

VOCypf Forum

CONTEXTUAL SAFEGUARDING

19th November 2019



Voluntary Organisations for Children
young people & families

WELCOME & INTRODUCTIONS

Michele Flynn **Chair of VOCypf**



Contextual Safeguarding

Liz Clarke - Manager, Safeguarding and Quality Assurance, Bedford
Borough Children's Services

What is Contextual Safeguarding ?

- ▶ Contextual Safeguarding, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. (Firmin, 2017, Contextual Safeguarding Network, University of Bedford).
- ▶ Contextual Safeguarding is an approach to understanding and responding to, young people's experiences of significant harm beyond their families.

The definition from Working Together 2018 of Contextual Safeguarding

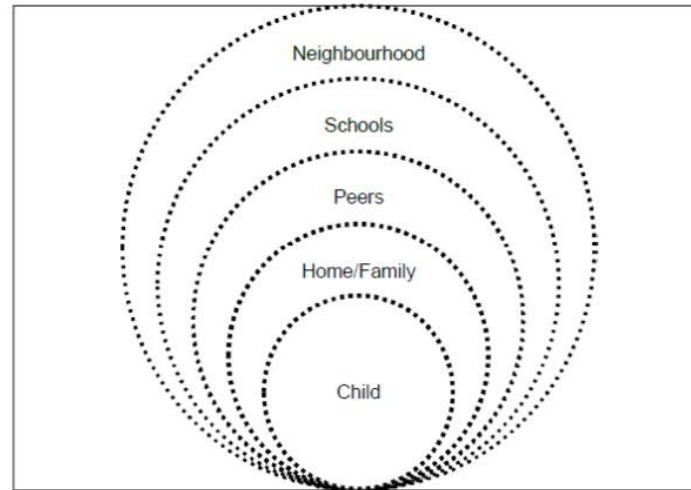
- ▶ *“These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered.” (Working Together 2018)*
- ▶ *“Assessments of children in such cases should consider whether wider environmental factors are present in a child’s life and are a threat to their safety and/or welfare. Children who may be alleged perpetrators should also be assessed to understand the impact of contextual issues on their safety and welfare. Interventions should focus on addressing these wider environmental factors, which are likely to be a threat to the safety and welfare of a number of different children who may or may not be known to local authority children’s social care. Assessments of children in such cases should consider the individual needs and vulnerabilities of each child. They should look at the parental capacity to support the child, including helping the parents and carers to understand any risks and support them to keep children safe and assess potential risk to child.” (Working Together 2018)*

What does this mean for working with children and young people ?

- ▶ An approach to understanding and responding to experiences of harm beyond families
- ▶ Relationships outside home - neighbourhoods; schools and on-line can feature abuse
- ▶ Parents/carers can have little influence in these contexts
- ▶ So partners including the community themselves who have influence in these extra familial contexts are a critical part of safeguarding practices
- ▶ Thus an expansion of objectives of child protection and safeguarding systems recognising that children and young people are vulnerable to abuse in a range of social contexts
- ▶ A Contextual Safeguarding system supports the development of approaches which **disrupt/change** harmful extra-familial contexts - not just focusing on a change in the behaviour of individuals

Contexts of safety and vulnerability:

- ▶ Individual Child/young person
- ▶ Family/Home
- ▶ Peers
- ▶ School/College
- ▶ Community/Neighbourhood



We need to understand for a child/young person (Firmin 2013:47)

1. The INTERPLAY between different context and relationships
2. The varied WEIGHT OF INFLUENCE that different contexts appear to have

The impact of extra-familial risk on children and families

- ▶ Emotional, physical and mental well-being impacted
- ▶ Involvement in offending; going missing; use of alcohol and drugs
- ▶ Family relationships impacted
- ▶ Ability to access education and other services affected

Working with children; young people and their families

- ▶ Charity and Voluntary sector
- ▶ Schools including Alternative Provision
- ▶ Other young people based services and initiatives - specific programmes or services (for example post 16 providers; faith based organisations)
- ▶ Early Help
- ▶ Children's Services including Youth Offending Service
- ▶ Partners across Health; Police; Probation; Fire and Rescue; Sports and Leisure

Contextual Interventions

- ▶ Create favourable social conditions for 1-1 work
 - Build supportive and pro-social peer networks
 - Ensure safe and nurturing educational environments
 - Reduce exposure to street and on-line crime and exploitation
 - Provide safe spaces for adolescent socialisation
- 1-1 and familial interventions:
 - recognise/recover from trauma
 - Re-build family relationships
 - Re-engage in education and other activities
 - Reduce incidences of offending and going missing

Contextual assessment within a school context

- ▶ Schools are sites where children and young people can experience and/or be safeguarded from abuse and violence
- ▶ Risks in educational settings: sexual harassment; sexual violence; physical assaults; relationship-based abuse; bullying and grooming
- ▶ Schools can respond to these issues and become sites of safety and protection, for example:
 - 'designing-out' opportunities for abuse
 - Create opportunities for intervention
 - High quality PHSE including substance misuse; sex and relationships; keeping safe work
 - To provide opportunities for trusted and sustained relationships
 - To be part of the process and intervention if the abuse and violence is in some way associated with school environment or school relationships

Community Safety Partnership

- ▶ Feed in to CSP messages and findings from work with children and young people; such as from safety mapping exercise
- ▶ Look at geographical areas and collate what is known from children and young people's feedback; from Services; from Schools; from other agencies and organisations - Housing; Environment; Licencing; Parks; all Voluntary sector and charity based organisations. Includes Crime and anti-social behaviour data; Night time economy; Links to hospital presentations
- ▶ World Café approach to communities identifying the issues for their area/Ward and their solutions
- ▶ To be the link between partners identifying risks linked to areas/specific places and supporting the pulling together of disruption and intervention based on evidence and knowledge - part of the collective safeguarding approach for children and young people

Continuing and developing work

- ▶ Ensuring all of Children's Services has a Contextual Safeguarding approach throughout its interventions at each threshold with a workforce confident to identify and respond to extra familial risk working alongside partners
- ▶ Support and work with Schools to have a contextual assessment of their school (toolkit available); to be appropriately involved with the plans for individual children and young people and to share their findings and experience across the strategic partnership
- ▶ Community Safety Partnership to be part of this work; to focus on the developing analysis of contextual risks within the areas and places in our borough
- ▶ April 2019 Local Children's Safeguarding Board has the theme of Contextual Safeguarding - Children's Services policy to be shared with partners and agreed

See the **Contextual Safeguarding Network** for toolkit; research; areas where work has been developed. And for a succinct summary:

- ▶ <https://www.contextualsafeguarding.org.uk/publications/webinars-videos-and-podcasts>



**The impact of acute childhood experiences (ACES)
Working together to safeguard as a whole
community**

Kimberley Lamb

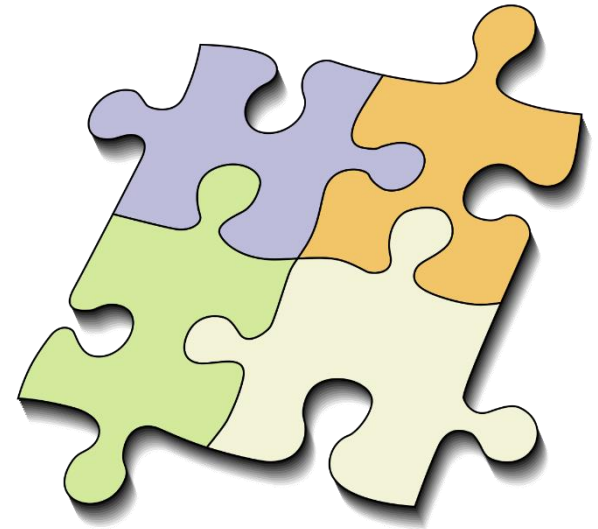
Violence and Exploitation Reduction Unit
Bedfordshire Police

THE JIGSAW



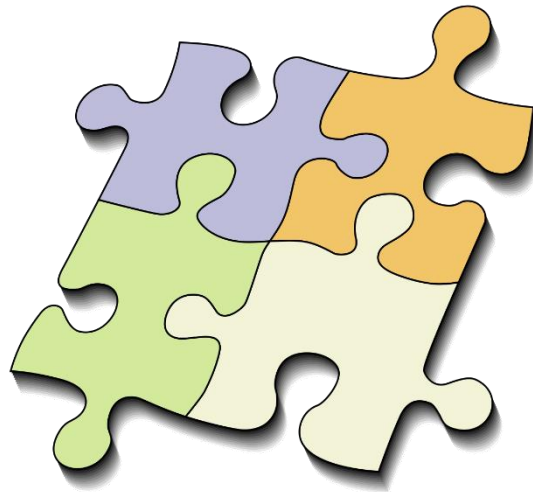
Wendie Harvey
FACES Bedford

Michele Flynn
Bedford Open Door



THE JIGSAW

- WHAT IS WORKING / EFFECTIVE
- WHAT DO WE NEED TO DO TO IMPROVE
- WHO IS GOING TO DO IT
- HOW DO WE INVOLVE YOUNG PEOPLE



THE JIGSAW

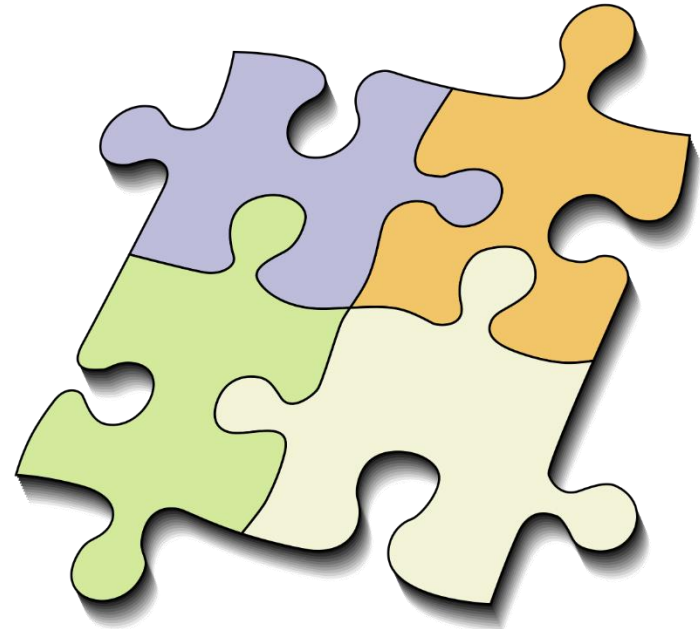
FEEDBACK FROM GROUPS

ACTION FOCUS.....

WHERE DO WE TAKE THESE ACTIONS?

WHO ELSE NEEDS TO BE INVOLVED?

WHAT WILL YOU DO?



YOUTH VOICES



A Youth Led & Self- Directed Engagement Programme

McDonald's

- The UK's largest employer of young people aged 16-25
- Favourite fast food restaurant
- The place young people like to hang out

Working to make a change



Youth Voices
Working to make a change

“They don’t treat people equal and don’t have the same respect for everyone, some kick us out even when we buy food”

“When in store at McDonald’s I often feel like staff don’t want us here and they try to rush us out as soon as we finish eating. They rush us out as if we are causing trouble”

“They discriminate and stereotype, and make you feel like something that you’re not. They don’t respect you but they want respect from us”



Youth

Youth Voices

Working to make a change

Youth led and directed sessions around their needs and interests

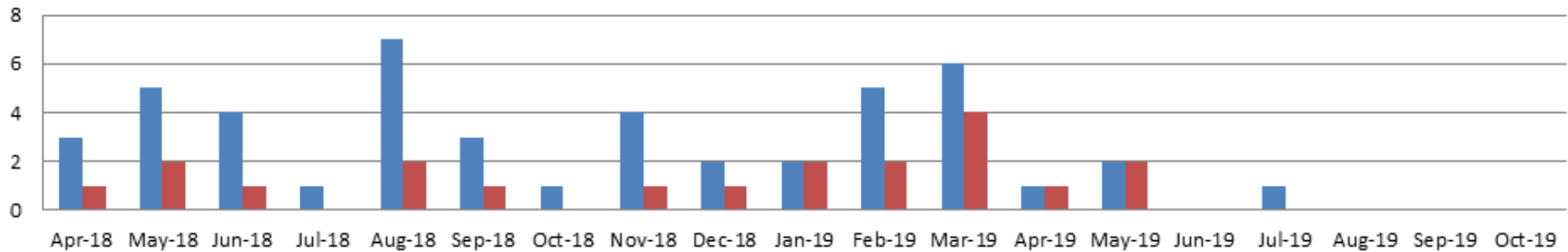
- Workshops
- Discussions
- Debates
- Games / Activities
- Media
- Community organisations
- Partner programmes



Youth Voices - Impact

Working to make a change

Police recorded ASB - 'McDonalds High Street'



	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19
All ASB	3	5	4	1	7	3	1	4	2	2	5	6	1	2	0	1	0	0	0
Youth Marker	1	2	1	0	2	1	0	1	1	2	2	4	1	2	0	0	0	0	0

filming, discussions, music fashion, art and much more...



YOUTH VOICES of Bedford

McDonald's top floor
Wednesdays 6.30 to 9.30pm

come and join us for friendly discussions
a chance to get YOUR voice heard
a chance to express your views,
giving youth of BEDFORD! a VOICE!

BE PART OF SOMETHING NEW & EXCITING

TIME TO START TALKING, TIME TO START LISTENING

WORKING TO EMPOWER OUR YOUTH
and uplift our COMMUNITY



for more information contact: Vanessa 07958 711 482 or 0207 169 6250



Listening to our Young People and offer support, guidance & direction

01

Build community ties, not just with young people, but with parents and families

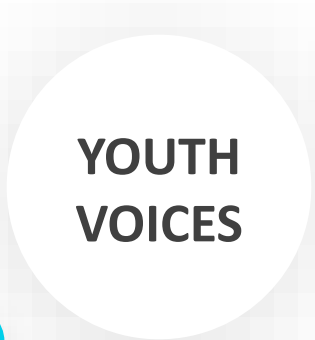
02

Build relationships with our local community, offer training and employment

03

Offer more work experience

04



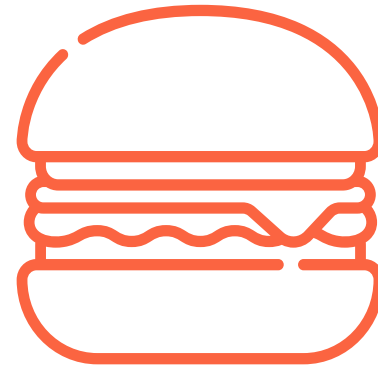
YOUTH VOICES





So... Any Question?

Share your thoughts with us!



ROUND UP OF THE DAY

