



Applying Your Knowledge: A Collaborative Discussion on Safeguarding Case Examples

Presented by
PRAESIDIUM
In partnership with FADICA

WELCOME

- We encourage shared collaboration.
- We request for active participation.
- We aim to create a principled space for sharing challenges and ideas.

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FUNDER SAFEGUARDING
A FADICA RESOURCE

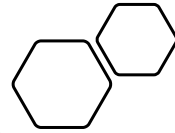
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Safeguarding Responsibilities for Responding and Reporting

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Recorded November 10, 2021



<https://safeguarding.fadica.org/resource/safeguarding-responsibilities-for-responding-and-reporting>

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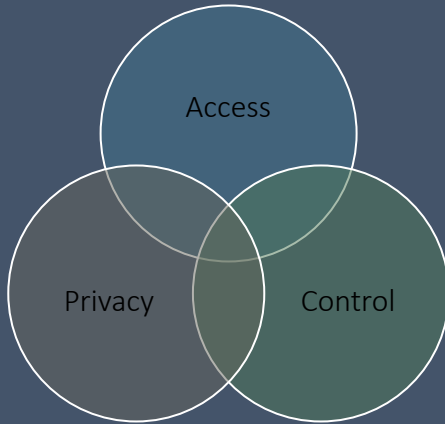
Quick Google Search

- “philanthropy abuse allegation”
- “sexual misconduct allegation charity”
- “non-profit sexual abuse allegation”

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HOW ABUSE OCCURS IN ORGANIZATIONS



✓ ACCESS

✓ PRIVACY

✓ CONTROL
(including grooming)

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What is Responding?

- Comforting** • Comforting and finding assistance for victims and survivors
- Interrupting** • Interrupting inappropriate behaviors/policy violations and determining corrective action
- Reporting** • Reporting incidents as appropriate within the organization (to supervisors, administration) and externally (to authorities, parents, funders, media)
- Evaluating** • Evaluating and changing practices to reduce the chance of future incidents

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COMMON BARRIERS

TO RESPONDING



Creating a culture that encourages responding to low-level concerns requires identifying these barriers and actively working to break them down.

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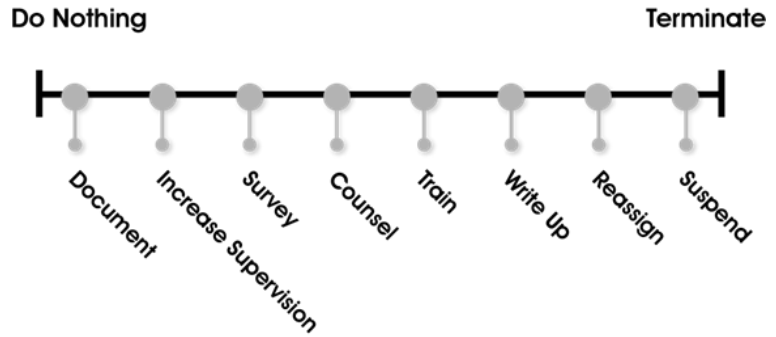
RESPOND TO RED FLAGS

- ✓ LOW-LEVEL CONCERNS AND/OR POLICY VIOLATIONS
- ✓ LOWER THRESHOLD FOR REPORTING
- ✓ RESPONSE NEEDS TO BE APPROPRIATE TO ALLEGATION (CONTINUUM OF RESPONSES)

WHY IS IT IMPORTANT TO RESPOND TO RED FLAG BEHAVIORS?

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THE ESSENTIALS

RESPONDING TO RED FLAGS



INTERUPT



REDIRECT



REPORT

Responding is not Accusing

Responding = Being an Advocate

Reported Red Flags = Patterns of Behavior

Avoid 90/10 Problem – “Community Grooming”

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Red Flag Behaviors in Adults



- Ignores policies about appropriately interacting with clients
- Uses social networking sites & text messages to contact clients privately or outside of program



- Engages in too much physical contact with clients
- Uses inappropriate language or jokes with clients
- Keeps secrets with clients



- Has “favorite” or preferred clients
- Prefers time and friendships with youth, behaves more as a peer
- Bends the rules for certain clients



- Finds reasons to spend time alone with clients
- Gives special gifts to clients
- Engages in unapproved outside contact

Remember: These are often the observable precursors to & indications of a possible inappropriate or boundary-crossing relationship



REFLECTION QUESTIONS



Do you understand your organization's guidelines for boundaries or interactions with clients?



What is an example of something that would fall out of the “acceptable zone of behavior” in your organization?



What are examples of red-flag behaviors in your environment?



What can you do to encourage individuals to identify and intervene on red-flag behaviors?

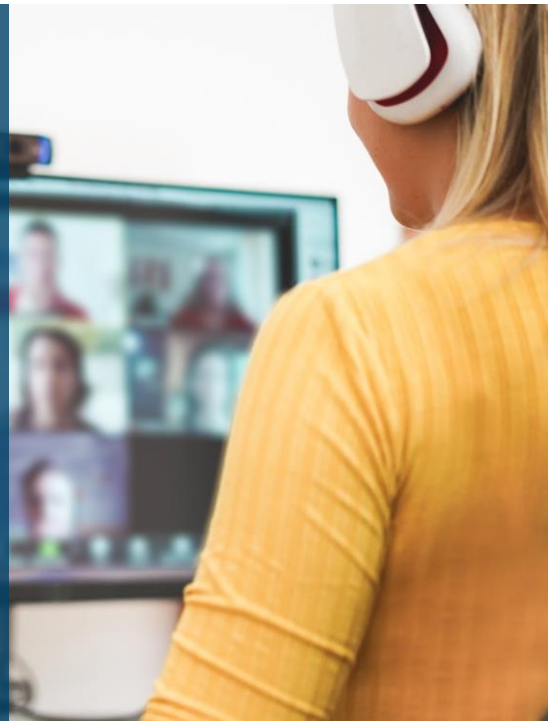
Response Opportunities

- Follow written crisis management plan
- Notify administrators/leadership
- Notify external authorities (i.e., law enforcement, Child Protective Services, Adult Protective Services)
- Review details with person reporting the incident
- Notify parents/guardians
- Interview/survey additional employees, volunteers, and consumers
- Review file of employee/volunteer/consumer(s) involved
- Enact disciplinary action for employee/volunteer/consumer(s) involved
- Increase monitoring and supervision of employee/volunteer/consumer/program(s)
- Review policies/training for clarity or revision
- Educate and train employee/volunteer/program(s)
- Inform relevant stakeholders like governing body, funders, insurance carrier, licensing bodies

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Preventing a Reoccurrence

- Better define or inform policies/procedures
- Increase training
- Increase monitoring and supervision
- Create or modify safety plans
- Provide resources and support
- Identify potential barriers to reporting concerns
- Evaluate responses to incidents
- Develop new program services
- Communicate findings



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Goals for Responding to Historical Allegations

- ✔ Determine if the incident did or could have occurred
- ✔ Identify and assist possible or additional victim-survivors
- ✔ Provide supportive services to victim-survivors
- ✔ Ensure no additional looming incidents
- ✔ Identify whether there are reporting obligations
- ✔ Easier to defend the known vs the unknown
- ✔ Protect organizational reputation
- ✔ Use lessons learned to inform prevention needs

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PROVIDE A COMPASSIONATE RESPONSE

1. Set the right tone and timing.
2. Take responsibility for circumstances that allowed the incident to occur. Use the words, "I'm sorry."
3. Be transparent about why and how the incident occurred.
4. Demonstrate the action plan.
5. Offer tools and resources for the survivor's recovery.

<http://20935854.hs-sites.com/en/praesidium-apology-whitepaper>

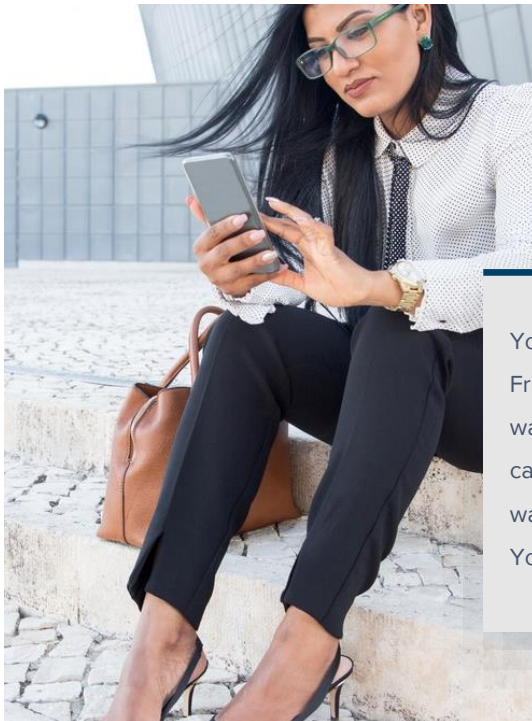
Be Compassionate
Be Transparent
Be Confident



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Direct Service Provider Responding Scenarios

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PRACTICE RESPONDING

Your administrative assistant answers a call at 4:55pm on Friday from an anonymous caller. The caller says that he was a participant at your organization 12 years ago. The caller claims that when he attended your programming, he was abused by a staff member named Bill Young. Bill Young is your current Program Director.

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PRACTICE RESPONDING

1. Two days before an upcoming fundraising event, you learn that one of your former Board members who is a current volunteer has been arrested for possession of child sexual exploitation imagery.
2. You are working with a group of girls you normally don't supervise, and it is hygiene and shower time. One of the girls walks into the bathroom stall when another girl is showering. Your coworker says to the girl, "you really have to be more careful; this is the third time I have seen you do that."
3. Somebody has posted on your organization's Facebook profile that one of your adult clients who was recently hired by a local construction contractor through your vocational program was previously arrested and served seven years in prison.

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RED FLAG BEHAVIORS?

01

You are a teacher at Smith School. Lately, you've noticed Alex, a teacher and coach, buy lunch on several occasions for Jordan, a student.

02

In conversation one day, Alex mentions giving Jordan a ride home after basketball practice.

03

Jordan frequently asks for permission to go to Alex's class for tutoring during homeroom.

04

One day while walking back from the teacher's lounge you see Alex taking selfies with students in the hallway.

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At lunch, several colleagues are discussing your colleague Alex's inappropriate interactions with Jordan and other students. One of your colleagues brings up that Alex gives Jordan rides home, takes selfies with students, and lets students hangout in Alex's classroom before and after school. You have direct knowledge of these interactions but weren't aware that others had seen or heard about these concerns too. **What do you do?**

REPORT (SHARE) what you've heard to your supervisor, and if you see any of the behaviors occurring, interrupt them.

Reporting this behavior has two benefits:

If Alex is seeking to offend, you've just interrupted the grooming process.

If Alex just has poor boundaries, you may have helped Alex avoid a false allegation of abuse.

ADULT-TO-CLIENT

BOUNDARY VIOLATIONS

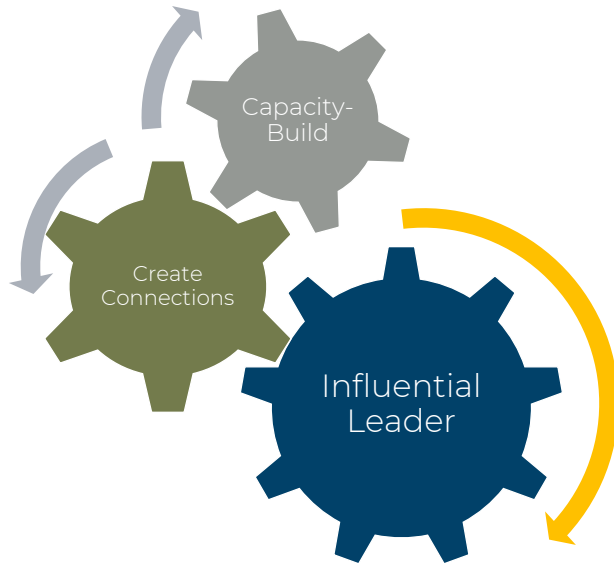
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Funder Responding Scenarios

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Moment of Opportunity



Reach out to Colleen directly for access to a previously recorded funder-oriented webinar on Responding.

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PRACTICE RESPONDING

1. One day before attending a grantee partner's fundraising event, you are notified by the organization that one of their former Board members who is a current volunteer has been arrested for possession of child sexual exploitation imagery.
2. You are visiting an after-school program to observe the elementary creative arts program that receives grant funding from your organization. While you walk around the art room, you notice a female student sitting at a table by herself. You engage in conversation with her and learn that her recent poem is inspired by the verbal and cyberbullying she endures by peers in the program and alludes to self-injurious behavior.
3. While onsite meeting with grantee leadership, you overhear casual mention of "last year's allegations." You were unaware of any previous or recent issues about the organization and would like to gain more insight and/or offer support.

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Praesidium Crisis Response Toolkit

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STAY IN TOUCH

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