

# Safeguarding

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PLANT YNG NGHYMRU  
CHILDREN IN WALES

# Who We Are...

Children in Wales is the national umbrella body for organisations and individuals who work with children, young people and their families in Wales. We are a membership body, and our members are drawn from the voluntary, statutory and professional sectors.



## Children & Young People

Learn more about Children's Rights, Young Wales, and other projects Children and Young People can be involved in.



## Professionals

Visit our professionals pages for information on our work, access to resources, latest news, current consultations and to view jobs.



## Members

Children in Wales' membership is open to individuals and organisations who are interested in improving the lives of children, young people and families in Wales.



# Our Purpose

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To improve the lives of all children and young people living in Wales by ensuring that their voices and the voices of cross-sector professionals are harnessed to co-produce research and solutions which help build a better Wales.

**“Building a Wales where all children and young people have all their rights fulfilled”**

[www.childreninwales.org.uk](http://www.childreninwales.org.uk)

# What is Safeguarding?

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**Safeguarding** means proactively seeking to involve the whole community in keeping people safe and promoting their welfare - **Making sure everyone's free from harm, abuse or neglect.**

**Protection** is the process of protecting an individual person identified as either suffering, or at risk of suffering significant harm because of abuse or neglect - **Protecting an individual's health, well-being and human rights.**

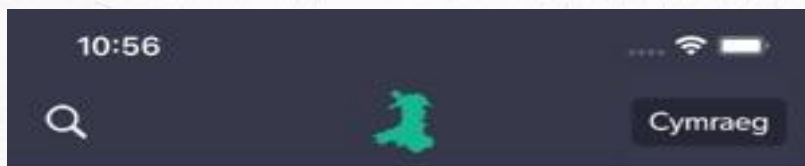
# Why Safeguarding Matters

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**Everyone** must have an awareness of safeguarding and know how to respond if they have concerns

**Everyone** has the right to be protected from abuse, harm and neglect

Safeguarding is **Everyone's** business and responsibility



## Wales Safeguarding Procedures

Introduction >

Children & Young People at Risk of Harm >

Adults at Risk >

Regional Safeguarding Boards >

Glossary >

About this app >



# Wales Safeguarding Procedures

Developed following the Social Services and Well-being (Wales) Act 2014

- Set safeguarding standards for Wales
- Protocols and procedures to be followed
- Ensuring that children, carers and family members are fully involved
- Protects the rights of the child
- Available as an app from **Apple App Store** and **Google Play Store**



# Safeguarding and Protection Duties

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Duty to Report

Duty to Co-operate

Duty of Candour

# Threshold of Significant Harm

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There is no statutory definition of significant harm. Therefore, practitioners must:

*'Where the question of whether harm is significant turns on the child's health or development, the child's health or development is to be compared with that which could reasonably be expected of a similar child' ([Section 31\(9\)](#), Children Act 1989.)*



# What Concerns You About Safeguarding?



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# Safeguarding Principles

Choice

Respect

Honesty

Support

Participation

Person-centred

Rights

Privacy

Partnership

Well-being

Consent

Protection

Diversity

Prevention

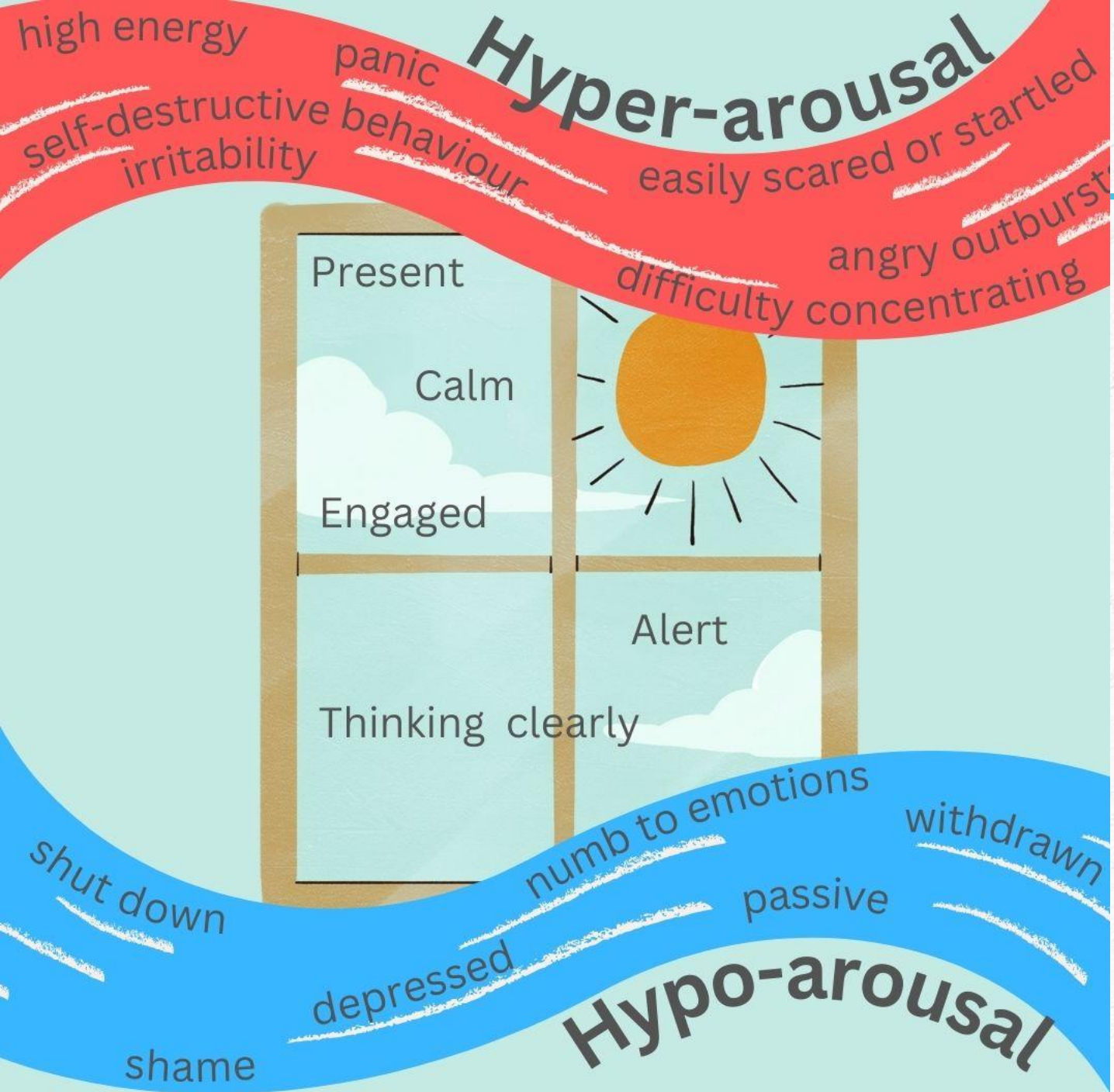
Empowerment

Equality



PROFESSIONAL

CURIOSITY



# Window of Tolerance

## Hyper-arousal

- Practice diaphragmatic breathing
- Release anger in a healthy or constructive way

## Hypo-arousal

- Get excited
- Move around
- Describe three things
- Anchoring

# Evaluation

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Here at Children in Wales we really value your feedback to help us improve our training. Therefore, we would really appreciate it if you could complete our evaluation form.

Please scan the QR code on your screen

Children in Wales EVALUATION  
FORM 2024



**Any questions?**



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**EDI**

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# Questions about EDI



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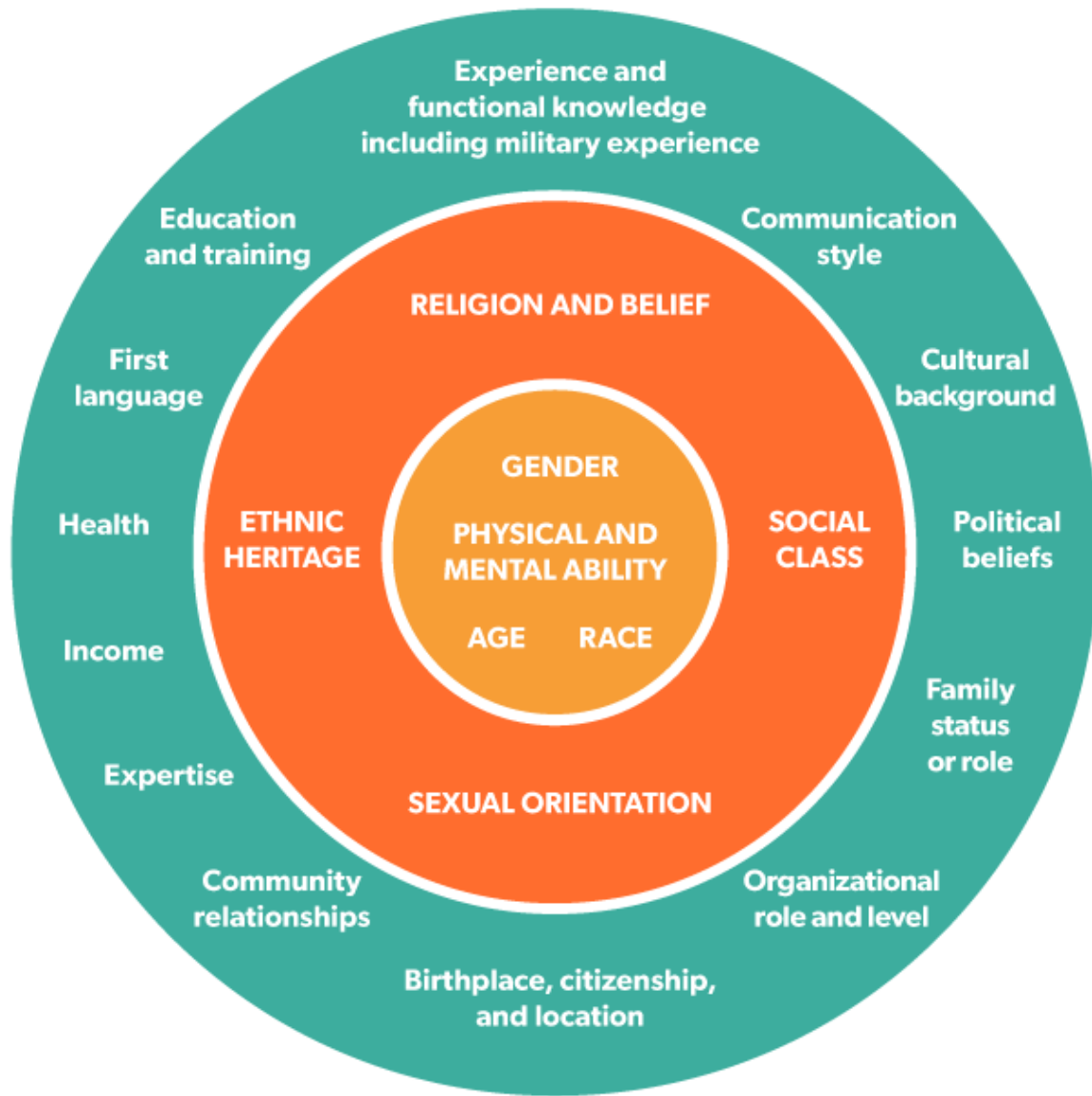
## Diversity Sun

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- Draw a sun with a large centre and rays around the centre equal to the number of people in your group
- Fill the centre with words/images of common traits among your group
- Each person fills their own ray with unique traits about themselves

# Diversity

- LGBTQIA+ Children and Young People
- Cultural Diversity
- Neurodiversity



Typically **more visible**  
**core** diversity  
dimensions

Typically **less visible**  
**core** diversity  
dimensions

**Secondary**  
diversity dimensions

# LGBTQIA+ Terminology

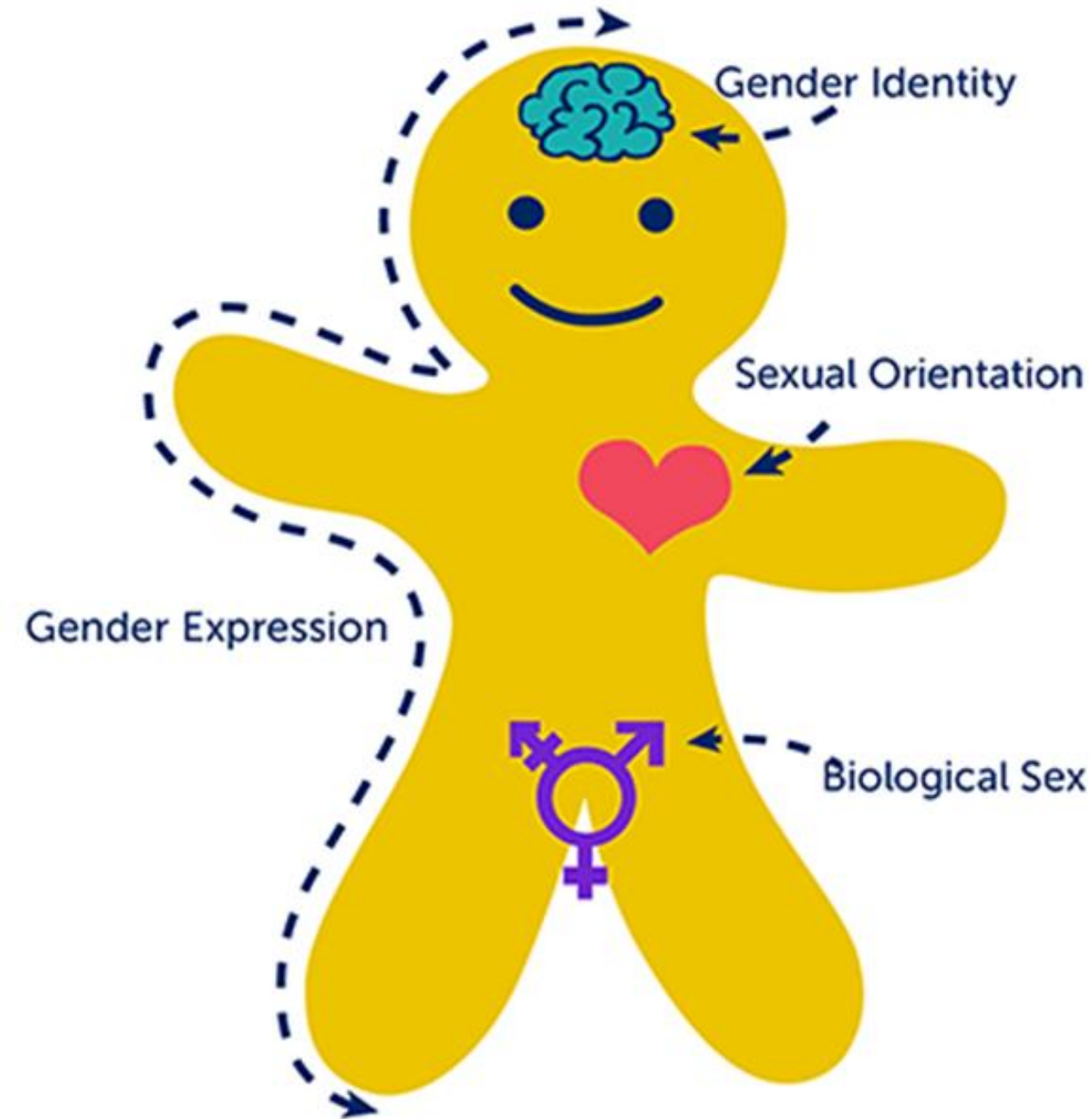
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**Biological Sex** – The sex someone is assigned at birth

**Gender Identity** – A person's internally held knowledge of their own gender

**Gender Expression** – How a person expresses their gender externally

**Sexual Orientation** – A person's physical, romantic and/or emotional attraction to another person



# Gender Identity and Gender Expression

## Types of Gender Identity:

- Trans/Transgender
- Non-Binary
- Gender Fluid
- Gender Diverse
- Genderqueer
- Cisgender

## Types of Gender Expression:

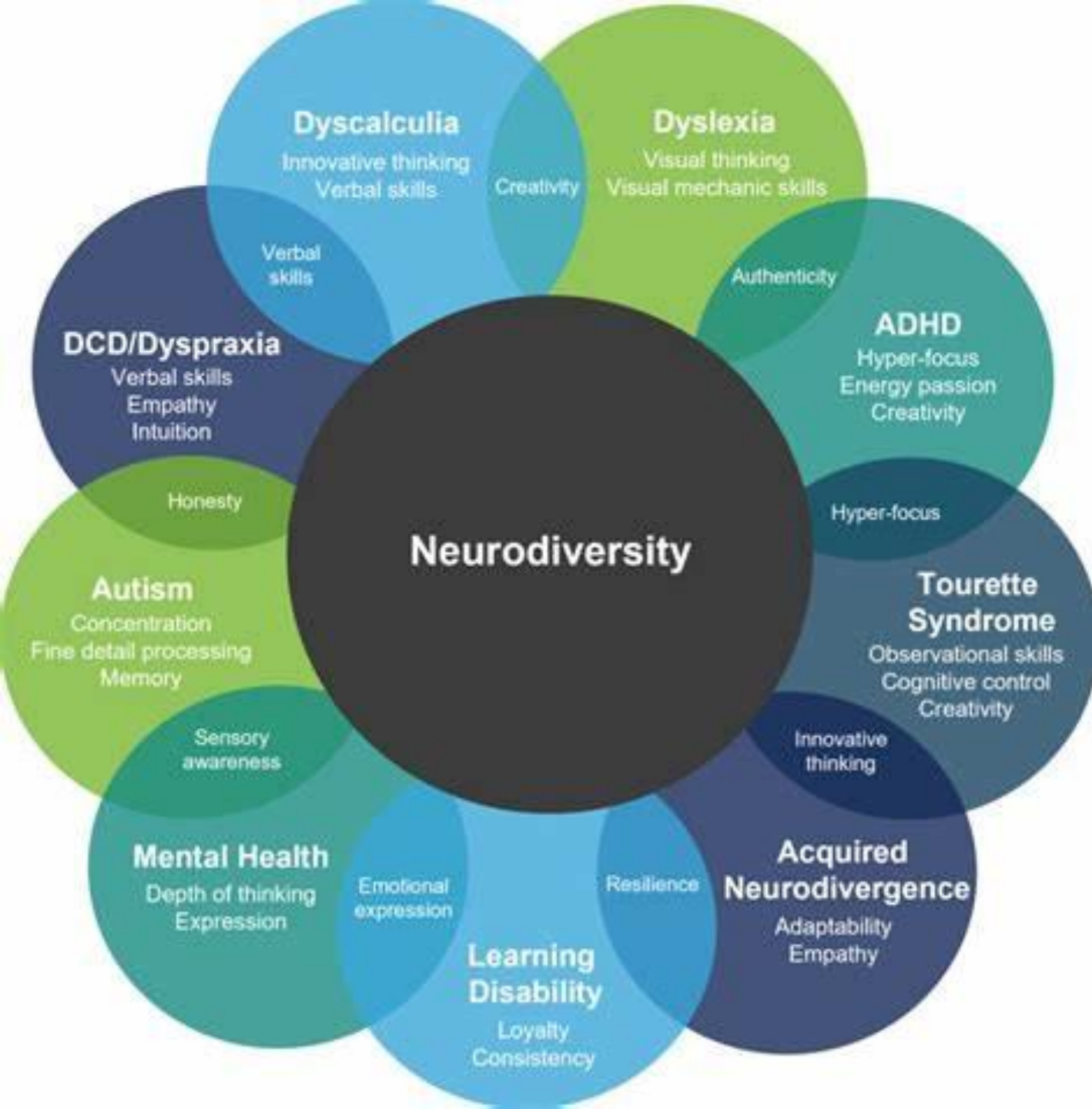
- Feminine
- Masculine
- Gender-neutral
- Gender-conforming
- Gender-nonconforming
- Androgynous

# Cultural Diversity

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- What is your culture?
- What are some assumptions people make about your culture?
- What do you want other people to know about your culture?



# Neurodiversity

**Executive Functions** - a set of thinking skills that include organisation, self-control, self-monitoring, working memory, time management, flexible thinking and planning.

**Working Memory** - sometimes called short-term memory, is the mental workspace where you hold and organise information for a brief time.

**Inhibition Difficulties** - difficulty with avoiding distractors and generally controlling responses.

**Sensory Avoiding** – Finding sensory information uncomfortable, overwhelming, or painful.

**Sensory Seeking** - being under sensitive to input and look for more sensory stimulation.

# Working with Diverse Children and Young People

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- Understand their world
- Embrace flexible learning styles
- Celebrate strengths
- Encourage individualised expressions of friendship
- Model empathy and understanding
- Celebrate similarities and differences
- Promote inclusivity
- Use inclusive language



# EEDI and Language

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- Gender-Neutral Language
- Cultural Sensitivity
- Avoiding Ableist Language
- Pronouns
- Avoiding Stereotypes
- Empathy and Respect
- Intersectionality
- Continuous Learning

# Evaluation

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