Introduction to Youth Safeguarding Day 2
Session 1: Welcome, recap and Day 2 agenda
Welcome to the Youth Safeguarding Training Day 2.

Today’s focus is on responding to safeguarding issues and reporting mechanisms.

Please ask questions throughout, share your experiences, raise your concerns and respect each other.
Recap of Day 1

- The background and context to safeguarding.
- What safeguarding means to you.
- The distinction between safeguarding, protection and safe programming.
- Types of abuse.
- When abuse happens – power and vulnerability.
- Impacts of abuse.
- Safeguarding frameworks including international and domestic law, Oxfam policies and the local context.
Agenda Day 2

Day 2 sessions

1. Welcome, Day 1 recap and Day 2 agenda
2. Case studies: is the scenario abuse?
3. Barriers to reporting

Break

4. How to report a concern
5. Responding to an allegation
6. Responding to disclosures

Lunch

7. Role play: receiving a disclosure

Break

8. Case studies: complex cases
9. Questions and close
Session 2: Case studies – is the scenario abuse?
Case studies: is the scenario abuse?

1. Get into three groups.

2. Each group will need to discuss all three case studies and answer the following questions:
   a) What impact does this scenario have on the young person/young people?
   b) How would international law, domestic law, Oxfam policy and the local context categorise this scenario?
   c) Taking into consideration the above points, would you (as a group) categorise this as harassment, exploitation or abuse, or not?

3. You have **30 minutes**.
Session 3: Barriers to reporting
The tip of the iceberg: We need to look beneath the surface!

2018
• 19 allegations of SHEA involving WFP/partners
• 117 allegations of SHEA involving UNHCR/partners
• 15 allegations of SHEA involving UNICEF/partners
• 48 allegations of SHEA involving Oxfam/partners
Barriers to reporting

- Get into pairs.
- What **barriers** do (a) adults (b) young people face when reporting an allegation of abuse perpetrated by Oxfam staff, youth leaders or partners?
- You have **5 minutes**.
# Under-reporting summary

## Why staff/associated personnel don’t report

- Fear of retaliation or stigmatisation
- Lack of information on how to report
- Protecting the perpetrator
- Fear of not being listened to
- Fear that people will not believe
- No trust in the response
- No time to report
- Not sure if it is true – doubting
- Relying on someone else to report/don’t want to be involved
- Personal internalisation/acceptance
- Fear of not being listened to or understood
- Don’t want to cause trouble for a colleague/friend

## Why survivors don’t report

- Fear of retaliation or stigmatisation
- Lack of information on how to report
- Don’t want to ‘relive’ the trauma
- Feelings of loyalty and shame
- May not realise it was abuse
- May think they were in control/consenting
- May be encouraged by parents/friends not to report
- Think they won’t be believed
- Afraid they will lose essential aid
- Fear of loss of reputation
- Fear of family/community reaction
- Afraid of their abuser
- Believe their abuser is immune to punishment because of their position
Overcoming barriers to reporting

- Get into different pairs.
- What might help (a) adults (b) young people to **overcome** these barriers to reporting abuse perpetrated by Oxfam staff, youth leaders or partners?
- You have **5 minutes**.
Overcoming barriers to reporting

• Create an environment of trust and partnership that enables feedback and complaints.
• Build a complaints mechanism with several entry points.
• Develop proper mechanisms to maintain the confidentiality of complainants and witnesses, to protect them from retribution.
• Find effective ways to ensure complainant’s/survivor’s safety and security.
• Develop a clear framework to learn from each response to a report of harassment or abuse.
• Have equal numbers of female and male Safeguarding Focal Points to explain the complaints and reports procedure and to receive complaints.
• In all of the above, involve key stakeholders (e.g. partners, beneficiaries).
Break
Session 4: How to report a concern
Your responsibility

• It is the responsibility of all representatives of Oxfam to raise any concerns you have, or which are reported to you, according to Oxfam safeguarding policy.
• It is not your responsibility to decide whether or not harassment, exploitation or abuse has occurred – you do not need to investigate.
• If you experience harassment, exploitation or abuse yourself, it is your choice whether to report.
Impact of not reporting

By not reporting safeguarding concerns immediately:

You could be:
- Allowing abuse to continue.
- Putting people at risk.
- Protecting perpetrators of abuse.
- Damaging Oxfam’s ability to deliver aid.
- Putting yourself at risk of disciplinary action.

Always report any safeguarding concerns immediately.
Ways to report: country and affiliate specific

If it feels comfortable and safe to do so, you can report to your line manager, or to HR verbally or in writing.

**Speak Up**
You can report anonymously through the online form
https://oxfam.clue-webforms.co.uk/webform/misconduct/en
You can email confidentially: speakup@oxfam.org.uk

**Speak to a Safeguarding Focal Point.**

**Safeguarding**
You can email confidentially: safeguarding@oxfam.org.uk

**Whistleblowing**
You can email confidentially: whistleblowing@oxfam.org.uk

If you think someone has been or is being trafficked, contact the **Global Human Trafficking helpline** on help@befree.org or 1-844-888-FREE.
Session 5: Responding to an allegation
Process for responding to an allegation

• Get into two groups.
• Each group has a blank flow chart and a set of cards showing Oxfam GB’s procedure for managing an allegation of misconduct.
• You need to complete the flow chart using these cards.
• You have **20 minutes**.
The investigation process

Phase 1
- Allegation received
- Initial engagement with reporter and survivor(s)
- Risk assessments
- Case conference

Phase 2
- Investigation plan
- Interviews with survivor(s), witness(es) and collection of evidence
- Interview with subject of complaint
- Final report produced and shared with relevant parties

Phase 3
- Decision taken on recommendations
- Possible Outcome: Disciplinary hearing
- Possible Outcome: Disciplinary action
- Possible Outcome: Engagement with external authorities
- Learnings taken forward

The safety of the survivor(s) is assessed throughout the process.
Survivor-centred approach

• The safety of the survivor is paramount; this will guide and impact on any investigation that takes place.
• Care will be taken to speak with the survivor prior to any decisions being made, and their consent will need to be gained once they have been made aware of all options and all potential risks have been explored (informed consent).
• If a survivor does not want to take the complaint forward to an investigation, this will be respected.
• If the person of concern presents a risk to others, then a decision will have to be made regarding the necessity of proceeding with the investigation. This will include close liaison with the survivor and a focus on how to keep the survivor safe within this process.
Five key principles of a survivor-centred approach:

1. Maintain confidentiality
2. Treat the survivor with dignity
3. Respect the decisions of the survivor
4. Ensure the safety of the survivor
5. No discrimination
What is meant by the term ‘zero tolerance’?

Zero tolerance to no response

Zero tolerance to no survivor support

• With a survivor-centred approach there is sometimes a tension between what people expect to happen, and what can actually happen in any given circumstance. The survivor will be in control of the process, as far as possible, and this may mean that a response may look different to what might be expected to happen when seen from the outside.

• What we can assure people is that we will look into every allegation and will work closely with the survivor and witnesses to ensure the best and safest possible outcome.
Session 6: Responding to disclosures
1. Get into pairs.
2. You have **5 minutes** to discuss the following question:

   When did you last feel actively listened to, and why?
Active listening

‘Attentive listening to avoid misunderstanding; the practice of paying close attention to a speaker and asking questions to ensure full comprehension.’

‘An intent to listen for meaning, in which the listener checks with the speaker that a statement has been correctly heard and understood.’
Active listening enables us to:

- Understand the position, doubts, needs and objections of others.
- Gain influence by knowing motivations, needs and objections of others.
- Identify areas of agreement/consensus.
- Avoid misunderstandings.
- Generate additional ideas and creative solutions.
- Ensure that we listen before giving our opinion or voicing our disagreement.
Paraphrasing is...
- Simply restating what another person has said, in your own words.
- Used to check your understanding of what a person says or means.

In other words...
Let me see if I have understood you correctly...
If I understand what you are saying...
What I hear you are saying is...
**Summarising**

**Summarising is...**
- Pulling together important ideas, facts or data to establish a basis for further discussion and/or to review progress.
- Listening carefully to organise the information systematically.
- Used to emphasise key points.

These seem to be the key ideas you have expressed...

To summarise, your main points are...
# Open and closed questions

<table>
<thead>
<tr>
<th>Closed questions</th>
<th>Open questions</th>
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<tbody>
<tr>
<td>Elicit ‘yes’ and ‘no’ responses</td>
<td>Elicit explanation</td>
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<tr>
<td>Do you...?</td>
<td>How...?</td>
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<tr>
<td>Will you...?</td>
<td>What...?</td>
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<tr>
<td>Are you saying that...?</td>
<td>Who...?</td>
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</table>
Beyond words

55% body language

38% tone of voice

7% words
Receiving an allegation

<table>
<thead>
<tr>
<th>Do</th>
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<tbody>
<tr>
<td>Do</td>
<td>Listen</td>
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<tr>
<td>Do</td>
<td>Empathise</td>
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<tr>
<td>Do</td>
<td>Ask who, when, where and what, but not why</td>
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<td>Do</td>
<td>Repeat/check your understanding of the situation</td>
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<tr>
<td>Do</td>
<td>Report to the appropriate staff member</td>
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<td>Do</td>
<td>Tell the person what you will be doing with the information they are giving you – with their permission</td>
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| Don’t | | | | | |
| Don’t | Become defensive | | | | |
| Don’t | Argue | | | | |
| Don’t | Be dismissive | | | | |
| Don’t | Blame others | | | | |
| Don’t | Make assumptions without knowing the facts | | | | |
| Don’t | Make promises you can’t keep | | | | |
| Don’t | Ignore the problem | | | | |
| Don’t | Try to investigate it yourself | | | | |
Lunch
Session 7: Role play – receiving a disclosure
Role play 1

• Get into groups of three.

• Decide on your role for the scenario – you can be the:
  - Complainant (reporter)
  - Person receiving the disclosure (staff member)
  - Observer (you will not participate).

• The role play will last for 10 minutes.
Take **10 minutes** in your groups to debrief.

- As the **complainant** – how did you feel reporting to the staff member? How did they respond?
- As the **staff member** – how do you feel you handled the situation? What do you feel you could have done differently?
- As the **observer** – what did you notice about the body language, words and tone of voice? Did you notice any paraphrasing, summarising, open/closed questions?
Role play 2

• Change roles.

• Decide on your role for the scenario – you can be the:
  - Complainant (reporter)
  - Person receiving the disclosure (staff member)
  - Observer (you will not participate).

• The role play will last for 10 minutes.
Feedback

Take **10 minutes** in your groups to debrief.

- As the **complainant** – how did you feel reporting to the staff member? How did they respond?
- As the **staff member** – how do you feel you handled the situation? What do you feel you could have done differently?
- As the **observer** – what did you notice about the body language, words and tone of voice? Did you notice any paraphrasing, summarising, open/closed questions?
The rights of survivors

- Survivors of gender-based violence (GBV), including sexual harassment, exploitation and abuse (SHEA), have the right to assistance and support including:
  - Medical
  - Psychosocial (e.g. counselling).

- Immediate material care (e.g. food, clothing and safe shelter) may also be provided to SHEA survivors if needed, including to children born as a result of SHEA.

- This support is best provided by GBV and child protection service providers in your location. GBV networks can refer you. Oxfam staff also have access to the Employee Assistance Programme.

- The support is **not** dependent on the outcome of investigations.

- Access to quality support may vary depending on the location and context. It is important that local support is mapped.
Break
Session 8: Case studies – complex cases
Complex cases

- Get into three groups.
- Each group has the same case study to discuss.
- On your flipchart, identify what needs to happen next, and who needs to do what, to address the concerns raised in the case study.
- You have **30 minutes**.
Session 9: Questions and close
Thank you for your participation today.

Please spend a few moments reflecting by yourself on:

• The one most useful thing that you **learned** today.
• One thing you are going to do this evening to **take care** of yourself.

If you feel comfortable doing so, please share with the group.