# Welcome to the Orientation on Safeguarding

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# Objective of the Session

Reviewed and enriched my knowledge on disability inclusive safeguarding and its related terminologies.

# What is Safeguarding

Broadly, safeguarding means preventing and responding harm to people and the environment in the delivery of development and humanitarian assistance

# Safeguarding is

The action we take in our organization to stop harm and respond to harm

📫 Any type of harm intentionally or unintentional

📫 from our staff or associated personnel

📫 from our activities or programmes

And when harm happens in the community we need to report this.

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# Safeguarding includes

- Safe design
- Risk assessment
- A right based approach
- Do no harm
- Recognizing power differences
- Proactive and Reactive
- Everyone's responsibility

# Safe Design

How we make sure our programmes are safe
- Using a Safeguarding lens- to integrate safeguarding into our programmes
- Programme risk assessments of harm and mitigation plan
- Consent for photos/ videos
- Being safe on the internet
- Protecting personal data
- Specific Safeguarding budgets
- Partner due diligence and monitoring

# Risk Assessment

- A way of identifying the possibility of things happening that will have a negative impact on your organization's objectives and reputation
- Examines all aspects of its service from a safeguarding perspective, to establish whether there are any practices or features of the service that have the potential to put children/ persons with disabilities/adults at risk towards any harm
- It is a team activity

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# Potential of Safeguarding Risk

- Personnel being alone with children/ vulnerable adults at anytime
- Lack of knowledge on disability inclusive safeguarding
- Residential courses/ overnight stays/ travelling
- Personnel providing personal care
- Using external trainers/ consultants
- Misuses of personal data/ photos/ videos
- Online grooming on digital platforms including mobiles
- Beneficiaries experiencing harassment in work placements

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# Cont…

- Beneficiaries not feeling safe to report or not knowing how to report or not knowing their rights
- Differing cultural expectations / understandings of unacceptable behaviors
- Implementing through partners and downstream partners with little safeguarding knowledge of systems

# Who are we safeguarding

Children – under 18

-Adult at risk (vulnerable adult) – a person more at risk of harm could be because of disability, age, displacement, extreme poor

Beneficiary- someone who receives goods, services or some form of benefit from our staff/ representative, activities or programmes

Personnel- staff or other representatives of our organization.

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# What are we safeguarding from

- All forms of abuse (নির্যাতন, অপব্যবহার) and exploitation (শোষণ)

   Sexual/ Physical/ Emotional/ Neglect

📫 Harassment (হয়রানি) in workplace (including sexual harassment)

📫 Any misuse of power

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# Some clarification

- Proactive is to think the risk before happening.

- Reactive is the action after happening.

Abuse is an action that causes injury, death, emotional harm or risk of harm. Abuse (নির্যাতন)- action (আঘাত) or inaction (অবহেলা)

Neglect (অবহেলা)- when we ignore psychologically

Emotional abuse- mal treatment, break the confidence. This is an ongoing process.

Harm is the detrimental impact on the cause of the abuse

# Cont…

📬 **Physical abuse (Direct hit- সরাসরি আঘাত**) occurs when the abuser intentionally inflicts harm and pain on the abused. It can include all kinds of physical acts such as hitting, shaking, throwing, burning, suffocating or otherwise causing physical harm

📬 **Sexual abuse-** actual or threatened, or non physical inclusion

📬 **Sexual exploitation-** power exercise. Profiting give and take which comes from power. Sexual exploitation includes rape, prostitution, sexual photography, subjection to pornography or witnessing sexual acts and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting. Adults and children can be sexually exploited.

📬 **Sexual harassment** means Any unwelcome sexual advance,

request for sexual favor, and all other verbal or physical conduct that creates an intimidating hostile or offensive environment (একটি ভীতিজনক প্রতিকূল বা আক্রমণাত্মক পরিবেশ তৈরি করে) in a workplace or other situatic

Such like a environment so that I can not work.

# In brief

Sexual abuse- actual or threatened, or non physical inclusion

Sexual exploitation- power exercise. Profiting give and take which comes from power

Sexual harassment- such like a environment so that I can not work

# Framework summary

| Prevention | Reporting & Responding | Governance and Review |
|---|---|---|
| • Policies<br>• Safe Design<br>• Safe recruitment<br>• Safeguarding Training and awareness<br>• Awareness of | • Reporting Mechanism<br><br>• Response mechanisms | • Key Governance Priority<br>• Regular review and learning |

# Reporting

Staff, volunteers, trustees and associated personnel must report all incidents, allegations or concerns they witness or hear about which relate to safeguarding of children or adults at risks immediately

You do not need evidence, it is not your job to investigate but to pass concerns on to those who are responsible for handling concerns

All personnel and beneficiaries must have multiple and accessible ways to report and feel safe to do so

We must not treat anyone negatively for truthfully reporting
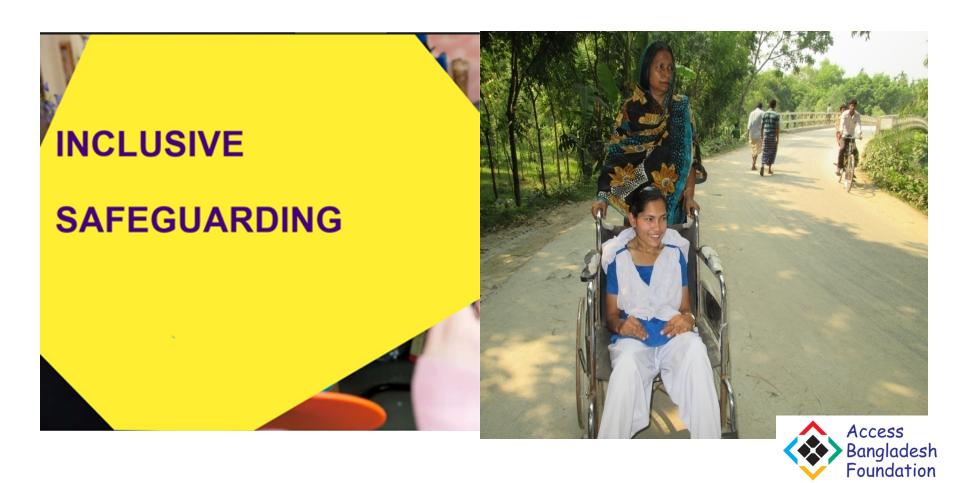
# Appropriate Reporting Mechanism

1. **Identify barriers** to reporting and design your reporting mechanism to address those barriers

2. Multiple options for reporting – including directly to focal person.

3. **Accessible** reporting options

4. Options for **anonymous** reporting

5. Data protection and need to know **confidentiality** requirements throughout the reporting mechanism

6. Communicate to your staff, volunteers and beneficiaries how to report.

7. Create a speaking up culture – ensure no victimization for speaking up

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# Cont…

8. Harm may not be directly alerted/ told- but heard as a rumour or observed

9. Concerns can be raised based on rumours and observations from field visits, interaction with beneficiaries

10. Children / person with hearing and speech disability may not talk but show

11. Recognizing abuse- all staffs trained and equipped

12. Even when not sure, better to raise an alert

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# INCLUSIVE

# SAFEGUARDING

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# Disability Inclusive

The process that ensures that all persons with disabilities enjoy their full and fundamental rights and freedoms to fully and effectively participate with and within their families, communities and societies without barriers and on an equal basis as those without disabilities

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# Why Inclusive

Children and adults with disabilities face a higher risk of all types of abuse, neglect and harm

Women with disabilities are 10 times more like to be victims of sexual violence

Children with disabilities are 3.7 times more likely to be victims of violence , 2.9 times more likely to be victims of sexual violence (who 2012)

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# Why Inclusive

Lower disclosure rates

Reduced opportunity to report

Limited education on their rights and definitions of abuse

Lack of understanding around their communication needs

May not have the vocabulary to describe abuse

Not empowered to say no when someone does try to exploit or abuse them

stigma

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# Key principles of Inclusive Safeguarding

Empowerment

Prevention

Proportionality

Survivor- led approach

Support and representation for people with disabilities

Partnership

Accountability and Transparency

# Thank You



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