



Keeping Children, Young People and Adults Safe in Pembrokeshire

Script and Prompt Notes For Presenters

Introductory notes for Presenter

This script and prompt notes are to assist any adult in delivering this training to a group of young people, this PowerPoint presentation and the notes are specifically designed to be used with young people aged 11 to 25. It is not suitable for younger children.

The training module will look at safeguarding in relation to children, young people and adults and introduces the concept of 'safeguarding people'

For this presentation you will need to ensure you have access to PoD and YouTube to access the presentation and accompanying script and also to show some of the short film clips. This may mean you have to choose a venue which has suitable internet access. It is important to 'know your audience' as the detail in some slides may be unsuitable for 11-12 years olds.

As the trainer you need to familiarise yourself with the content of the presentation and watch the film clips, and read the script and prompt thoroughly. You will need to download the resources – Jodie's story 'Bingo card' and the 'thumbs up/thumbs down' cards/paddles. You will need enough for each person to have a copy. You can laminate these if you wish to make them reusable.

Remember that safeguarding training can make participants and trainers vulnerable, please make sure you have plenty of supportive adults on hand to make it safe for young people to leave the room if they do not feel able to manage the session. Also to make sure that there are enough adults around to ensure young people have someone to talk to at the end if they want to.

Be aware that it is common for people to make disclosures of past or current abuse during training, make sure you have agreed with your co-facilitators how you will manage this if this occurs.

There are a few video clips you will need during this presentation and these are the links to those so you can prepare for them.

Slide 14 – Pantasaurus - <https://www.youtube.com/watch?v=z1n9Jly3CQ8>

Slide 14 – I saw your willy - <https://www.youtube.com/watch?v=-lL07JOGU5o>

Slide 19 – Have they said yes? - <https://www.youtube.com/watch?v=pZwvrXVavnQ>

Slide 20 – Woman giving a Vet a note - <https://www.youtube.com/watch?v=-ofXz2UlnSM>

Slide 1**Keeping Children, Young People and Adults Safe in Pembrokeshire**

Welcome to the training, introduce the facilitators. Run through the purpose of the training to help the audience/ group gain an understanding of the following;

- What is abuse
- What to do if you or someone you know is being abused
- How to keep yourself and others safe
- Where to go for help or more information

Health & Safety – and I don't mean fire drills and phones ringing
Sometimes doing training about safeguarding can be upsetting for people who are listening because;

- Some of the stories are very sad
- It can remind them of bad things that have happened to themselves or others
- These can be bad things in the past or happening now.

If you want to leave the room you can – tell them where they can go

If you want to speak to an adult you can – this is how you do it

Identify all the safe adults in the room, if it's a big room get them to stand up and wave.

Slide 2**Pembrokeshire Junior Safeguardians**

In Pembrokeshire to make sure young people are involved in safeguarding we have a group called Junior Safeguardians. This group has organised a junior safeguarding conference every year and have been involved in many different projects to raise awareness of safeguarding.

Members from this group have also had the opportunity to meet with decisions makers both locally and regionally to give young people a voice.

Slide 3**Legislation and Guidance**

As you can see we have different laws and many documents to help us keep you safe.

- Wales Safeguarding Procedures 2019 – this is an app that can be downloaded onto your phone from Google Play
- Keeping Learners Safe
- The national training framework on violence against women, domestic abuse and sexual abuse (known as VAWDASV)
- Prevent
- Social Services and Well-being (Wales) Act 2014 – a new act which imposes duties on local authorities, health boards and Welsh ministers that require them to work

to promote the well-being of those who need care and support, or carers who need support.

These are some of the documents that help and guide professionals in their safeguarding work.

Slide 4

United Nations Convention on the rights of the child

Article 19 of the United Nations Convention on the Rights of the Child (UNCRC) states that, "Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents or anyone else who looks after them".

Pembrokeshire has formally adopted the United Nations Convention on the Rights of the Child and a Pledge has been produced to all children and young people in Pembrokeshire to protect their rights under the UNCRC.

Safeguarding is about promoting the welfare of children so as to enable them to have the best life chances and involves;

- protecting children from abuse and neglect
- promoting their health and development
- ensuring they receive safe and effective care

Slide 5

What do you think are the different forms of abuse?

The content of this slide may need to be adapted if you have a younger audience (11/12year olds. You could mention of types of abuse that children experience but not go into the detail.

This is a 5 minute activity. Ask each table to discuss what they think abuse is and write their ideas on a piece of paper/sticky/tablecloth. Give them 3 minutes then go round the room asking them to shout out what they have got.

It is likely most answers will be correct and you can give positive feedback. You are not looking for an exhaustive list but just to get them thinking, hopefully the response will cover all of the 5 categories. These are Physical Abuse, Emotional Abuse, Sexual Abuse, Neglect and Financial Abuse. It is common that financial abuse will get missed.

As you go through each category make links to the examples the young people have given in the exercise.

Physical Abuse: Physical abuse is deliberately hurting a person causing injuries such as bruises, broken bones, burns or cuts.

It isn't accidental - people who are physically abused suffer violence such as being hit, kicked, poisoned, burned, and slapped or having objects thrown at them.

Neglect: Neglect is the ongoing failure to meet a person's basic needs. A person may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care.

A person may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their family.

Sexual Abuse: This is forcing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.

It also includes activities, such as involving children in looking at, or in the making of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways;

Emotional or Psychological Abuse: This type of abuse is the ongoing emotional ill-treatment of a child, young person or adult and can seriously damage a person's emotional health, development and well being.

Emotional abuse can involve deliberately trying to scare or humiliate a person or isolating or ignoring them, threats of harm or abandonment, control, humiliation, verbal or racial abuse, isolation or not letting them seek support from services, friends or family, witnessing abuse of others

You would pick it up here if financial abuse was not mentioned; you have missed one of the types of abuse and this is probably because it is mainly a type of abuse against older people but it also can be used to abuse children

Financial Abuse: This means the misuse of a person's money, property or resources for example;

Taking money that was meant to help meet someone's care and support needs, like a disability benefit.

A person of trust taking someone's property or using their credit card

Slide 6

Other types of abuse – It could be a one of a combination or all of these

The content of this slide may need to be adapted if you have a younger audience (11/12year olds. You could mention that there are other types of abuse that children experience but not go into the detail

There are many types of abuse that children, young people and adults are subject to and you will hear people talk about them and see information on social media, this list is not all of them but some of the main one.

We are going to take the opportunity to explain what some of them are;

- Violence Against Women, Domestic Abuse and Sexual Violence – this is often called VAWDASV and means physical, sexual and psychological violence occurring in the family and community. Ensure you explain that that violence and domestic abuse can happen in all relationships and can equally be done to men by women and in same sex relationships.
- Forced Marriage – A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. Often it is when young girls are taken abroad to marry older men but it is also used to force gay men or adults with learning disabilities to marry against their will.
- Child Sexual Exploitation – Child Sexual Exploitation is often called CSE and is a type of sexual abuse. Children subject to CSE are in unhealthy situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.
- Female Genital Mutilation –often called FGM is a operation, during which the female genitals are partly or entirely removed or injured with the aim of reducing a woman's sexual feelings. Often girls are taken abroad for this but it also happens here in Wales.
- Human Trafficking and Modern Day Slavery - Modern slavery covers a range of exploitation against men and women it includes human trafficking where people are brought into Wales to do work for little or no money, they are treated badly and can be forced to do things they do not want to do.
- Sexting - Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.
- Radicalisation - Radicalisation is when someone adopts negative extreme views, often after being influenced by someone they've met or being exposed to propaganda. Some young people going through adolescence are vulnerable to being radicalised as they deal with issues like belonging and faith.

Slides 7

Feeling safe? (Table Exercise)

Create a discussion with young people and ask them to discuss in groups of two or three to discuss feeling safe. Ask them write down what makes them feel safe including:

- Who should make them feel safe.
- The places they should feel safe

This can be done as a 'shout out' exercise as well or record on flip chart paper or just acknowledge answers.

Responses should include places such as:
School/ Home/ Scouts/Brownies/Football etc
Community/Church/Work (if they have a part time job or on work placements)
At home/leisure centres/
Online etc

What kinds of things might make young people feel unsafe?

Ask pupils to think about things that make them feel unsafe, places? People? Situations?
Again this can be done through various teaching methods, a 'shout out' exercise or by writing suggestions down if you have a group who may be more reticent at answering in a group.

Answers may include things like: Parents shouting/teachers shouting/bullying/walking home alone in dark/being home alone/controlling relationships/.

They may name certain places or actual people. It is important to note that young people may start discussing actual issues and that you may need to be mindful that if young people do start raising personal issues or concerns that these are not discussed in the training but that someone asks the young person if they would like to discuss those issues outside privately.

Slide 8

What's happening Frankie?

Show the 'What's happening Frankie' film clip. This film highlights the risks associated with child sexual exploitation and aims to raise awareness of and reduce the likelihood of young people being sexually exploited. Show the whole film and then ask a series of questions as below to get young people talking about how Frankie was vulnerable and how Brownie used this to his advantage to groom Frankie and exploit her.

1. **What kind of reputation does Brownie have and why do you think Frankie's sister Debbie was concerned about Brownie being nice to her?** Discussion can be taken with young people around early identification of risky adults.
2. **How does Frankie's home life make her vulnerable?** Vulnerabilities; negative role models; family substance misuse; breakdown of family relationships; emotional neglect; low self-esteem.
3. **In what ways does Brownie target Frankie?** Brownie can see that Frankie is vulnerable through lack of attention and in need of money to go out and do normal teenage activities and so gives her money and attention.
4. **How could Frankie have got home safely?** Discussion can be taken with young people around ways in which they could keep safe whilst identifying protective and risk factors in their lives.

5. **How is Brownie starting to groom Frankie?** Brownie is befriending Frankie and he provides a sense of security and safety by offering to take her home. He also gives her a key to his flat offering her an escape from problems at home and as such starts to create a dependency. She is made to feel grown up and given drugs.

6. **How was Frankie's birthday an opportunity for Brownie to progress the relationship?** This scene highlights Frankie's relationship with her mother and demonstrates feelings of isolation and loneliness which Brownie is able to exploit. He is moving from the friendship stage to forming a more loving relationship with Frankie and she is spending more time with Brownie and less time with her family, Brownie gives gifts and makes Frankie feel good.

7. **How will the story end for Frankie?** Talk about what might happen to Frankie now and how she might be abused and who she could go to for help?

Slides 9 and 10	Jodie's story (Table Exercise)
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This activity should take about 10 minutes.

Explain to the group that you are now going to read a safeguarding story about Jodie and her family and whilst they are doing this, they have to look at the laminated 'bingo' sheet in front of them and tick the boxes of who they think has a responsibility to do something to help Jodie and her mum.

Jodie's Story

Jodie is at her friend's birthday party at one of the Council's leisure centres. When her Mum brought her to the party it was noticed that she had a black eye and she did not sit with the other parents.

The party is in full swing but Jodie isn't joining in and she doesn't seem to be having much fun. Bruises are noticed all over her arms and she appears nervous when approached by others.

When Jodie's dad arrives to pick her up, he calls Jodie's name. She starts crying as she walks over to him. He grabs her by the arm in a forceful way. Mum doesn't say anything and just follows them out.

Think about Jodie's story above. Who do you think is responsible to do something about Jodie? Look at the images, who do you feel should say something?

Slide 11	Whose responsibility? (Bingo Sheet)
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Discuss the answers the group has ticked. They should have ticked them all as it is '**everybody's responsibility**' to report safeguarding concerns. Discuss with the young people who they think each person could have gone to with their concerns.

The cafe assistant, the leisure centre attendant and the other parents could have gone to the Leisure Centre manager to share their concerns.

The other parents could go directly to Social Services as well.
The leisure Centre manager should go directly to Social Services if his staff have reported concerns to him about Jodie or her mum.

Slide 12	How do you keep yourself and others safe?
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Open a discussion with young people about the questions on the slide:

What would YOU do if someone was abusing YOU? Discuss whether young people feel they have at least one adult they could share their concerns with and who they feel would listen to them.

What would you do if someone was abusing someone YOU know? (friend, sister, class mate, neighbour). Discuss with young people how they would feel about trying to help someone they care about and who they might go to for help. Would this be the same person as above or would they go to different people.

What would they do if someone told them about abuse but said it was a secret? Discuss with the group about how important it is not to keep abuse secret and that it is in the best interest of the person being abused to tell an adult who can help.

Useful things you can say are:

- I really think you need to tell.....(your mum, a teacher, a youth worker)
- Why don't I come with you to tell.....
- That shouldn't have happened to you, you need to tell someone
- If you can't tell someone, I need to tell someone because you're my friend
- I care about you and I can't keep this a secret and it is hurting you

Would they be more or less likely to report concerns about someone else than they would about themselves? Why is this? (if young people say yes to this)

Slide 13	How would you keep young children safe?
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What would they do if it was a **younger** brother or sister or friend?

Show these two YouTube clips. Explain that the videos may cause some young people to feel uncomfortable but that issues around safeguarding can sometimes be like that but that if they can leave the room if they feel they need to do so.

NSPCC Pantasaurus - a pant-wearing Dino! He wants every child to stay safe and strong, just like him, and he's on a mission to share an important message. PANTS is a simple way to teach younger children how to stay safe from abuse.

NSPCC I saw your willy – A boy shares a photo of his willy and it goes viral, a brilliant video for younger pupils to highlight the dangers of sharing very personal photos.

After these two clips discuss what young people thought about them and how they could use them.

Slide 14

Peer Pressure

Discuss peer pressure with the young people. Ask them what kinds of things they may feel pressured into doing? What does it feel like?

Explain that sometimes people you know might want them to do stuff they don't want to do or make them feel uncomfortable.

They might be pressured to smoke, drink, steal, and take drugs or start having sex, even though they don't really want to.

It is important to stress to young people that they don't have to do something they don't want to do just because 'everybody else is doing it' or they want them to do it.

It's OK to say no. This goes for their friends or anybody they care about.

If they care about them they won't mind if they say no, because they will respect their decision.

Ask the young people to come up with some statements they might be able to use to avoid the peer pressure they might experience;

Give each table/group one example from the list below to discuss and then ask them share their ideas.

Examples might include:

If they're turning down an offer to smoke weed, say something like, "I like my brain the way it is, thanks."

Say "No" forcefully, with authority. The more certain you are in your refusal, the less people will bug you.

If a friend pressures you to smoke, ask her why she smokes, how long she has smoked, if she minds having ashtray breath.

Leave the scene... make your exit.

If you know there's going to be alcohol or drugs at a party, make other plans.

If you're going out with a boy/girl, avoid being alone with him/her... anywhere he/she might pressure you to get more physical than you want to be.

Find friends who share your values and back each other up.

Make a joke, humour is a great way to change the topic and the mood. It can take the attention away from you.

Say you have something else to do, you have to be somewhere at a specific time, or your mum will kill you. It doesn't matter what excuse you use, just stick to it.

Ignore the suggestion, pretend you didn't hear it, and change the topic to something else.

Act like you don't think the idea was even worth discussing.

Slide 15

Are you online?

All pupils should be doing Esafety in their school, ask pupils what sorts of things they learn about staying safe on line. What sorts of problems might they encounter online? Ask them what they know about how to report concerns if they encounter an online safety issue. Many schools will have bully buttons, some may have other mechanisms for reporting online abuse. Remind pupils about the tips to keep themselves safe:

- Know who your friends are.
- Share with care.
- Use privacy settings.
- Know how to report.
- Know how to get help

Reassure young people that the internet is a brilliant place to connect with others, to be creative/informative and to discover new things and social media is a great means of staying in touch with family and friends and has many positive features.

The message is to be able to use the internet safely, responsibly and positively and help others to do the same.

Slide 16

Taking Selfies

Today everyone is obsessed with the selfie. Ask young people how many selfies they take of themselves in a week? Discuss with young people that there's nothing wrong with taking a selfie but sometimes you might feel under pressure to make pictures more revealing, especially if you are sending them to someone you are in a relationship with.

Discuss how selfies might make you appear? What does it say about me?
Impress the message –

BEFORE YOU PRESS 'SEND' THINK ABOUT:

Once it's gone, it's gone. You can't take it back.

Are you sure that they will keep your picture private? What if you fall out or break up?

Why am I sending it? Is it because I feel pressured?

Would I do it face-to-face?

Would I be happy for my parents to see it?

Tell young people about ChildLine's free ZIPIT app (ZIPIT is a ChildLine app that someone can use if another person is trying to get them to send naked images of themselves to keep the situation under control. Young people can download it on to their phones and provides GIFS to respond to unwanted chat)

Slide 17

Teen Relationships

Ask the young people to think about their own relationships and what they would expect form a relationship. A relationship is unhealthy when it involves mean, disrespectful, controlling, or abusive behaviour.

Explain that it's totally normal to look at the world through rose-coloured glasses in the early stages of a relationship. But sometimes, those rose-coloured glasses turn into blinkers that keep them from seeing that a relationship isn't as healthy as it should be.

Ask them how they would recognise if a relationship they were in was unhealthy. Young people can shout out answers? Answers may include:

- putting you down or making fun of you
- hitting or slapping you,
- gets angry when you don't drop everything for him or her?
- criticizes the way you look or dress
- keeps you from seeing friends or from talking to other guys or girls?
- wants you to quit an activity, even though I love it?
- raises a hand to you when angry, like he or she is about to hit me?
- tries to force you to go further sexually than I want to?

So what is healthy? Ask young people to shout out things they feel would make them feel valued? Answers may include:

- Mutual respect – respects your boundaries, listens to what you want and don't wan
- Trust – understands you can have friends of the opposite sex and not feel overly jealous
- Honesty – doesn't tell you lies
- Support – interested in what you are doing and offers genuine support when you need it and doesn't force their opinions on you.

- Separate identities – respects that you need time to yourself and have other friends/activities and doesn't expect or make you to give those up
- Good communication - Can you talk to each other and share feelings that are important to you and don't have to keep your feelings bottled up because you're afraid it's not what your BF or GF wants to hear

If you are worried about being in a relationship that is unhealthy or abusive, it's important to speak to someone about it.

Slide 18

Consent – Have they said Yes

Young people often don't understand consent. Ask young people what they understand about consent. They will often say it means saying yes or no to something they are asked to do. This video clip outlines the complexities for young people around consent. Ask young people to substitute the word 'tea' for 'sex' to enable to understand the concept of consent and about how sometimes we can misunderstand whether someone has said 'yes' or ;no' and it is ok to change your mind.

Show the consent video clip and discuss afterwards what they thought of it and how helpful it might be for the future.

Slide 19

Who would you ask? Paddles Activity (Table Exercise)

Hand out the thumbs up/thumbs down cards/paddles.

This is a 'Who would you ask Activity?'

Explain to the young people that you are going to read out some different people and they have to use cards/paddle boards to give thumbs up or down at suggestions below as to who they might to go if they had a problem or a concern:

Friends	Swimming Coach	Youth worker
Parent	Hairdresser	Checkout cashier
Carer	Lifeguard	LSA
Teacher	ChildLine	Aunt or Uncle
Someone in a chat room	Scout leader	Bus driver
Stranger	Shopkeeper	VET
Police woman	Grandparent	

If young people don't say VET which is unlikely, tell them that sometimes people ask for help from the most unlikely people such as a vet and then tell them you are going to show them a video of a young woman who did just that out of desperation.

Click on the thumbs up Paddles icon on the screen and show the YouTube video clip below of a young woman who found an ingenious way of accessing help from her local vet.

<https://www.youtube.com/watch?v=-ofXz2UlnSM>

Slide 20

Tell somebody

Explain that sometimes it is hard for young people to speak to someone (even someone they know well and trust) about something that may be happening to them or someone else. Discuss these useful tips:

Prepare

- Planning what they want to say can really help you feel ready to start talking. Preparation means you know what you want to say and you feel less nervous about saying it.
- Do you want to tell someone everything, or just some of it? Think of a few examples of the problem you're having. This can help them understand the situation.
- Explain how you feel. This can also help the adult understand.

Practise

- Go over what you want to say. Practise out loud in front of a mirror. Or just say the words in your head.
- Try to think of how the conversation with the adult will sound and where you would have it. This can help you feel more confident about it. You could write down what you want to say to help you remember.

Find the right time to talk

- You should ask for help when you feel ready and after you've thought about what you want to say.
- Try to find a time when the adult won't be too busy or about to rush off somewhere. For example, if you want to tell a teacher, make sure it's after a lesson when they'll be free to listen properly.
- Or if you're going to tell a parent, try not to do it when they're doing something like cooking.

Slide 21

What might happen?

Explain to the group that if the person they tell about a concern feels they may need more support with this from other agencies they do have a duty to refer to them in order to protect or safeguard you. These are some of the services that might be able to help and to whom a referral might need to be made.

- Social Services - If you have been harmed in any way or are at risk of harm a referral might need to be made to Social Services so you can be protected from further harm or your family need more specialist help to get back on track.
- Team around the Family (TAF) – this service helps to support families through difficult times or can help in giving advice and practical help to families about lots of issues that affect families from time to time.
- Family support – It be that maybe you and your family would benefit from sitting down together and talking through issues with a professional to help you
- GP – you might need to see a doctor or an emotional health service that can help you work through your feelings or through something that has happened to you.

If the person you have spoken to feels you need one of these services to help they will talk you through it and explain why and what will happen next. They will also explain if you might need to talk to someone else like a social worker to get you the help that you need or to make sure you are safe.

Slide 22 and 23	Useful websites and numbers
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This slide is for information. Young people might want to write some of these websites down so give them time to do that.

ChildLine is a general help and support line where a young person can talk to someone anonymously and discuss concerns and be given advice about what to do next.

ThinkUKnow - is the education programme of the Child Exploitation and Online Protection Centre (CEOP) aimed at young people, and encourages Internet. It is based around three key themes:

- How to have fun
- How to stay in control (or how to take control)
- How to report a problem

Mindful – Young Minds is the UK’s leading charity committed to improving the wellbeing and mental health of children and young people.

Brook - is a website dedicated to the sexual health and wellbeing for under 25’s. There is a 24/7 tool for the answers to all many sexual health and relationship questions.

Frank - is a website dedicated to confidential drugs help and advice for young people who are worried about themselves or friends. It also gives advice on issues around peer pressure.

Fearless - is a website that gives information to young people about what is criminal and where you can report information about crime anonymously

PCC information cards – you may want to hand these out to young people or photocopy them or agree a place to display the numbers in school or setting.

Slide 24**Question Time?**

Offer the opportunity for young people to ask questions about anything they have heard today?

Reiterate that if they wish to discuss something personal or confidential to come and speak to you privately.