



Know the Role: Strengthening Safeguarding Comprehension for Management, Staff, and Clients

Presented by
PRAESIDIUM
In partnership with FADICA

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- Insights from Know Your Score! Online Self-Assessment
- Analyses from Praesidium Accreditation program
- Benchmarking Analysis of Federated Youth-Serving Organizations
- Benchmarking Study on Sexual Abuse and Molestation Insurance Market
- Insights from Praesidium Helpline Data
- Insights from Verdicts and Claims Analysis

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Praesidium Self-Assessment Data

Three Lowest Scoring Areas

Standard 21: The organization's abuse risk management is a function of its governing body. (58%)

Standard 23: The organization has standards in place for its volunteers. (56%)

Standard 15: The organization provides consumers with information related to preventing abuse. (52%)

Standard 21: Components include that the organization's governing body: 1) has a standing committee charged with abuse risk management; 2) **receives information and training regarding the organization's commitment to preventing abuse in programs**; 3) routinely receives organizational data in a way that permits analysis and utilization for abuse risk management; and 4) has defined criteria for determining when the governing body is informed of abuse allegations.

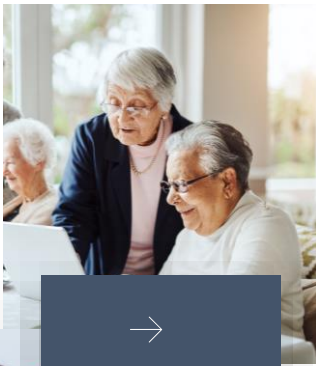
Standard 23: Components include that the organization: 1) has a process for identifying if a volunteer is considered low-access or high-access; 2) has a screening and selection process for low access volunteers designed to assess for abuse risk; and 3) **has an abuse prevention training delivery system for low-access volunteers as required.**

Standard 15: Components include that the organization: 1) **provides consumers with developmentally appropriate and age-appropriate information about protecting themselves from abuse**; 2) **provides consumers with information on their policies related to abuse prevention**; and 3) uses a variety of methods with consumers for maintaining awareness of abuse prevention.

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WHY TRAINING IS ESSENTIAL

- Conveys the organization’s commitment to safety and safeguarding
- Builds commitment to organizational change and policies
- Teaches individuals at all levels their role in safeguarding efforts
- Creates a common language
- Demonstrates “due diligence”

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Education & Training



CONTENT



DELIVERY



FREQUENCY

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Safeguarding Content Points

- Types of abuse and exploitation
- Understand how abuse occurs within different organizational settings
- Dynamics of access, privacy, and control and how they manifest within programs
- Appropriate versus inappropriate boundaries between organizational members and clients or beneficiaries of service (likely outlined in policies)
- How to identify and intervene on inappropriate or boundary-crossing behaviors
- How to respond and report allegations or suspicions of abuse

What additional safeguarding information or education may be needed for specific roles?

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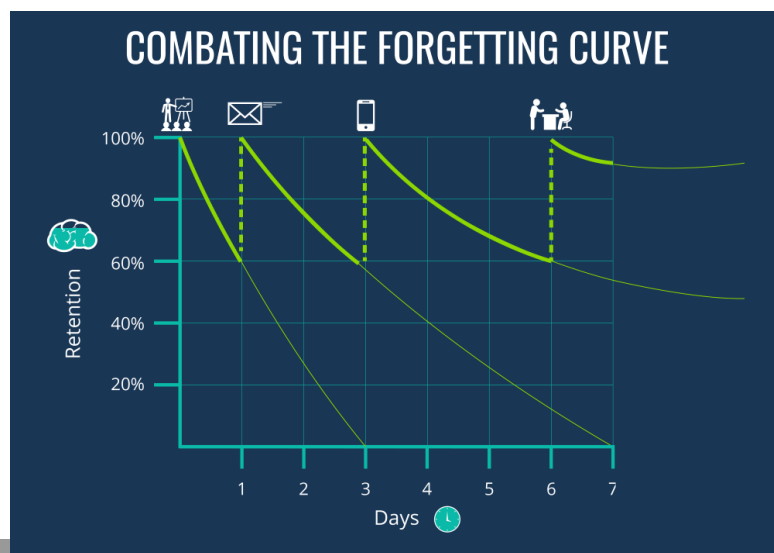
ADULT LEARNERS

- **Self-Direction:** Options and Choices
- **Relevant:** Applicable to Role and Skill Development
- **Personal Experiences:** Share Knowledge and Skills
- **Goal and Results Oriented:** Obtain Objectives
- **Community:** Collaborative Dialogue



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TRAINING REPETITION



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FREQUENCY OF EDUCATION

Before granting access to clients

Routinely as reinforcement

Following an incident or close call

Integrated into supervision

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Methods to Engage Comprehension

- Program orientation and onboarding
- Organizational handbooks
- Online courses and resources
- Dedicated web page with resources and organization-specific information
- Formal curriculum activities such as videos and group discussions
- Informal “teachable moments”
- Educational workshops
- Newsletters/bulletins
- Surveys (age/developmentally appropriate)





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**REFLECTION
QUESTIONS**

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How are you currently presenting safeguarding information to **Board members**?
- 

How are you currently presenting safeguarding information to **clients or beneficiaries of service**?
- 

How are you currently presenting safeguarding information to **employees or volunteers**?
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How can your organization better provide safeguarding education and training to each of these stakeholder groups?

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STAY IN TOUCH

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