Safeguarding Young People during Covid-19 guidance, link on final slide); identify other specific training needed so they are up to speed to do their role eg Zoom training; lone working etc

Slide 10



Connects staff: particularly important during work from home/period of uncertainty/change to make sure people feel a part of the organisation. This helps support and reinforce the commitment to safeguarding and following policies and procedures

Training: you are still communicating your commitment to safeguarding here. Think about how you will deliver core training and ways you may be able to strengthen good practice. You may arrange shadowing of sessions with young people (with prior consent); online group sessions like action learning sets. A good way to address new ways of working and issues/learning Objectives – need to reflect what is realistically achievable over the next weeks and months; may be a good time to create resources, do an audit of partners and referrals procedures, internal audit of skills and experience. Still needs to be SMART but think about how new

staff/volunteers can connect with their colleagues

Probation: Depending on the situation, you may need to do a longer probation period – provided the rationale is fair. Principle of not confirming in post if in doubt still very much applies. Get HR advice where needed

Slide 11



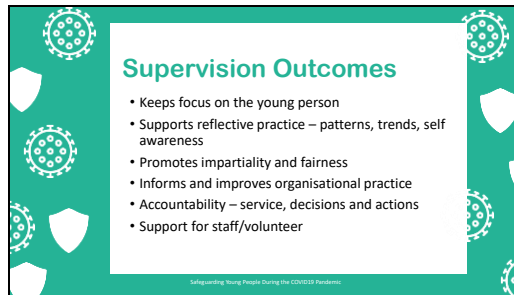
Safeguarding concerns: this includes updates, discussion, and decisions
Manage workload: workload may look and feel different while working remotely and online; check emotional wellbeing and any impact of work.

Management: ensuring competency and accountable performance; understands roles and responsibilities

Engagement: supervision should check in on and support the individual with feeling a part of the organisation and it's values, policies etc

Development: make sure you link all other areas above with identifying new or ongoing training and support needed

Slide 12



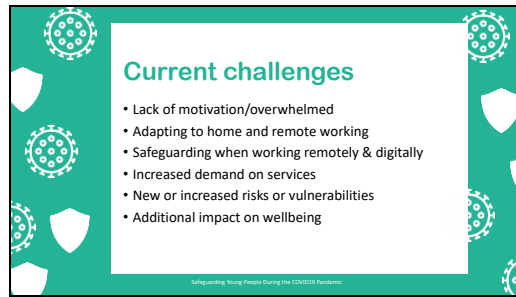
These are good practice outcomes for supervision. They are particularly important at the moment due to added pressures on individuals and organisations. Supervision should support the staff/volunteer holistically and can help them carry out their safeguarding responsibilities effectively.

Known patterns/issues with those who are in “positions of trust” and abuse include:

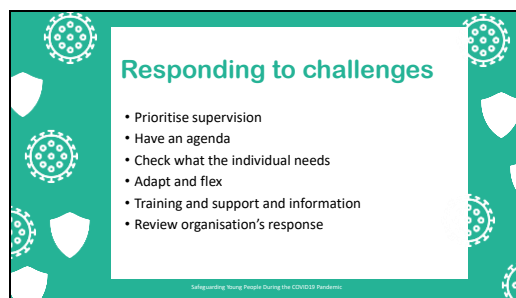
- Poor appreciation of professional boundaries
- Breaches of policy & procedures “in best interests of the child”
- Lack of awareness of impact of behaviour on others
- Dutiful/over committed

These do not necessarily indicate someone who is abusing/has intention to but it is important for both manager and staff/volunteer member to understand why policies and procedures are in place; the expectation that they will be followed and any concerns/issues are discussed and agreed with line manager; potential consequences of not following policies

Slide 13



Slide 14



Prioritise: meet regularly – keep a rhythm and availability

Agenda: keep on track & apportion time for each area

Individual needs: style, platform, time

Adapt: find out what works-group supervision, peer, frequency

- Review: new/increased risks; planning

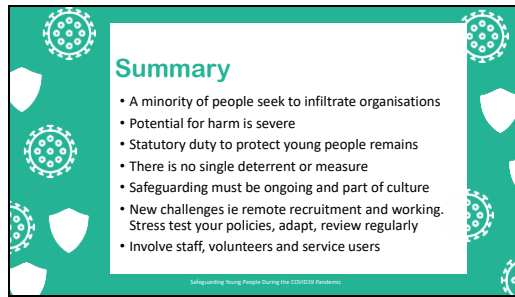
Slide 15



See also Charity Commission Report into Oxfam Inquiry

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807943/Inquiry_Report_summary_findings_and_conclusions_Oxfam.pdf

Slide 16

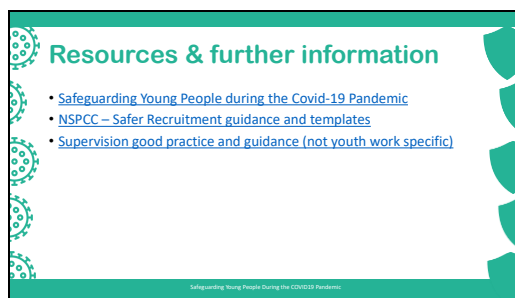
The slide has a teal background with a decorative border of white virus-like icons and white shields. The title 'Summary' is in teal. The content is a bulleted list of seven points. At the bottom, there is a small teal box with white text.

Summary

- A minority of people seek to infiltrate organisations
- Potential for harm is severe
- Statutory duty to protect young people remains
- There is no single deterrent or measure
- Safeguarding must be ongoing and part of culture
- New challenges ie remote recruitment and working. Stress test your policies, adapt, review regularly
- Involve staff, volunteers and service users

Safeguarding Young People During the COVID-19 Pandemic

Slide 17

The slide has a teal background with a decorative border of white virus-like icons and white shields. The title 'Resources & further information' is in teal. The content is a bulleted list of three links. At the bottom, there is a small teal box with white text.

Resources & further information

- [Safeguarding Young People during the Covid-19 Pandemic](#)
- [NSPCC – Safer Recruitment guidance and templates](#)
- [Supervision good practice and guidance \(not youth work specific\)](#)

Safeguarding Young People During the COVID-19 Pandemic

Reassessing your organisations' risks and updating policies & procedures

Presenter: Tom Burke

As the Covid19 legal restrictions begin to lift; the pandemic continues. Organisations will need to consider how they recover from a period of rapid change and respond to a changing environment. Effectively managing risk will enable you to make informed and safer choices as the pandemic continues.

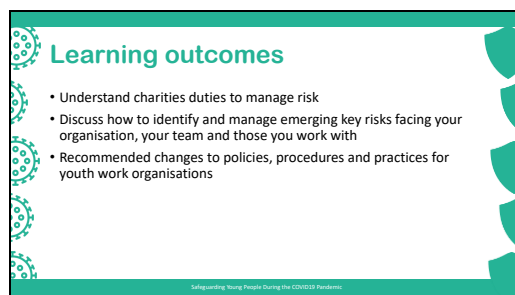
This workshop will help participants:

- Understand charities duties to manage risk
- Discuss how to identify and manage emerging key risks facing your organisation, your team and those you work with
- Recommended changes to policies, procedures and practices for youth work organisations

Slide 1



Slide 2



Slide 3



Boundaries of today

I will cover:

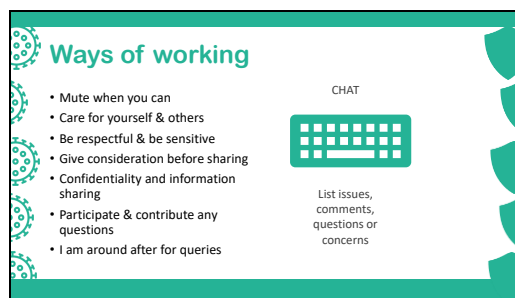
- An overview of law & policy
- Share good practice
- Signpost to further information
- Primarily work in England

I will not:

- Give specific legal advice
- Give detailed response or advice on individual cases
- Detail partner due diligence or your donor requirements
- Know everything

I want to draw on knowledge in the room


Slide 4



Ways of working

- Mute when you can
- Care for yourself & others
- Be respectful & be sensitive
- Give consideration before sharing
- Confidentiality and information sharing
- Participate & contribute any questions
- I am around after for queries

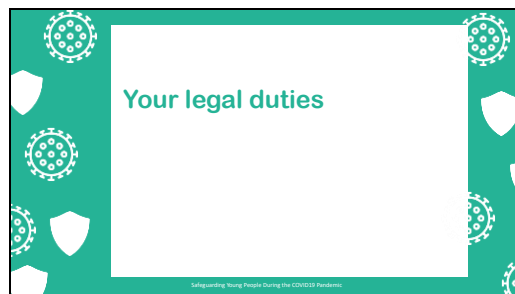
CHAT



List issues, comments, questions or concerns

I want to draw on knowledge in the room

Slide 5



Your legal duties

Safeguarding Young People During the COVID19 Pandemic

Slide 6

Duties of care

- All organisations owe a duty of care to employees, volunteers, service users and others they come into contact with.
- General duty to not be negligent and to avoid causing harm or injury.
- Specific duties can depend on the facts
- This duty will depend on:
 - your relationship with the individual(s)
 - whether the harm was foreseeable
 - whether the duty was fair & reasonable

Organisations can be 'vicariously liable' for the actions of their employees and volunteers

Slide 7

Charity Commission expectations on safeguarding

Issued by the key Charity regulator for England & Wales

Significantly updated in October 2018 & again in 2019

Broadens duties of trustees

Focus on risk and proportionality

Safeguarding and protecting people for charities and trustees

What to do to protect people who come into contact with your charity through its work from abuse or mistreatment of any kind.

Revised October 2017
Last updated 22 October 2019 - 00.00.000000
From: The Charity Commission

<https://www.gov.uk/guidance/safeguarding-advice-for-charity-trustees>

Slide 8

Chat box challenge

Who

- ▶ C _____
- ▶ A ____ at ____
- ▶ V _____
- ▶ S _____
- ▶ P _____
- ▶ D _____
- ▶ P _____
- ▶ T _____

549

Slide 9

Chat box challenge

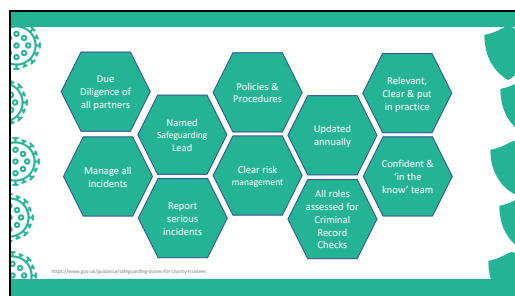
Who

- C _____
- A _____ at _____
- V _____
- S _____
- P _____
- D _____
- P _____
- T _____

Who

- Children
- Adults at Risk
- Volunteers
- Staff
- Partners
- Donors
- Public
- Trustees

Slide 10



Slide 11

Health & Safety duties

Over 100 different regulations codify Health & Safety duties

Every employer has a duty to ensure that, so far as is reasonably practicable, the health, safety and welfare of employees are protected.

- Make arrangements for implementing the health and safety measures identified as necessary by the risk assessment
- Appoint competent people (often themselves or company colleagues) to help them to implement the arrangements
- Set up emergency procedures
- Provide clear information and training to employees
- Work together with other employers sharing the same workplace

Health and Safety at Work Act 1974

Safeguarding Young People During the COVID-19 Pandemic

Slide 12

Employment Rights Act

- Employees protected from suffering any detriment as a result of acting or failing to act on a number of health and safety related grounds.
- Dismissal of an employee due to any of these grounds will be automatically unfair.
- Suffering a detriment or being dismissed for:
 - Carrying out (or proposed to carry out) health and safety activities designated by the employer.
 - Being a designated workplace health and safety representative or committee member and performing (or proposing to perform) the necessary functions.
 - For raising health and safety concerns through reasonable means.
 - For leaving or staying away from a dangerous workplace.
 - For taking action to prevent danger

Employment Rights Act 1996, Section 44 and Section 100

Supporting Young People During the COVID-19 Pandemic

<https://www.stoneking.co.uk/literature/e-bulletins/summary-health-and-safety-provisions-under-sections-44-and-100-employment>


Slide 13

Charities and risk management

Charities that are required by law to have their accounts audited include make a risk management statement in their trustees' annual report confirming that:

‘...the charity trustees have given consideration to the major risks to which the charity is exposed and satisfied themselves that systems or procedures are established in order to manage those risks.’

(Charities (Accounts and Reports) Regulations 2008)



Slide 14

Charity Commission guidance

- Governance
- Operational risk
- Finance risk
- Environmental and external risk
- Legal and regulation compliance risk



<https://www.gov.uk/government/publications/Charities-and-risk-management-CC26/Charities-and-risk-management-CC26>

Supporting Young People During the COVID-19 Pandemic

Slide 15

Charity Commission guidance

- Establishing a risk policy
- Identifying risks
- Assessing risks
- Evaluating what action needs to be taken on risks
- Periodic monitoring and assessment



The image shows the front cover of a guidance document titled 'Charities and risk management (CC26)'. The cover is white with a blue header band. The title is in large, bold, black font. Below the title, it says 'Guidance for charities'. On the left side, there is a list of contents with page numbers: 'Contents' (1), '1. Introduction' (2), '2. What is this guidance about?' (3), '3. How to use this guidance' (4), '4. The charity's approach to risk management' (5), '5. The charity's risk management framework' (6), '6. The charity's risk management processes' (7), '7. The charity's risk management outcomes' (8), '8. The charity's risk management monitoring and review' (9), '9. The charity's risk management reporting' (10), '10. The charity's risk management documentation' (11), '11. The charity's risk management training and awareness' (12), '12. The charity's risk management culture' (13), '13. The charity's risk management communication' (14), '14. The charity's risk management transparency' (15), '15. The charity's risk management accountability' (16), '16. The charity's risk management responsibility' (17), '17. The charity's risk management leadership' (18), '18. The charity's risk management governance' (19), '19. The charity's risk management oversight' (20), '20. The charity's risk management assurance' (21), '21. The charity's risk management challenge' (22), '22. The charity's risk management improvement' (23), '23. The charity's risk management innovation' (24), '24. The charity's risk management resilience' (25), '25. The charity's risk management sustainability' (26), '26. The charity's risk management ethics' (27), '27. The charity's risk management integrity' (28), '28. The charity's risk management honesty' (29), '29. The charity's risk management openness' (30), '30. The charity's risk management transparency' (31), '31. The charity's risk management accountability' (32), '32. The charity's risk management responsibility' (33), '33. The charity's risk management leadership' (34), '34. The charity's risk management governance' (35), '35. The charity's risk management oversight' (36), '36. The charity's risk management assurance' (37), '37. The charity's risk management challenge' (38), '38. The charity's risk management improvement' (39), '39. The charity's risk management innovation' (40), '40. The charity's risk management resilience' (41), '41. The charity's risk management sustainability' (42), '42. The charity's risk management ethics' (43), '43. The charity's risk management integrity' (44), '44. The charity's risk management honesty' (45), '45. The charity's risk management openness' (46), '46. The charity's risk management transparency' (47), '47. The charity's risk management accountability' (48), '48. The charity's risk management responsibility' (49), '49. The charity's risk management leadership' (50), '50. The charity's risk management governance' (51), '51. The charity's risk management oversight' (52), '52. The charity's risk management assurance' (53), '53. The charity's risk management challenge' (54), '54. The charity's risk management improvement' (55), '55. The charity's risk management innovation' (56), '56. The charity's risk management resilience' (57), '57. The charity's risk management sustainability' (58), '58. The charity's risk management ethics' (59), '59. The charity's risk management integrity' (60), '60. The charity's risk management honesty' (61), '61. The charity's risk management openness' (62), '62. The charity's risk management transparency' (63), '63. The charity's risk management accountability' (64), '64. The charity's risk management responsibility' (65), '65. The charity's risk management leadership' (66), '66. The charity's risk management governance' (67), '67. The charity's risk management oversight' (68), '68. The charity's risk management assurance' (69), '69. The charity's risk management challenge' (70), '70. The charity's risk management improvement' (71), '71. The charity's risk management innovation' (72), '72. The charity's risk management resilience' (73), '73. The charity's risk management sustainability' (74), '74. The charity's risk management ethics' (75), '75. The charity's risk management integrity' (76), '76. The charity's risk management honesty' (77), '77. The charity's risk management openness' (78), '78. The charity's risk management transparency' (79), '79. The charity's risk management accountability' (80), '80. The charity's risk management responsibility' (81), '81. The charity's risk management leadership' (82), '82. The charity's risk management governance' (83), '83. The charity's risk management oversight' (84), '84. The charity's risk management assurance' (85), '85. The charity's risk management challenge' (86), '86. The charity's risk management improvement' (87), '87. The charity's risk management innovation' (88), '88. The charity's risk management resilience' (89), '89. The charity's risk management sustainability' (90), '90. The charity's risk management ethics' (91), '91. The charity's risk management integrity' (92), '92. The charity's risk management honesty' (93), '93. The charity's risk management openness' (94), '94. The charity's risk management transparency' (95), '95. The charity's risk management accountability' (96), '96. The charity's risk management responsibility' (97), '97. The charity's risk management leadership' (98), '98. The charity's risk management governance' (99), '99. The charity's risk management oversight' (100), '100. The charity's risk management assurance' (101), '101. The charity's risk management challenge' (102), '102. The charity's risk management improvement' (103), '103. The charity's risk management innovation' (104), '104. The charity's risk management resilience' (105), '105. The charity's risk management sustainability' (106), '106. The charity's risk management ethics' (107), '107. The charity's risk management integrity' (108), '108. The charity's risk management honesty' (109), '109. The charity's risk management openness' (110), '110. The charity's risk management transparency' (111), '111. The charity's risk management accountability' (112), '112. The charity's risk management responsibility' (113), '113. The charity's risk management leadership' (114), '114. The charity's risk management governance' (115), '115. The charity's risk management oversight' (116), '116. The charity's risk management assurance' (117), '117. The charity's risk management challenge' (118), '118. The charity's risk management improvement' (119), '119. The charity's risk management innovation' (120), '120. The charity's risk management resilience' (121), '121. The charity's risk management sustainability' (122), '122. The charity's risk management ethics' (123), '123. The charity's risk management integrity' (124), '124. The charity's risk management honesty' (125), '125. The charity's risk management openness' (126), '126. The charity's risk management transparency' (127), '127. The charity's risk management accountability' (128), '128. The charity's risk management responsibility' (129), '129. The charity's risk management leadership' (130), '130. The charity's risk management governance' (131), '131. The charity's risk management oversight' (132), '132. The charity's risk management assurance' (133), '133. The charity's risk management challenge' (134), '134. The charity's risk management improvement' (135), '135. The charity's risk management innovation' (136), '136. The charity's risk management resilience' (137), '137. The charity's risk management sustainability' (138), '138. The charity's risk management ethics' (139), '139. The charity's risk management integrity' (140), '140. The charity's risk management honesty' (141), '141. The charity's risk management openness' (142), '142. The charity's risk management transparency' (143), '143. The charity's risk management accountability' (144), '144. The charity's risk management responsibility' (145), '145. The charity's risk management leadership' (146), '146. The charity's risk management governance' (147), '147. The charity's risk management oversight' (148), '148. The charity's risk management assurance' (149), '149. The charity's risk management challenge' (150), '150. The charity's risk management improvement' (151), '151. The charity's risk management innovation' (152), '152. The charity's risk management resilience' (153), '153. The charity's risk management sustainability' (154), '154. The charity's risk management ethics' (155), '155. The charity's risk management integrity' (156), '156. The charity's risk management honesty' (157), '157. The charity's risk management openness' (158), '158. The charity's risk management transparency' (159), '159. The charity's risk management accountability' (160), '160. The charity's risk management responsibility' (161), '161. The charity's risk management leadership' (162), '162. The charity's risk management governance' (163), '163. The charity's risk management oversight' (164), '164. The charity's risk management assurance' (165), '165. The charity's risk management challenge' (166), '166. The charity's risk management improvement' (167), '167. The charity's risk management innovation' (168), '168. The charity's risk management resilience' (169), '169. The charity's risk management sustainability' (170), '170. The charity's risk management ethics' (171), '171. The charity's risk management integrity' (172), '172. The charity's risk management honesty' (173), '173. The charity's risk management openness' (174), '174. The charity's risk management transparency' (175), '175. The charity's risk management accountability' (176), '176. The charity's risk management responsibility' (177), '177. The charity's risk management leadership' (178), '178. The charity's risk management governance' (179), '179. The charity's risk management oversight' (180), '180. The charity's risk management assurance' (181), '181. The charity's risk management challenge' (182), '182. The charity's risk management improvement' (183), '183. The charity's risk management innovation' (184), '184. The charity's risk management resilience' (185), '185. The charity's risk management sustainability' (186), '186. The charity's risk management ethics' (187), '187. The charity's risk management integrity' (188), '188. The charity's risk management honesty' (189), '189. The charity's risk management openness' (190), '190. The charity's risk management transparency' (191), '191. The charity's risk management accountability' (192), '192. The charity's risk management responsibility' (193), '193. The charity's risk management leadership' (194), '194. The charity's risk management governance' (195), '195. The charity's risk management oversight' (196), '196. The charity's risk management assurance' (197), '197. The charity's risk management challenge' (198), '198. The charity's risk management improvement' (199), '199. The charity's risk management innovation' (200), '200. The charity's risk management resilience' (201), '201. The charity's risk management sustainability' (202), '202. The charity's risk management ethics' (203), '203. The charity's risk management integrity' (204), '204. The charity's risk management honesty' (205), '205. The charity's risk management openness' (206), '206. The charity's risk management transparency' (207), '207. The charity's risk management accountability' (208), '208. The charity's risk management responsibility' (209), '209. The charity's risk management leadership' (210), '210. The charity's risk management governance' (211), '211. The charity's risk management oversight' (212), '212. The charity's risk management assurance' (213), '213. The charity's risk management challenge' (214), '214. The charity's risk management improvement' (215), '215. The charity's risk management innovation' (216), '216. The charity's risk management resilience' (217), '217. The charity's risk management sustainability' (218), '218. The charity's risk management ethics' (219), '219. The charity's risk management integrity' (220), '220. The charity's risk management honesty' (221), '221. The charity's risk management openness' (222), '222. The charity's risk management transparency' (223), '223. The charity's risk management accountability' (224), '224. The charity's risk management responsibility' (225), '225. The charity's risk management leadership' (226), '226. The charity's risk management governance' (227), '227. The charity's risk management oversight' (228), '228. The charity's risk management assurance' (229), '229. The charity's risk management challenge' (230), '230. The charity's risk management improvement' (231), '231. The charity's risk management innovation' (232), '232. The charity's risk management resilience' (233), '233. The charity's risk management sustainability' (234), '234. The charity's risk management ethics' (235), '235. The charity's risk management integrity' (236), '236. The charity's risk management honesty' (237), '237. The charity's risk management openness' (238), '238. The charity's risk management transparency' (239), '239. The charity's risk management accountability' (240), '240. The charity's risk management responsibility' (241), '241. The charity's risk management leadership' (242), '242. The charity's risk management governance' (243), '243. The charity's risk management oversight

Slide 16

Insurance

- The only compulsory cover is employers' liability insurance
- Often get public liability insurance, professional indemnity and trustee or director indemnity insurance.
- Insurance Act 2015 requires policyholders to make a 'fair presentation of the risk' to insurers when taking out insurance (including renewals and variations).

Tell your insurer:

- the full range and details of all your activities
- information about the people you work with, including explaining where people may be particularly at risk through age, disability or other condition
- when you are going to introduce anything new, including activities or groups.

Supporting Young People During the COVID-19 Pandemic

Slide 17

Whistleblowing

- Legal rights under Public Interest Disclosure Act 1998
- Protects 'Whistleblowing' in the public interest.
- This is informing someone outside the organisation about illegal or neglecting duties, such as health and safety or safeguarding, or knowledge of criminal offences.
- It is unlawful for an organisation to dismiss anyone or allow them to be victimised on the basis that they have made an appropriate lawful public interest disclosure.
- Charity Commission is a proscribed person to receive public interest disclosures

See Good Law Project report <https://bitm.google.com/Re/342XN888W8Wdy-v2/Gx4s3Dz8y4k/7q3m9Ww/View>

Slide 18

Annotate: Which do you have?

Safeguarding Policy	Health & Safety Policy
Whistleblowing Policy	Risk Statement
Risk Assessment Template	Risk Register (org)
Complaints Policy	<i>Other</i>

Safeguarding Young People During the COVID-19 Pandemic

Slide 19

Key questions to check

- Is your safeguarding policy up to date, relevant and proportionate to the risks you face under Covid19?
- How are your insurance policies affected by changes to your activity? Do they continue to have a fair presentation of the risk?
- Is your organisations risk register up to date?
- Were you meeting your existing Health and Safety duties?
- Do you have a Whistleblowing Policy? Does this align with complaints, HR policies and safeguarding?

Safeguarding Young People During the COVID-19 Pandemic

Slide 20

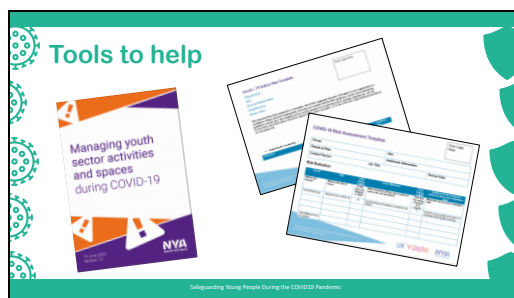
Managing risks & becoming 'Covid secure'

Safeguarding Young People During the COVID-19 Pandemic

Slide 21



Slide 22



Slide 23

Risk Assessment

- A systematic process of identifying hazards
- Identifying how to mitigate (avoid) the hazard occurring
- Identifying how you would respond if the hazard occurs
- Identifying hazards which would stop activity

- Aiming to reduce risk as low as reasonably practicable
- Decision is weighted in favour of health and safety because the presumption is that the duty-holder should implement the risk reduction measure.

Slide 24

Involve others

Who

- Y ____ P ____
- P ____ / C ____
- E ____
- T ____ U ____
- T ____
- V ____

349

Slide 25

Chat box challenge

Who

- Y ____ P ____
- P ____ / C ____
- E ____
- T ____ U ____
- T ____
- V ____

Who

- Young People
- Parents / Carers
- Employees
- Trade Unions
- Trustees
- Volunteers

Slide 26

Control Measures

- What are the practical steps we can take to reduce the risk of harm

Safeguarding Young People During the COVID-19 Pandemic

Slide 27

Youth Sector Readiness Levels

- Produced by NYA with Public Health England
- Updated weekly
- Specific guidance on what they suggest should and should not be permitted


<https://tinyurl.com/3k6b8k8>

Readiness Level	Permitted Activity Expected
RED	<ul style="list-style-type: none"> Online and digital youth services Detached local youth services 1-2-1 sessions with high-need young people (outdoors only)
AMBER	<ul style="list-style-type: none"> Online and digital youth services Detached local youth activities (consistent with social distancing guidelines) 1-2-1 sessions with young people indoors (consistent with social distancing guidelines) Small group sessions delivered outdoors (consistent with social distancing guidelines)
YELLOW	<ul style="list-style-type: none"> Indoor group work sessions (consistent with social distancing guidelines) Multiple sessions (1-2-1 or group work) within social distancing guidelines
GREEN	<ul style="list-style-type: none"> All services open as per normal youth operations Overnight stays and visits International travel allowed within FCO advice

Supporting Young People During the COVID-19 Pandemic


Slide 28

Infection control



Direct transmission
Person to person spread

via spread of droplets from coughs, sneezes, breathing over, personal contact such as hand shaking, or other human contact



Cross contamination transmission from a contact surface

such as a hard surface such as desk, phone, keyboard, door handles, taps, toilet lids, bin lids etc

Supporting Young People During the COVID-19 Pandemic

Slide 29

Managing your team:

Know your team

- Map which of your team are:
 - Clinically extremely vulnerable - strongly advised to work from home
 - Clinically vulnerable - offered safest on-site roles
 - Have conditions aggravated by control measures
 - Who live with higher risk groups
- Assess specific characteristics on a case by case basis and assess the level of risk.
 - Aim for consistency but make reasonable adjustment for individuals



Supporting Young People During the COVID-19 Pandemic

(Eg. Skin conditions made worse by sanitiser gels; Crohn's disease requiring priority access to toilet facility; Known mental health problem).

Slide 30

Managing your team: Change how your team work

- Where possible; group and alternate who is on premises ("fixed teams")
- Change working hours to shorten time on premises
- The activity time involved is kept as short as possible and minimise the frequency.
- Plan and communicate your approach with self-isolating




Self-isolating Young People During the COVID-19 Pandemic

Slide 31

Managing the space: Plan ahead

- Has the water system has been undisturbed? Is Legionnaires testing up to date?
- Do fire evacuation and emergency plans require staff to come into close contact?
- Re-think muster areas.
- Do they require use of evac chair for disabled staff – provide extra masks




Self-isolating Young People During the COVID-19 Pandemic

Slide 32

Managing the space: Getting there

- Avoid public transport
 - Ensure people follow rules on face masks
- Discourage any car share
- Provide additional parking or bike-racks
- If you have a shower, ensure cleaned and used after every use.




Self-isolating Young People During the COVID-19 Pandemic

Slide 33

Managing the space: Change the layout

- Manage queues outside
- Change entry and exit routes into spaces
- Implement one way systems
- Limit number of people in spaces and entrances with positions to keep gaps
- All rooms to be marked with maximum capacity (persons).
- Where possible, open windows/doors and ensure ventilation system is operational.




The icons illustrate various measures for managing space and layout:

- Two people standing with a 2m distance marker between them.
- A one-way arrow indicating a single direction of flow.
- A hand with a diagonal line through it, indicating no handshakes or physical contact.
- A person walking, indicating movement or flow.
- A checklist icon, indicating a list of items to be checked or managed.
- A room with open windows, indicating ventilation.

Slide 34

Managing the space: Change how you work

- Hot desking to be avoided.
 - When absolutely necessary, a full clean of the facility using antibiotic cleaner
- Move workstations or if necessary
 - Using screens as barriers to separate people
 - Work back-to-back or side-to-side working
- Replace any open bin with one with a lid with a foot pedal



Supporting Young People During the COVID-19 Pandemic

Slide 35

Managing the space: Change how you work

- No personal deliveries to work (Amazon parcels etc).
- Visitor passes - consider disposable ones/method of sanitising passes and lanyards.
- Take down leaflets & 'take away'
- Assess materials and space
 - Close cafes for internal use
 - Stop TuckShops and cash
 - Consider removing rugs, cushions, etc



Safeguarding Young People During the COVID19 Pandemic

Slide 36

Managing the space: Change cleaning habits

- All hand contact points cleaned on a frequent basis throughout the day including
 - Door handles
 - Light switches,
 - Furniture
 - Handrails
 - IT equipment
 - Desks
 - Phones
 - Flush plates
 - Taps & Dispensers
- Provide clean wipes next to common pieces of equipment such as printers

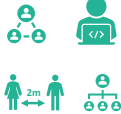


Safeguarding Young People During the COVID-19 Pandemic

Slide 37

Managing the activities: Rethink provision

- How to move from usual delivery to a blend of on and offline
- Replan project and activities
 - Mindful of 2nd or a local "Lockdown"
- Consider introducing an enhanced authorisation process (permit to work) for activities where less than 2m distance may be required.
 - Incl. 1:1 work or higher risk young people



Safeguarding Young People During the COVID-19 Pandemic

Slide 38

Managing the activities: Communicate

- Ensure participants know of any new requirements; incl on sharing information for health grounds
- Promote on social media
- Hygiene guidance is given such as avoiding touching eyes, nose, mouth and unwashed hands, cover your cough or sneeze with a tissue, and throw it away in a bin and wash your hands.
- Wearing a face covering is optional




Safeguarding Young People During the COVID-19 Pandemic

Slide 39

Managing the activities: Consider access & equity

- Be mindful of the particular needs of different individuals.
- Communicate clearly and openly
- Adapt materials into accessible format




Safeguarding Young People During the COVID-19 Pandemic

Slide 40

Managing the activities: Non-Compliance

- Focus on understanding their needs
- Always go back to informed consent and their agreement to participate in this way
- Gradual escalation of warnings
- Ultimately, you must meet your health & safety duties
- Alternative provisions may need to be made to support individuals where the risks associated with their needs/behaviours cannot be controlled effectively.




Safeguarding Young People During the COVID-19 Pandemic

Slide 41

Plan for an infection: Record and respond

- Keep a clear record of who attended what sessions when
 - Who has access to this
 - Who decides whether this information is shared
- Anyone with suspected symptoms should go home immediately
- Any requirement for a deep clean



Safeguarding Young People During the COVID-19 Pandemic

Slide 42

Plan for an infection: Test & Trace

- NHS test and trace service will follow up with people who need to self-isolate because they have had close recent contact with someone, who might be a colleague, who has tested positive for coronavirus.
- If they work in – or have recently visited or attended – some settings the contact tracing process will be escalated to local public health experts, who will liaise as necessary with the manager of the relevant setting

<https://www.gov.uk/guidance/coronavirus-test-and-trace-workplace-guidance>

NHS test and trace: workplace guidance

Guidance on the NHS test and trace service for employers, businesses and workers

Updated 27 May 2020
Available to download as PDF or print
View [NHS test and trace: workplace guidance](#)


Contents

- 1. Introduction
- 2. How the service works
- 3. What you need to do
- 4. How to get started
- 5. How to get support
- 6. How to get more information

Safekeeping Young People During the COVID-19 Pandemic

Slide 43

Any questions



Safekeeping Young People During the COVID-19 Pandemic

Slide 44

Reassessing your organisations' risks and updating policies & procedures

Tom Burke
Partnership for Young London, June 2020

Safekeeping Young People During the COVID-19 Pandemic